



TODOS
POR
CHILE



Teacher Assessment Results 2015



Area Components

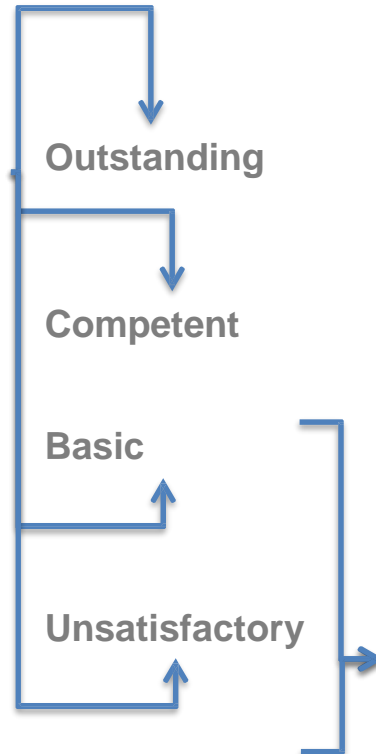
CHILE HAS:
197,851
TEACHERS

79,923 ARE
TEACHERS
SUBJECT TO
ASSESSMENT

83% HAVE
BEEN
ASSESSED

**Teacher
Assessment**
13,938 teachers
assessed (2015)

Performance levels



**Professional
Growth Plans**
7252 teachers
I: 125
B: 7127

Framework for Good Teaching (MBE)

Background Teacher Assessment

Teacher Assessment is compulsory for municipal school teachers with at least 1 year of professional practice.

Assessment has a training-based purpose: it seeks to promote professional development and ensure compliance with standards for quality performance, thereby improving learning.

The final decision is decentralized: each teacher's results are analysed and sanctioned by a Communal Assessment Commission composed of peer teacher evaluators from every municipality.

The assessment is based on standards defined in the current Framework for Good Teaching (MBE).

The CPEIP is carrying forward a participatory process to update the MBE.



#MBE2016

Sistema de Participación para la Actualización del Marco para la Buena Enseñanza



Acerca del Marco para la Buena Enseñanza



Documentos y datos



Glosario Marco para la Buena Enseñanza



Novedades y Testimonios



INGRESO AL SISTEMA

Docente Directivo/Jornada

RUT docente (ej: 12345678-9)

RUT sin puntos

Contraseña (primeros 5 dígitos del RUT)

Contraseña

¿Olvidó su contraseña?

Entrar



Jornada de Reflexión Docente
Mayo 2016 Textos y Videos

10/05/2016



Cómo Ingresar a la Plataforma

31/03/2016

Background

Technical Advisory Commission of Teacher Evaluation

The commission is composed of representatives of the Teachers Association, the ACHM, the academy, and MINEDUC.

The organization's objective is to perfect the tools and procedures of Teacher Assessment, with the goal of increasing their effects on training in the system. Additionally, the organization seeks to provide information for accompaniment of teachers in their schools and communities.

The commission is a permanent entity that has focused its work on reviewing the current teacher evaluation system in order to increase its training function.

Since August 27, 2015 and up to the current date, the commission has advanced in the creation of a critical analysis of tools and procedures of assessment.

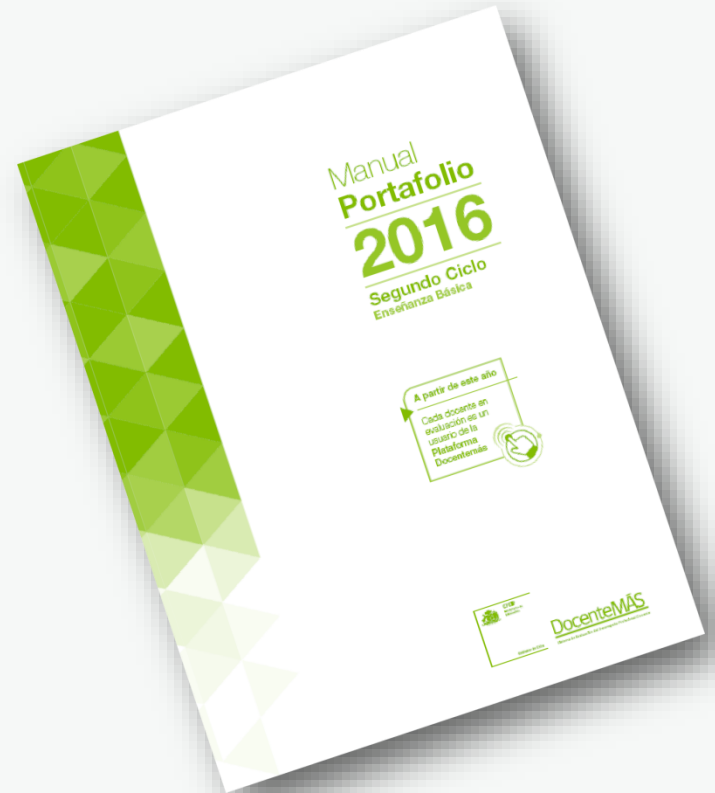


Review of teacher assessment



Portfolio

- Request **direct and indirect samples of teacher work inside and outside of the classroom.**
- Allow teachers to demonstrate their **best performance.**
- For assembly of the portfolio, teachers receive a manual that specifies the requested evidence and the way in which it must be provided.



2016 Portfolio



These modules are similar to previous years, although in Module 1 the quantity of information that must be presented is reduced.

A new module in which teachers must give an account of a collaborative work experience and a reflection on that experience.

Module 1 – Pedagogical Support Unit

- The teacher must present samples of work assignments central to teaching, for example:
 - How they **plan** their teaching.
 - How they **assess** their students' learning achievements.
 - How they take advantage of this information to **give feedback** to students and their own practice.
 - How **they reflect** on their practices.



Module 2 - Class video

- **Recording conducted at a date and time known by the teacher.**
- The teacher gives a class in which key aspects of teaching are observed:
 - **Class structure.**
 - How they **encourage participation** of their students and support their work.
 - How they develop **explanations** and how **they use questions** to teach.
 - How to **give feedback** and support student work.



