



# Teacher Evaluation 2012: Results Improve, but More Progress Needs to be Made

**The increasing number of teachers who were voluntarily submitted to this evaluation and improvements appreciated at the performance level are worth highlighting. However, we cannot overlook those cases where bad evaluated teachers are still teaching. While schools have no authority to watch the teacher's performance in the classroom and their results are not bind to remuneration, this situation will not improve.**

The results of the teacher evaluation for 2012 were published a few days ago, and both the increasing number of evaluated teachers and the average results' improvement is worth highlighting.

It is positive that teachers are submitted to a voluntary evaluation, while understanding its relevance for making a diagnosis of their level.

However, this kind of evaluation will hardly manage to distinguish, reward and retain good teachers in the classroom, who through their work can influence upon learning and the future of their students. The fact of relying upon this kind of centralized evaluation does not waive from the need to have one at school level, since it is there –on a day-to-day basis- where the

teacher's performance in the classroom really reveals itself.

In this context, it is a key matter to advance in the bill that creates a teacher development and promotion system, whose proceeding has seen no progress at the Congress for a year. This initiative, besides introducing a new professional career with certain segments linked to a centralized evaluation, implements an evaluation which is applied by the school principal and takes into account the performance in the classroom, thereby binding it to its final remuneration.

## Main Results

1) This year, evaluated teachers raised by 34%, accounting for 16,428 people. Among them, 45% corresponds to primary teachers and 28% to secondary teachers. Furthermore, the increasing number of preschool teachers who submitted to the test is also worth mentioning: 306 took part last year against 3,024 this year.

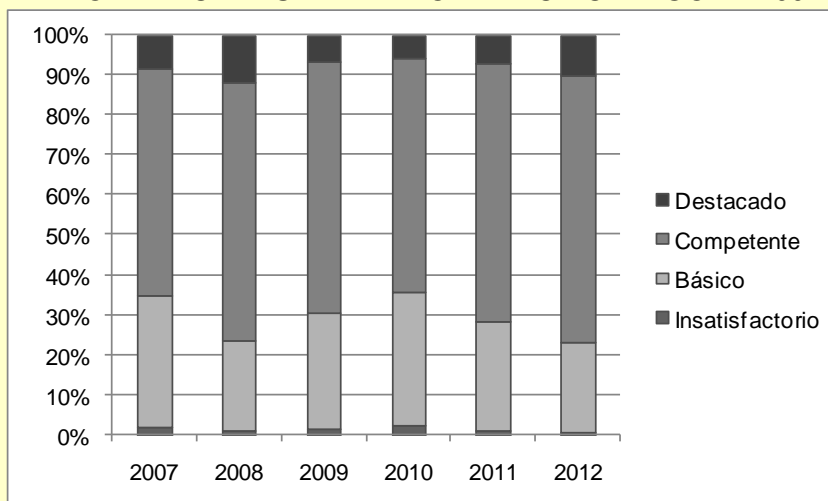
According to the figures from the Ministry of Education (MINEDUC), the teacher evaluation has covered 83% of the “assessable” teachers. There is no doubt that this means a progress in recognizing the importance of relying on a diagnosis regarding their level. Additionally, it is a valuable thing, since from 2011 the teacher evaluation can entail the teachers’ dismissal.

2) The evaluation’s results allow ranking the teachers in four categories: unsatisfactory, basic, competent and outstanding. In 2012, the percentage of teachers evaluated as outstanding and competent increased from 71.5% in 2011 to 76.8% in 2012. On the other hand, the proportion of teachers qualified as unsatisfactory dropped from 1.3% to 0.9%.

In terms of absolute number of teachers in each category, Chart 1 shows that, although there was a favorable evolution since 2010, the 2012 level is similar to that registered in 2008.

Chart 1

NUMBER OF TEACHERS BY PERFORMANCE CATEGORY 2007-2012



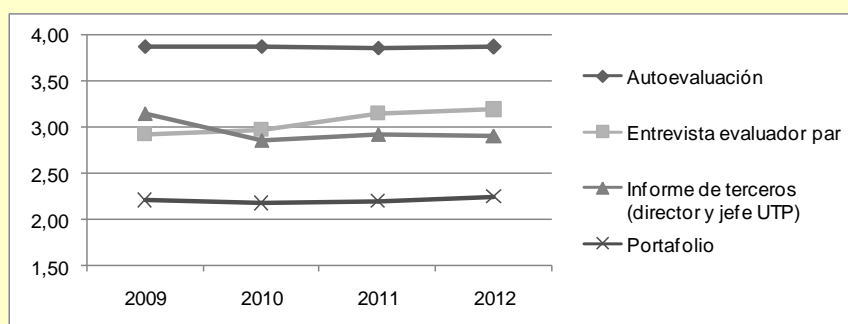
Source: Prepared by LyD with results of the Teacher Evaluation, MINEDUC.

3) The evaluation considers four instruments: a portfolio prepared by the teacher (including the preparation and recording of a class), a report from a

third party (the principal and head of the curricular unit, UTP), an interview from a peer evaluator and a self-evaluation from the teacher. As observed in Chart 2, in general terms, there are no significant changes in the average qualifications obtained in each one of these instruments.

