

Annex A

Selected comparative data on education from OECD sources



Table A.1 (1/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE					PROCEDURES	
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
AUSTRALIA	Regular appraisal	All teachers	Annual under the national framework as implemented from 2013	Teacher employers, for most jurisdictions, within a national framework	School director; member of school leadership other than school director; supervisor; peer evaluator at the same level	Teacher standards and individual goals	Teacher standards; planning and preparation; instruction; classroom environment; professional development; links to the community
	Registration	All teachers	Mandatory periodic time (varies between jurisdictions)	Nationally consistent framework	Local school; school director; member of school leadership other than school director; supervisor	Australian Professional Standards for Teachers	As described in the Australian Professional Standards for Teachers (within the domains of professional knowledge, practice and engagement)
AUSTRIA	Regular appraisal	All teachers (except teachers on probation)	Mandatory non-periodic; at the discretion of school principal or school board ¹	Central education authority	School principal; second evaluator in the case of a dispute/appeal in the appraisal process or a complaint about a teacher: state or regional education authority	None	At the discretion of evaluators (may include planning and preparation; instruction; classroom environment)
	Contract renewal	Teachers on fixed-term contracts in public and government-dependent private schools only	Mandatory periodic (annually)	Central education authority	School director. Second evaluator in the case of a dispute/appeal in the appraisal process or a complaint about a teacher: state or regional education authority	None	At the discretion of evaluators (may include planning and preparation; instruction; classroom environment)
	Contract renewal/ completion of probation for certain teachers on fixed-term contracts	Teachers on fixed-term contracts (ISCED level 2 [academic programmes] and 3)	Mandatory (ongoing) during probationary period (1 year)	Central education authority; state education authorities; state education authorities	School principal; inspectorate	None	Planning and preparation; instruction; classroom environment; professional development; contribution to school development
BELGIUM (Fl.)	Regular appraisal	All teachers	Mandatory periodic (at least every 4 years)	Central government	First evaluator: school principal; second evaluator: school organising bodies	National teaching standards	Planning and preparation; instruction; classroom environment; professional development; links to the community
BELGIUM (Fr.)	None	a	a	a	a	a	a
BRAZIL	Completion of probation; some other approaches of teacher appraisal are used at the municipal and state level; for public schools, completion of probation is compulsory	Teachers on probation; all teachers of public schools are required to complete a probation period of 3 years to become permanent teachers	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); the frequency and the form of appraisal can vary among municipalities and states	Central authority, state authority and local authority	The evaluator can vary among municipalities and states; there is no standard evaluation established nationally	Regional/local teaching standards	Each state, municipality and even school can select the aspects that will be appraised

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

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Table A.1 (2/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Multiple sources of evidence of teachers' practice; professional discussions; and, in some cases, classroom observation	No	Yes, it systematically results in a professional development plan	No	Varies by jurisdiction and employer	None	Further appraisal; compulsory training; salary increment withheld; permanent contract not granted; dismissal; suspension; transfer (varies by jurisdiction and employer)	AUSTRALIA
Multiple sources of evidence of teachers' practice; professional discussions; and classroom observation	No	Yes, it systematically results in a professional development plan	Yes, appraisal determines eligibility to seek employment as a teacher	No	Full registration	Further appraisal; compulsory training; registration suspended or withdrawn	
At the discretion of evaluators (may include classroom observation; dialogue with the teacher)	No	Yes, it may result in a professional development plan for some teachers (teachers underperforming)	No ¹	No	None	Transfer (rarely applied) Suspension/dismissal (only in very severe cases)	AUSTRIA
At the discretion of evaluators (may include classroom observation; dialogue with the teacher)	Yes (2 levels: pass; fail)	No	No	No	None	Contract renewal/permanent contract not granted (rarely applied)	
Classroom observation; dialogue with evaluators; teacher portfolio	Yes (3 levels)	No	Yes, appraisal results influence decisions on a) access to contract; b) renewal of a fixed-term contract; or c) access to a permanent position	No	None	Failure to pass probationary period (rarely applied)	
Classroom observation; teacher self-appraisal; teacher portfolio; dialogue with the teacher	Yes (2 levels: pass; fail)	Yes, it is expected to influence professional development activities	Yes, the job description can be adapted based on appraisal results	No	None, but school principals may at times reward teachers with a change in work responsibilities	Further appraisal; compulsory training	BELGIUM (Fl.)
a	a	a	a	a	a	a	BELGIUM (Fr.)
Each state, municipality and even school can select which instruments and information sources will be used		Yes, for all teachers	Yes, appraisal determines promotion	No	Outcomes can vary among states, municipalities and schools		BRAZIL