Module 3 – Collaborative work

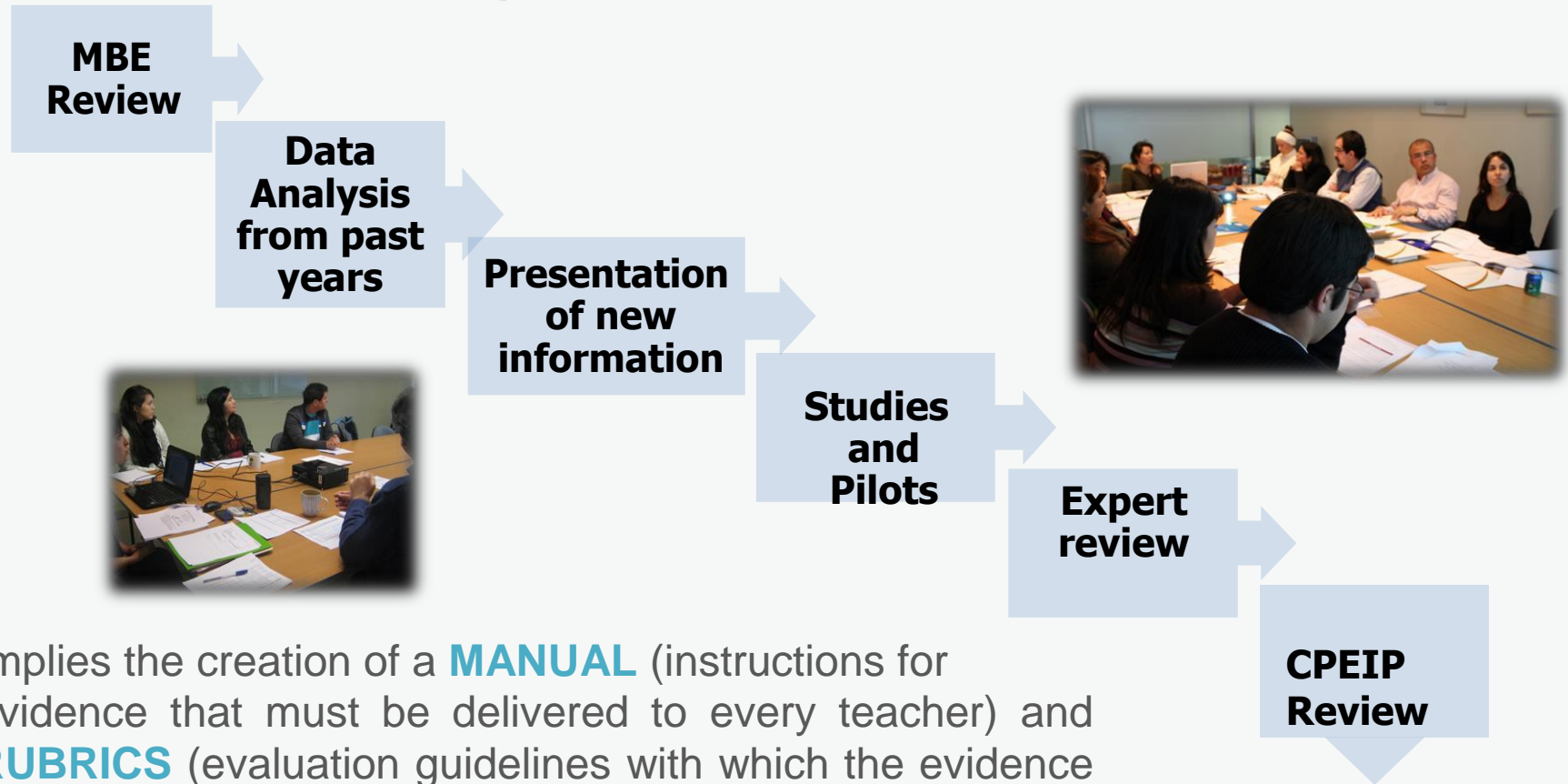
- Teacher reports a collaborative work experience from **up to 3 years ago**:
 - **Description of the experience through collective evidence**
 - **Analysis and professional reflection.**

At the same time, the principal reports on collaborative work, professional responsibilities, and relevant professional development carried out by the teacher.

IMPORTANT: individual evidence does not imply that it cannot be discussed, reflected upon, etc. with colleagues, but rather that it is unique, and not the same as that of other professor(s).



Composition of Portfolio



Implies the creation of a **MANUAL** (instructions for evidence that must be delivered to every teacher) and **RUBRICS** (evaluation guidelines with which the evidence will be assessed).

Both processes follow a similar model that is more complex for rubrics in which classroom teachers of all levels, subjects, and modalities participate, as well as education assessment specialists.

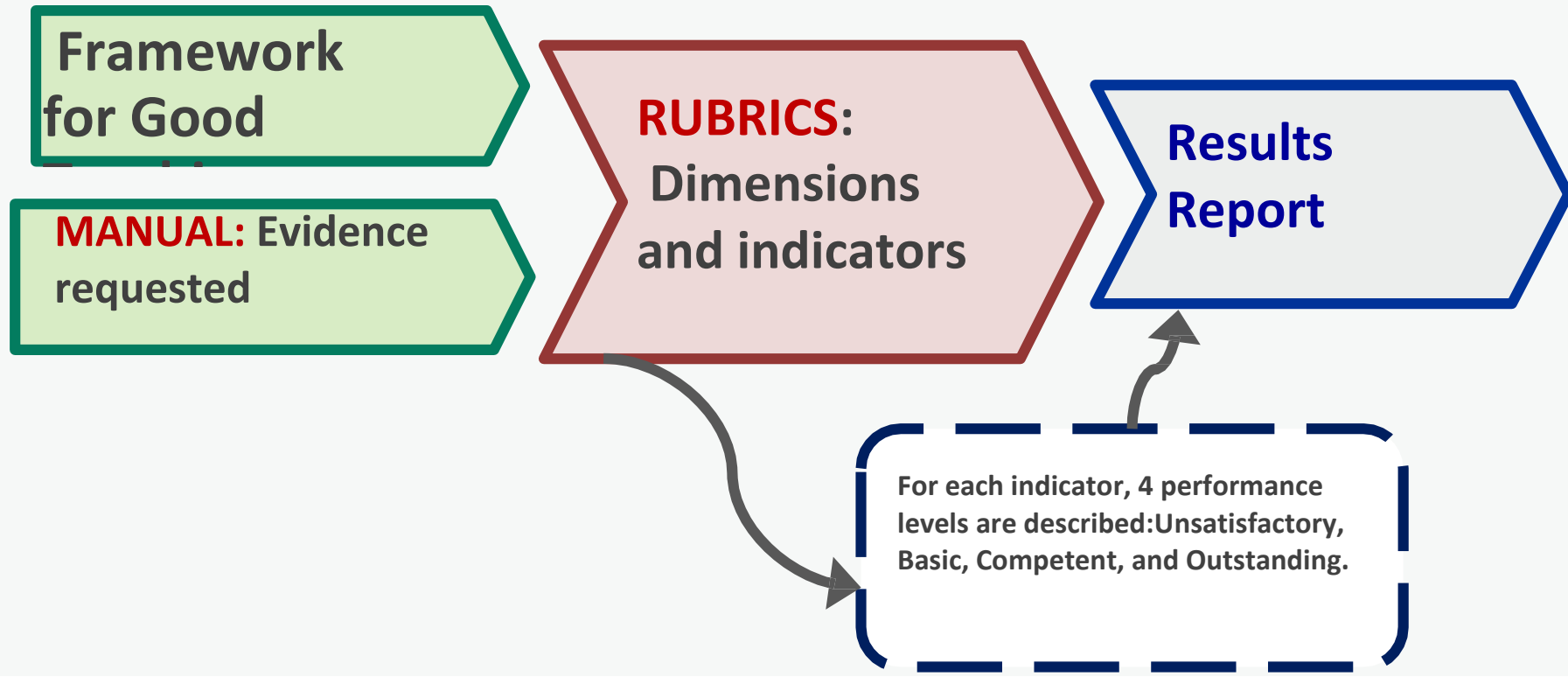
Evaluation of Portfolios (1)

- **Approx. 500-600 reviewers each year.**
- **Carried out in January in six universities** in Santiago, La Serena, Valparaíso, and Concepción.
- **Reviewers are practicing teachers** with training or experience at the level and area of the portfolios they evaluate.



Portfolio: from the MBE to rubrics and reports

Guidelines or rubrics are used that operationalize criteria / descriptors of the Framework for Good Teaching in evaluation *indicators* grouped into *dimensions*.



Performance levels

- **OUTSTANDING:** Indicates professional performance that clearly and consistently excels in relation to what is expected in the assessed indicator. A wide repertoire of conduct is demonstrated in regards to what is being evaluated or for the richness of the teaching when fulfilling the indicator.
- **COMPETENT:** Indicates an appropriate professional performance in the evaluated indicator. The teacher meets all requirements to perform professionally within their role. Although not exceptional, the teacher demonstrates good performance.
- **BASIC:** Indicates a professional performance that fulfils the criteria of the assessed indicator, but with certain irregularity (occasionally). Weaknesses are observed, but their effect is neither severe nor permanent.
- **UNSATISFACTORY:** Indicated a performance that presents clear weaknesses in the assessed indicator that significantly affect teacher tasks.

Module 1. Dimensions and indicators

Dimension

A teacher with competent performance...

Unit
organization

...Presents learning units with correctly formatted objectives, activities clearly geared towards achieving the objectives, and a class sequence that facilitates learning.

Class
analysis

... Characterized by reflecting on teaching strategies that are appropriate for their students' characteristics, and can identify both effective aspects of their unit, such as those for improvement, while maintaining student learning as the central focus. Additionally, they are able to draw out learning from their ability to analyse for their professional practice.

Quality of
assessment

...Designs assessments that are directly related to learning objectives, presents clear and understandable items and instructions to students, and uses correction guidelines that precisely identify the correct responses or performance.

Reflection on
results
of the
assessment

... Demonstrates the ability to understand how their teaching decisions influence both aspects achieved and not achieved by students. Additionally, they provide specific and useful feedback so that students may improve learning outcomes.