Chart 2

AVERAGE SCORE BY EVALUATION INSTRUMENT 2009-2012

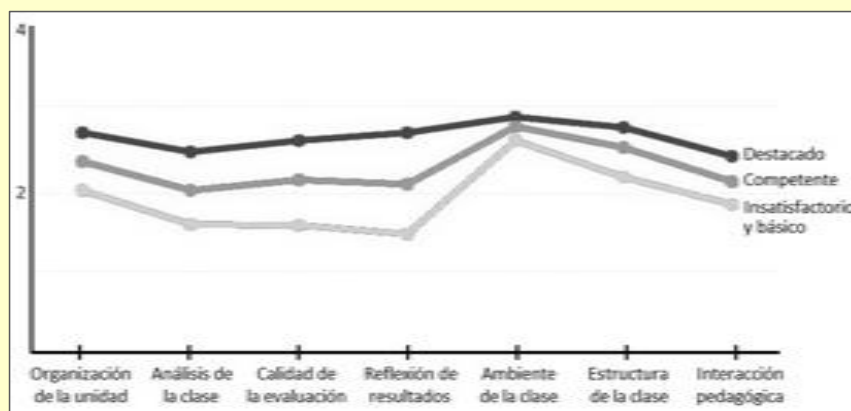


Source: Prepared by LyD with results of the Teacher Evaluation, MINEDUC.

4) Regarding the portfolio, it assesses the following dimensions: organization of the unit's elements, analysis of the class activities, quality of the unit's evaluation, reflection based on the evaluation's results, curricular interaction, structure of the class and learning environment of the class. It is interesting to differentiate the teachers' results in each one of these instruments, distinguishing by their qualification level (Chart 3).

Chart 3

AVERAGE SCORE BY DIMENSION OF THE PORTFOLIO AND PERFORMANCE LEVEL



Source: Results' presentation of the 2012 Teacher Evaluation, MINEDUC.

It can be inferred from here that the difference between a teacher qualified as outstanding and another qualified as unsatisfactory or basic lies mainly in the quality of his pedagogical practices, that is, in knowing how to adequately organize their classes considering the objectives to be fulfilled, in making a correct analysis of the units, and especially, in a correct reflection about the results of their students, so as to give them a feedback on what needs to be improved.

Unfortunately, these dimensions register a low fulfillment degree by assessed teachers: only 18% achieves the expected level in the class analysis, and 16% achieves the expected level in the reflection regarding the evaluation results.

5) Considering just the teachers who were evaluated for the second time:

- Among 8,839 teachers who were qualified as competent or outstanding in the previous evaluation, 16% dropped to the basic level.

- Among 2,454 teachers who were qualified in the basic performance level in the previous evaluation, 35% maintained this level and 2% dropped to the unsatisfactory level. The good news is that 59% improved to the competent level and 4% reached the outstanding level.

6) Among teachers who qualified as unsatisfactory in 2012, 42 obtained this evaluation consecutively and therefore they shall have to leave the system. It should be recalled that, since the enactment in 2011 of Law N° 20,501 on Education Quality and Equity, teachers who obtain an unsatisfactory performance in two consecutive evaluations, or basic/unsatisfactory in three consecutive evaluations must leave the municipal teaching staff. Although this means a progress towards greater autonomy in the municipal education management, we are still far from the countries with successful education systems, whose supporters have autonomy to decide on hiring, remuneration and dismissal matters concerning their teachers.

### **Conclusion**

The increasing number of teachers who voluntarily submit to this evaluation is worth highlighting. Likewise, it is highly positive to find improvements in the achieved performance level. However, we cannot overlook those cases where bad evaluated teachers are still teaching, thus impairing and limiting the learning possibilities of their students.

While schools have no authority to watch the teacher's performance in the classroom and their results are not bind to remuneration so as to create stimuli to reward and retain good teachers, and dismiss those with deficient performance, this situation will not improve. In this context, we hope that

the proceeding of the teaching career bill advances, since it has remained intact in the Congress for over a year.

### In brief...

#### MAIN RESULTS OF TEACHER EVALUATION 2012:

- The teacher evaluation covered 83% of the “assessable” teachers, which means a progress in having a diagnosis on their level.
- The teachers evaluated as outstanding and competent increased to 76.8%, and the unsatisfactory dropped to 0.9%.
- The difference between a teacher qualified as outstanding and another qualified as unsatisfactory or basic lies mainly in the quality of his pedagogical practices: knowing how to organize their classes according the objectives to be fulfilled, in the analysis of the units to be dealt with, and especially, in a correct reflection about the results of their students.
- Among 2,454 teachers who were qualified in the basic performance level in the previous evaluation, 35% maintained this level and 2% dropped to the unsatisfactory level, while 59% moved to the competent level and 4% reached the outstanding level.
- Among teachers who qualified as unsatisfactory in 2012, 42 obtained this evaluation consecutively and therefore they shall have to leave the system.
- Regardless of the improvement of results, it must be considered that this type of evaluation cannot easily distinguish, reward and retain good teachers in the classroom. There has to be an evaluation at school level, since it is there –on a day-to-day basis– where the teacher’s performance in the classroom really reveals itself.