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

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Table A.1 (3/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE				PROCEDURES		
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
CANADA	Regular appraisal once every 5 years or in case of performance concerns	All teachers	Mandatory periodic; experienced teachers formally appraised once every 5 years; at the discretion of school director in case of performance concerns	Provincial/territorial education authorities or governments	School principal	A description of the general and professional duties of teachers	Planning and preparation; instruction; classroom environment; professional development; contribution to school development
	Appraisal for professional development	All teachers	Mandatory periodic	Provincial/territorial education authorities or governments	School director	A description of the general and professional duties of teachers	Planning and preparation; instruction; classroom environment; professional development; contribution to school development
	Appraisal of teachers during probation (for formative and summative purposes)	Teachers on probation	In relation to decision on employment status	Provincial/territorial education authorities or governments	School principal; superintendent	Provincial teacher standards or competencies	Instruction (engages students; applies creativity and innovation); classroom environment (inclusive learning environment); professional responsibilities
CHILE	Regular appraisal	Teachers active in the classroom in public schools only	Mandatory periodic (4 years if results are satisfactory, 1 or 2 years if results are unsatisfactory)	Central education authority or government	External accredited evaluators; school principal; teacher from another school; Local Assessment Committee (composed of peer evaluators of the same local education authority [municipality]) ¹	National teaching standards	Planning and preparation; instruction; classroom environment; competencies for student assessment
CHINA	Completion of probation; performance management; scheme for rewarding excellence; teacher peer review; different types of teacher appraisals: 1) school-based appraisal that evaluates teachers as “qualified” or “excellent” on annual basis; 2) appraisal that is organised by school each semester and that impacts teacher’s bonus (which is mainly based on students’ learning results and teacher’s moral behaviour (i.e. if there are parents’ complaints). 3) non-periodical appraisal sponsored by local authorities that selects and rewards those teachers with outstanding performance; 4) parents’ and/or students’ appraisal using questionnaires that provide feedback on instruction to teachers	All teachers	Mandatory periodic; mandatory non-periodic	Local authority; school leader; teachers in the school; teachers’ unions; varies depending on location; usually district authorities formulate the framework for evaluation and schools decide on their appraisal scheme	School leader; other teachers; students; usually an evaluation task force elected by teachers (in a smaller school) or by teachers’ union (in a larger school); the task force consists of head of teachers’ union, party secretary and the elected representatives; “leader for teaching research” is responsible for collecting and evaluating teachers’ self-appraisal forms from subject teachers in certain schools	Central teaching standards; regional/local teaching standards; a description of professional duties of teachers (e.g. job description); school internal regulations; teachers usually report their performance to the evaluation task force or, in larger schools, report to a group of teachers in a grade or in a subject first; a certain proportion of “excellent” teachers are then elected by ballot on the basis of their reporting	Planning and preparation; instruction; other: in general four aspects: integrity (virtues), capability, diligence, achievement (students’ learning results, awards for teaching, participation in research projects, publication of articles, etc.); students’ learning results and integrity are regarded as the most important aspects, especially the students’ learning results, but efforts are underway to change that

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

1. Chile: Only teachers who have been previously rated as «outstanding» or «proficient» can apply to become peer evaluators.