Module 2. Dimensions and indicators

Dimension

A teacher with competent performance...

Classroom
learning
environment

...Is attentive to questions or needs of students, and is able to maintain student focus on the activities they present. They are also able to maintain a standard of classroom harmony that allows them to work during the entire class. Additionally, they offer equal opportunities for participation, encouraging collaboration between students.

Class
structure

...Organizes their class with an activity sequence that promotes learning. At the beginning, the teacher uses strategies that encourage a student approach to what they'll be working on, and when ending, organizes what they've learned. Additionally, they take advantage of teaching time to develop activities that directly contribute to achieving the learning objectives of the class.

Pedagogical
interaction

...Explains contents or procedures using strategies that promote complete learning by students; they form quality questions that encourage development of higher thinking skills in students and take advantage of their involvement to clarify and deepen understanding. Similarly, they demonstrate good management of methodological strategies and knowledge that encourages learning in specific areas.

2015 TEACHER ASSESSMENT RESULTS



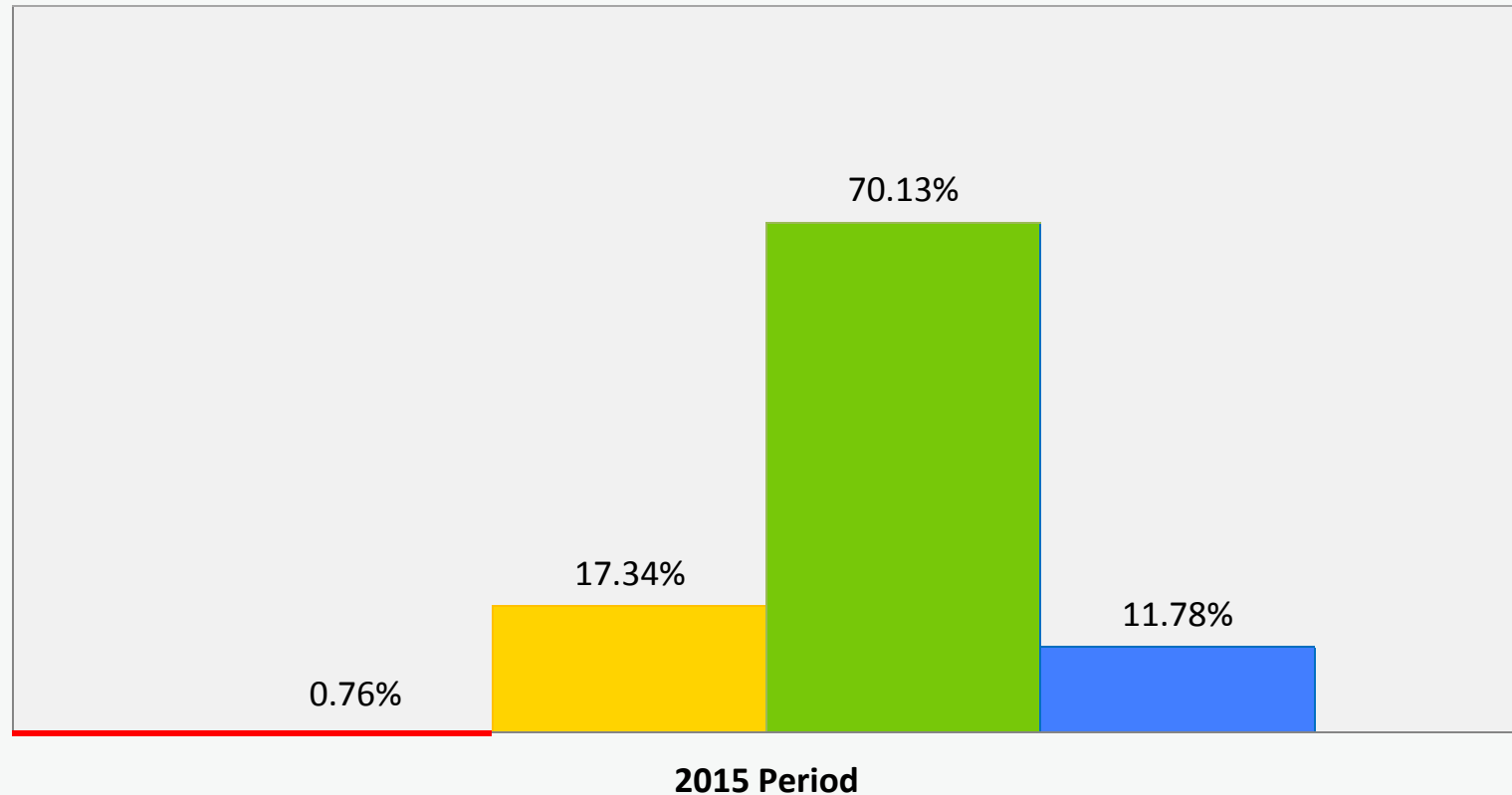
2015 Results

Analyses are based on the results of **13,885** assessments conducted in 2015.

81.7% of teachers belong to the municipal system education, **that is, 65,280 of a total of 79,926** have been evaluated.

The system assesses teachers that have at least 2 contract hours as in-class teachers and at least one year of experience in the municipal system.

Teacher performance levels, final distribution in 2015 (n= 13,885)

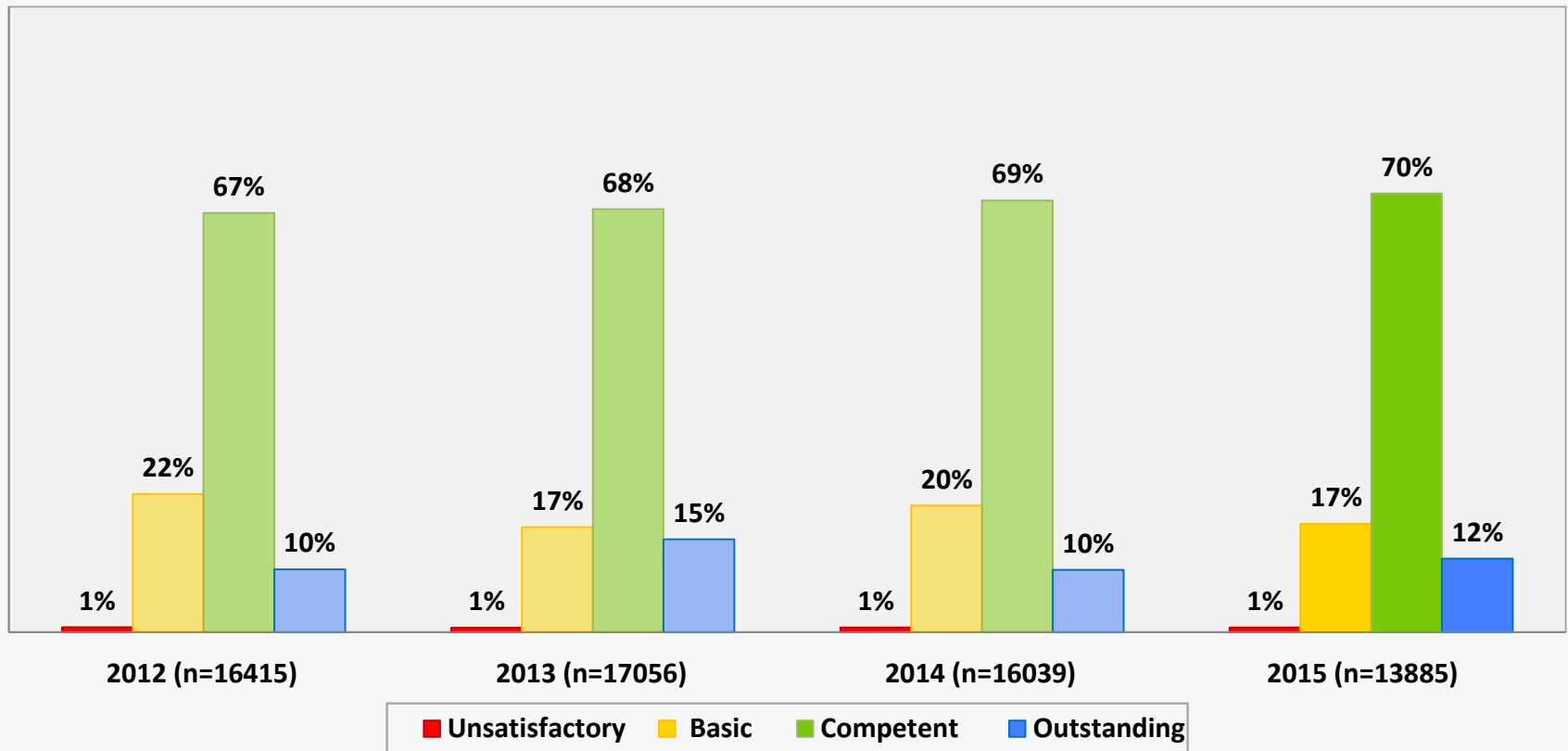


■ Unsatisfactory (n=105) ■ Basic (n=2407) ■ Competent (n=9737) ■ Outstanding ((n=1636)

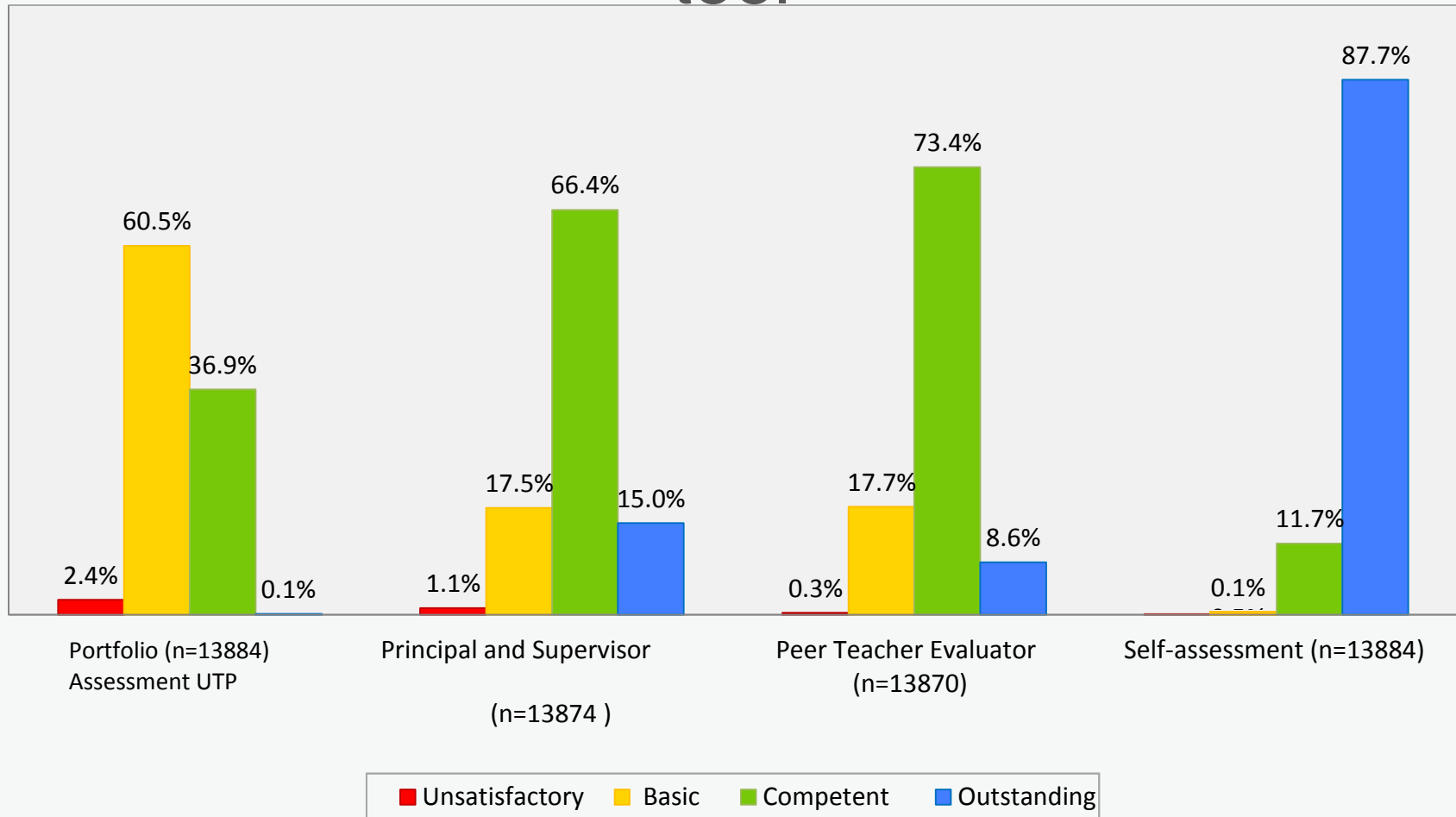
81.91% of teachers are in the Competent or Outstanding levels.

Final distribution of performance levels 2012 - 2015

Results of assessed teachers from 2012 to 2015

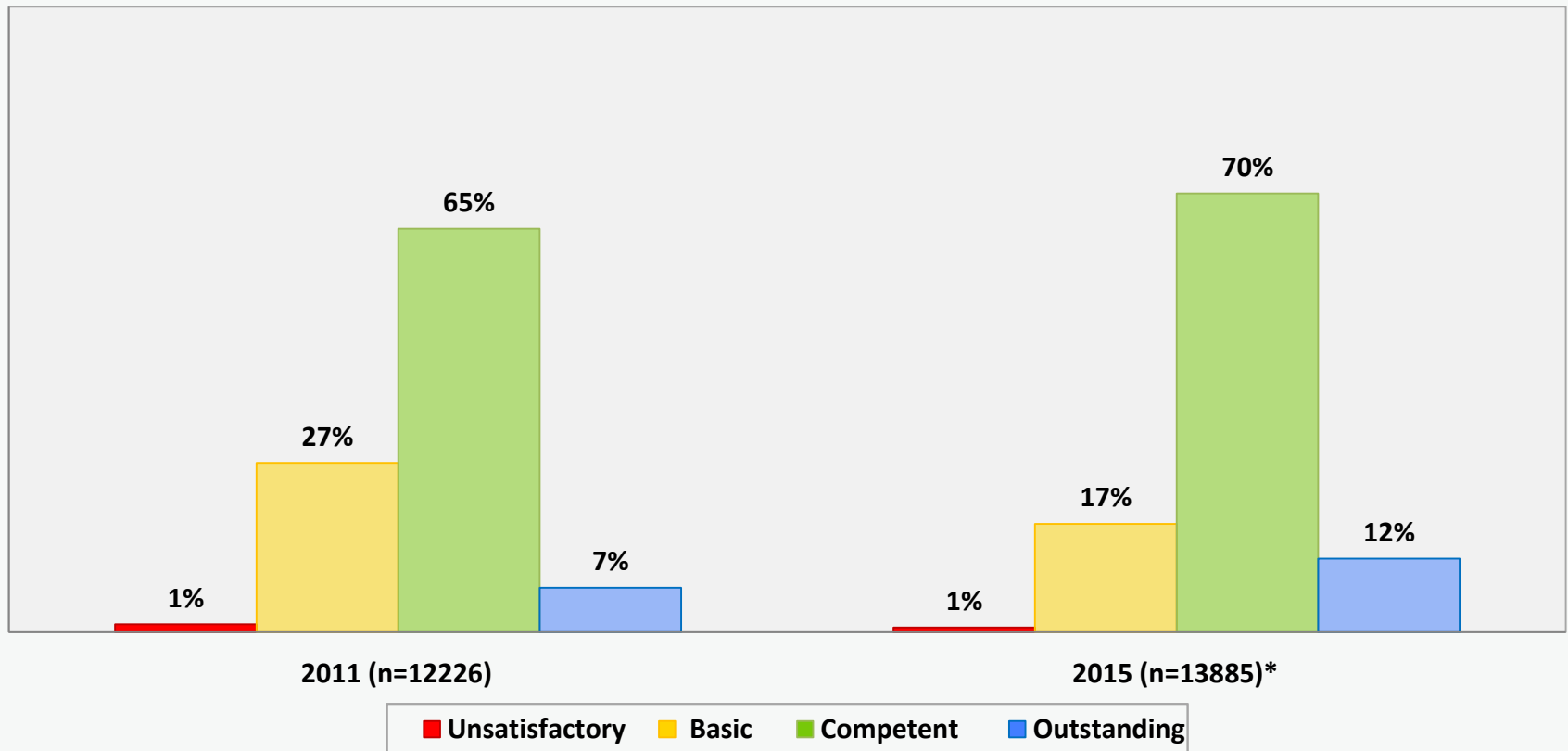


2015 Results by assessment tool



Final distribution by performance levels 2011 - 2015

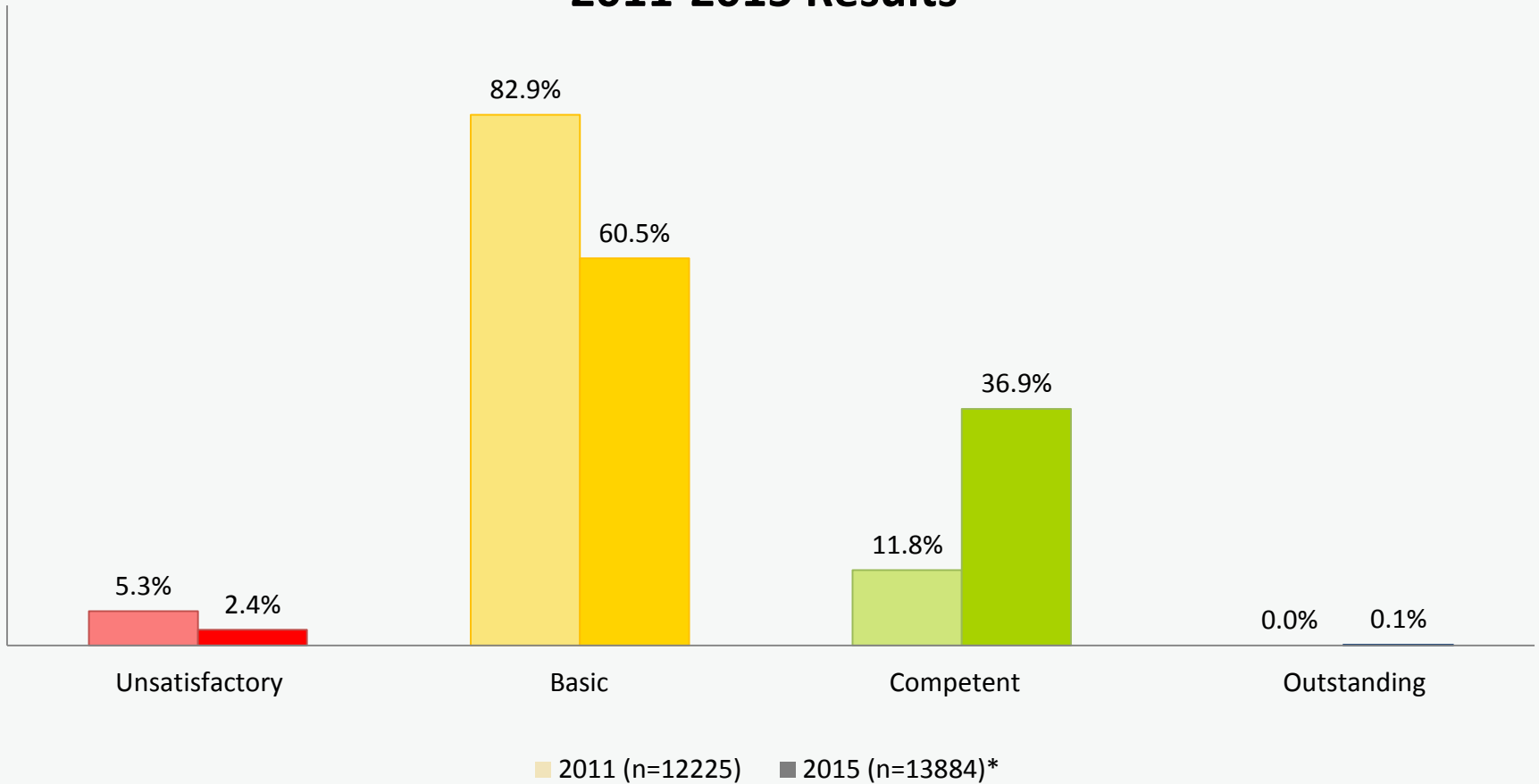
Results of assessed teachers from 2011 to 2015



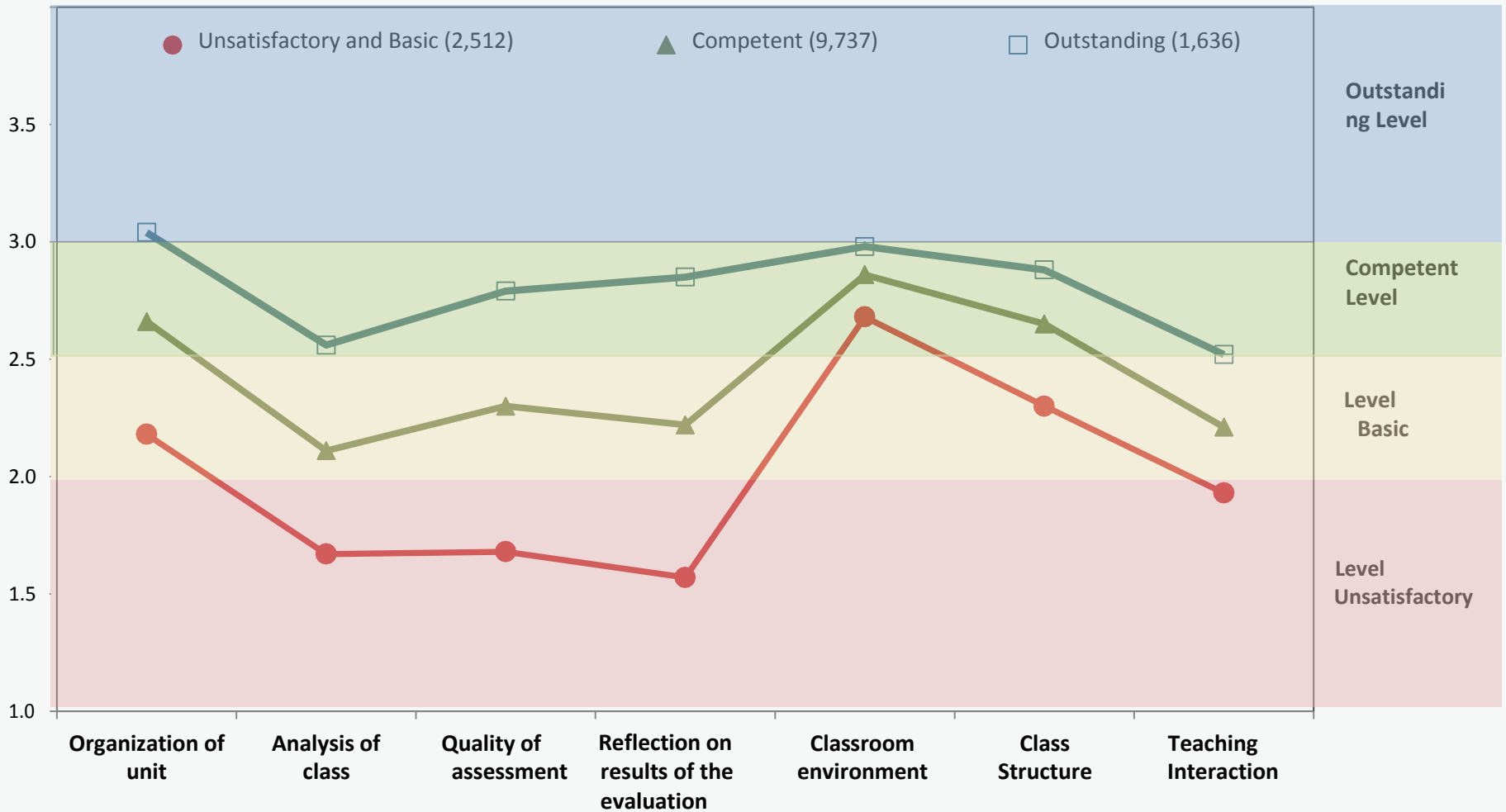
Portfolio tool

Performance distribution by level

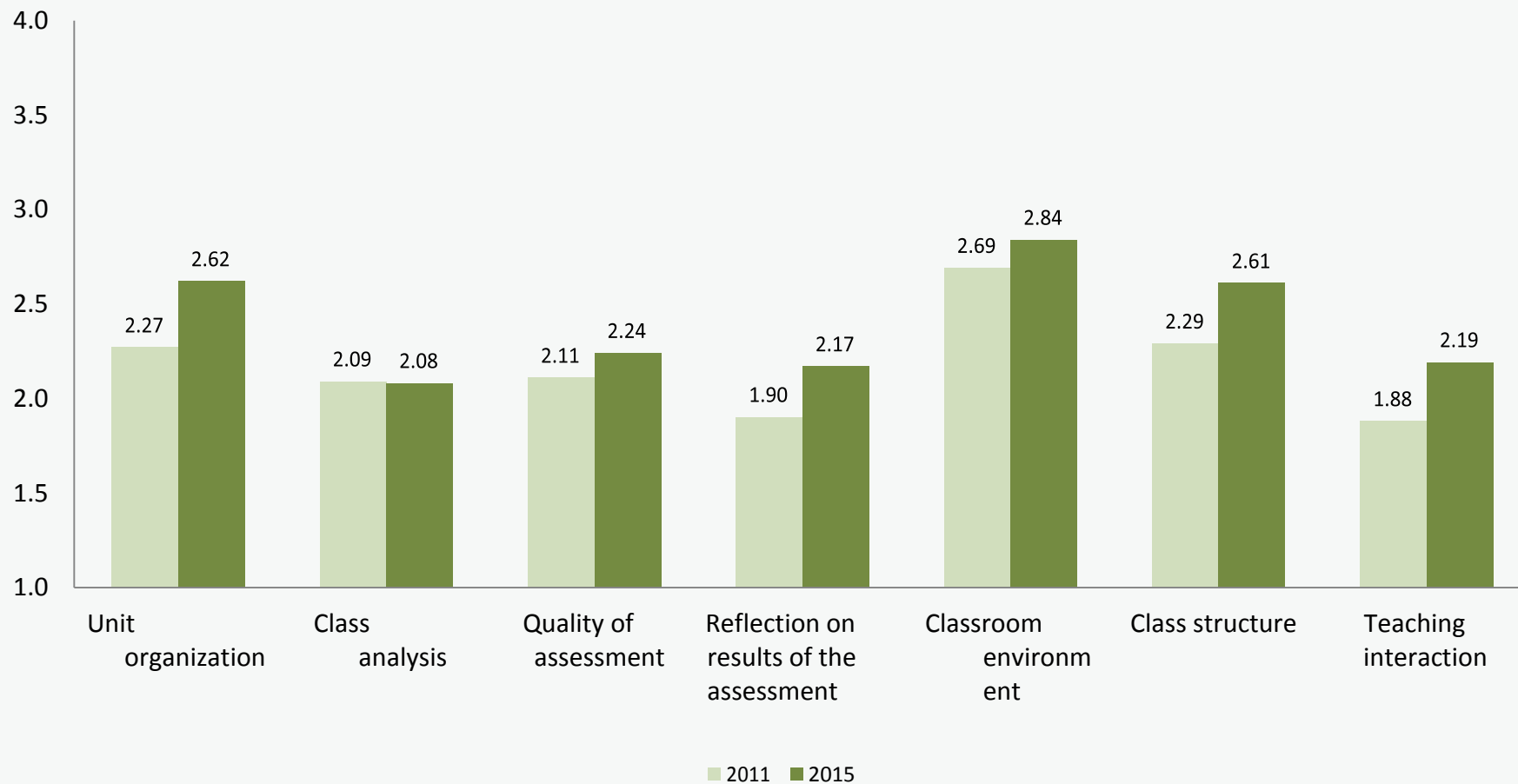
2011-2015 Results



Average in Portfolio dimensions, according to Final performance level 2015



Average in Portfolio dimensions 2011-2015



EVOLUTION OF TEACHER RESULTS WITH PREVIOUS ASSESSMENT



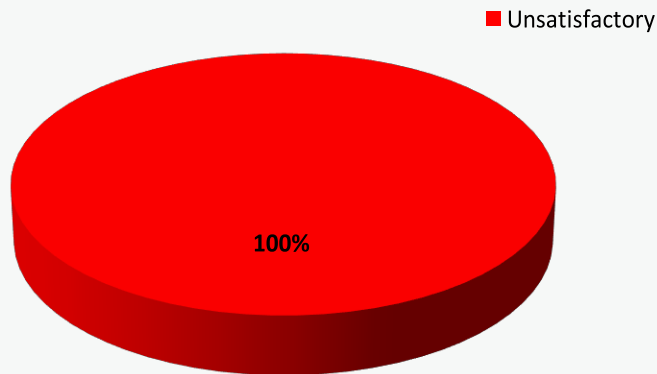
Evolution of teacher results with previous assessment

Teacher must be re-evaluated every 4, 2, or 1 year(s) according to their last result:

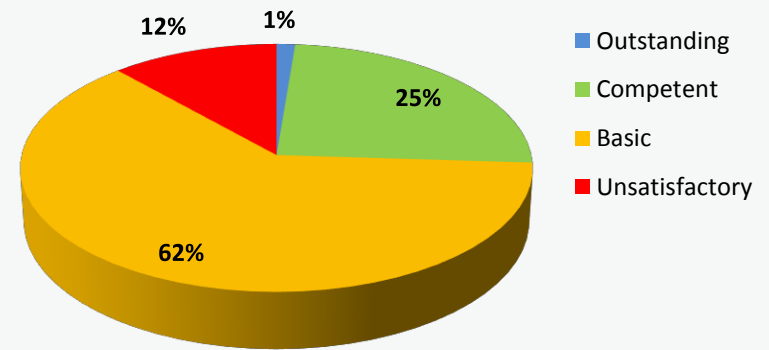
- Those who reach Competent or Outstanding will be re-evaluated every 4 years.
- Those who reach Basic must be re-evaluated every 2 years.
- Those who reach Unsatisfactory must be re-evaluated the year following their last assessment.

Evolution of results of teachers with **Unsatisfactory** last performance

Previous results
(n=77)

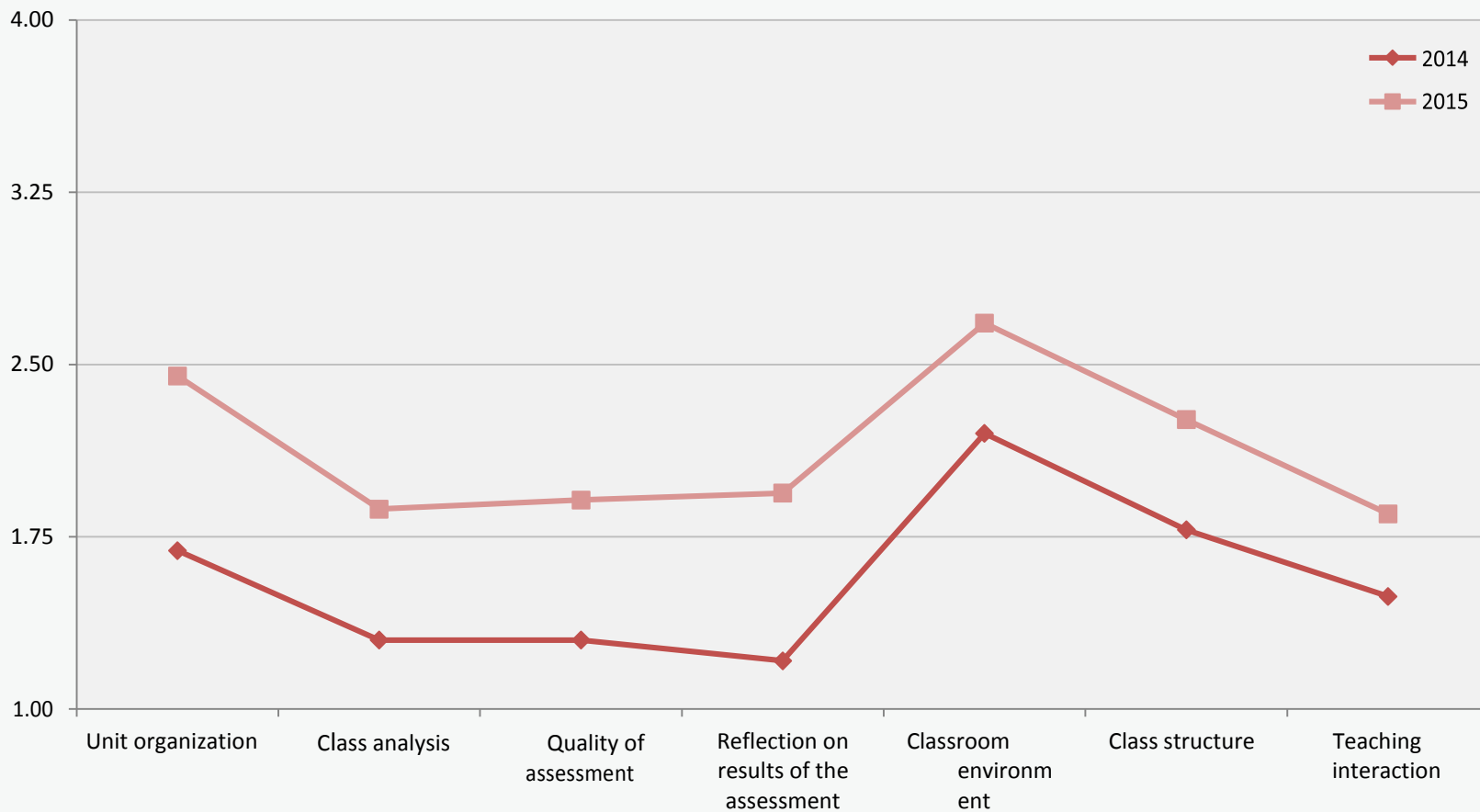


2015 Results
(n=77)



Teachers assessed in 2015 that reached Unsatisfactory level on their last assessment, 88% improve their result.

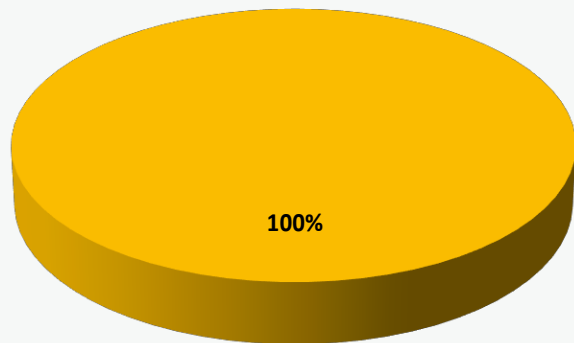
Profile in dimensions of Teacher portfolios with **Unsatisfactory** final result in 2014 and re-evaluated in 2015



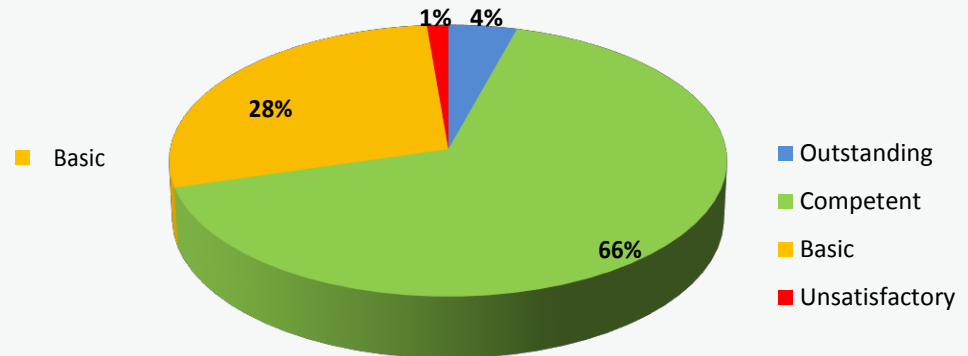
On average, teachers improve in all dimensions of the Portfolio in 2015, to a large extent in Unit Organization and Reflection, based on the results of the assessment.

Evolution of results of teachers with **Basic** last performance

Last result (n=2,461)

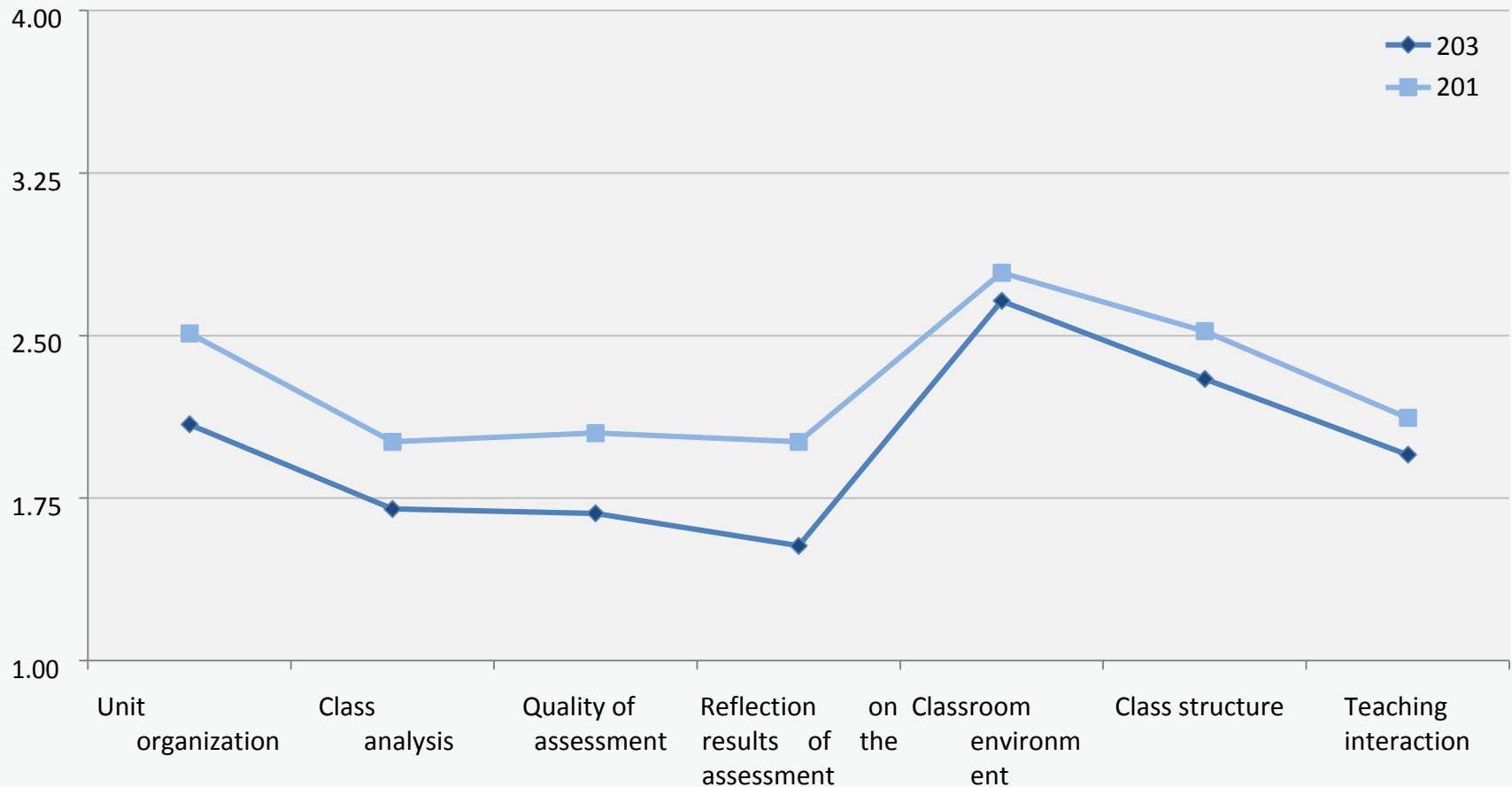


2015 result
(n=2,461)



70% of teachers that achieved a Basic result on their last assessment improved their result, advancing to C+O → 66% advance to Competent and 4% attain Outstanding.

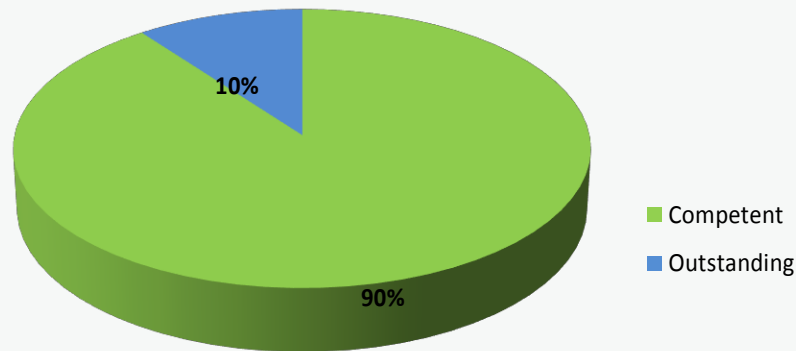
Profile in dimensions of Teacher portfolios with Basic final result in 2013 and re-evaluated in 2015 (n=1,472)



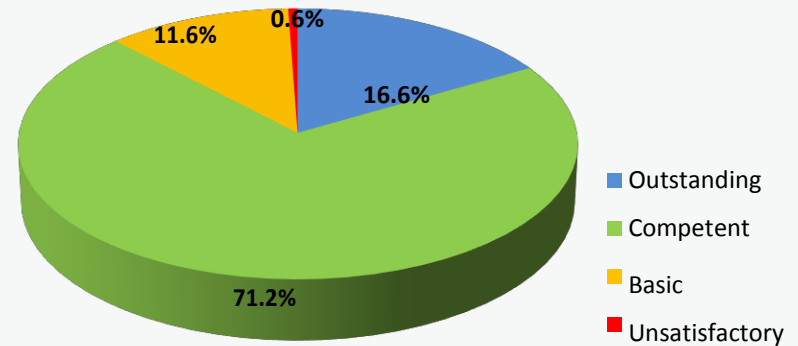
On average, teachers with a Basic result in 2013 improve in all dimensions of the Portfolio in 2015, largely in Reflection on results of the assessment and Unit Organization.

Evolution of results of teachers with **Competent** or **Outstanding** last performance

Last result
(n=5,366)

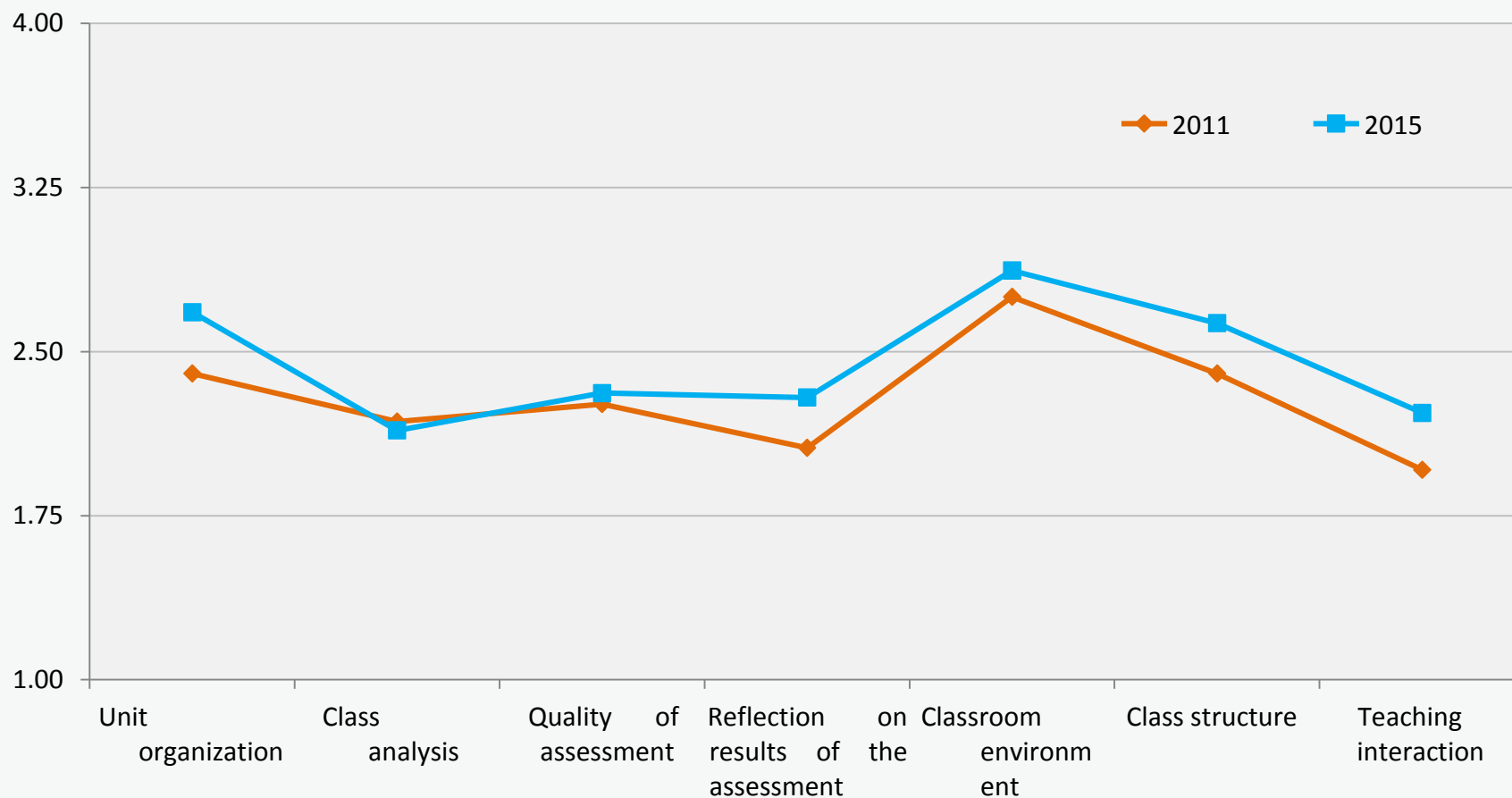


2015 Result
(n=5,366)



Of all teachers that achieved a Competent or Outstanding result on their last assessment, the percentage of those reaching Outstanding increases. Only 12.2% of this group lower to U+B results in 2015 (close to 650 teachers).

Profile in dimensions of teacher portfolios with final results of **Competent and Outstanding** in 2011 and re-evaluated in 2015 (n=4,174)



C+ Level Teachers assessed in 2011 improve in almost all dimensions in 2015

ASSOCIATED INFORMATION 2015 TEACHER ASSESSMENT



Teacher assessment reports

- Individual Assessment Report
- School Administration Report
- School manager Report

Challenges of the Teacher Assessment System

- To optimize the development of tools to respond at the beginning of a training evaluation.
- Gradually, to incorporate teachers of state-subsidized private schools into teacher assessment, according to what is indicated in Law 20,903, of the new Teacher Career.
- To implement a digital portfolio to facilitate the administration and collection of evidence on behalf of teachers.
- To give feedback to school administration teams to improve support for assessed teachers in overcoming challenges to their professional performance.
- To encourage professional dialogue regarding teaching practices that are the result of the teacher assessment.
- To update the Framework for Good Teaching and the incorporation of performance rubrics in every descriptor.

2016

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www.cpeip.cl

www.politicanacionaldocente.cl

2016

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