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Table A.1 (4/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Classroom observation; dialogue with the teacher; peer collaboration; parent survey	Varies across provinces/ territories	Yes, it is expected to influence professional development activities	No	No	None	At the discretion of the evaluator; withdrawal or inaccessibility to the priority list; termination of employment	CANADA
Classroom observation; dialogue with the teacher; peer collaboration; parent survey	Varies across provinces/ territories	Yes, it is expected to influence professional development activities	Yes, appraisal results influence the speed at which a teacher progresses in the career structure; appraisal results will/ will not give access to a priority list, intended to grant contracts	No	None	Withdrawal; inaccessibility to the priority list	
Classroom observation; dialogue with the teacher; peer collaboration; parent survey	Varies across provinces/territories (e.g. 2 levels: pass, fail; performing in a satisfactory manner, performing in a non-satisfactory manner)	Yes, it is expected to influence professional development activities	Yes	No	Recognition; professional learning; employment opportunities	Compulsory training; contract not renewed; permanent contract not granted; loss of certification	
Teacher self-appraisal; third party reference report by the school leader; dialogue with the peer evaluator; teacher portfolio; classroom observation (class recording)	Yes (4 levels)	Yes, it systematically results in a professional development plan for teachers obtaining a «basic» or «poor» performance rating	No	Yes, teachers with a satisfactory appraisal result may opt for an additional appraisal; in case of a second satisfactory performance, teachers receive salary increase between 5% and 25% of the base salary on a fixed-term basis (between 2 and 4 years)	None	Compulsory training; dismissal	CHILE
Classroom observation; teacher self-appraisal; student surveys; parent surveys; peer review/consultation; additional information: integrity: self-appraisal, peer review, praise or complaints from parents, etc.; capability: related to instruction, self-appraisal with related credentials; diligence: record of attendance and absenteeism; achievement: students' learning results, awards, certificates, publications, etc.		No	No	a	Opportunities for school-based research; public recognition/award		CHINA

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1. Chile: Only teachers who have been previously rated as «outstanding» or «proficient» can apply to become peer evaluators.

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Table A.1 (5/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE				PROCEDURES		
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
CZECH REPUBLIC	Regular appraisal	All teachers ²	In relation to decision on employment status; at the discretion of the school principal	Central education authority or government; school principal	School principal	School internal regulations	Varies across schools depending on school internal regulations and may include: planning and preparation; instruction; classroom environment; professional development; links to the community
	Appraisal for promotion	All teachers ²	In relation to decision on employment status; at the discretion of the school principal	Central education authority or government; school principal	School principal	School internal regulations	Professional development; contribution to school development; additional tasks and responsibilities depending on a teacher's professional status as defined through the Act on Pedagogical Employees (e.g. pedagogical advisor)
DENMARK	None	a	a	a	a	a	a
ESTONIA	Appraisal for promotion	All teachers	Voluntary	Central education authority	Special commission	A description of special tasks and roles	Professional development; work efficiency; fulfilment of qualification requirements
FINLAND	Performance management; the basics of teacher appraisal in general are established in the contract between the employee and employer (local government employers and teacher trade union)	All teachers	The bases of teacher appraisal are covered in the contract between the local government employers and the teacher trade union; practices are agreed at the local level	Local authority; teachers' unions	School leader; other: to some extent teacher self-evaluation forms the basis for the discussion of performance between school leader and teacher	Teachers are appraised against the goals and contents of the national core curricula; to some extent against school year plan (development plan)	There are no specific criteria but the terms and conditions are based on the contract between the local government employers and the teacher trade union
FRANCE	Regular appraisal	Public schools: permanent teachers Private schools: teachers as salaried employees	Mandatory periodic; ³ voluntary (at the initiative of teachers themselves); in case of underperformance	Central education authority (for appraisal procedures and rubrics at ISCED levels 2 and 3); central government (per decree for appraisal consequences and career advancement); individual evaluators are in charge of choosing certain instruments	General inspectorate; school principal	National norms and standards (through decrees and circulars); school development plan or school project	Instruction; classroom environment; contribution to school development (teacher commitment); work ethic (presence at school; punctuality; authority; interpersonal skills); compliance with curriculum and reforms

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a – Information not applicable because the category does not apply.

m – Information not available.

2. Czech Republic: The policy framework is specified through the Act on Pedagogical Employees.

3. France: (1) Civil servants in public schools and salaried employees in private schools: Annually by school directors (ISCED levels 2 and 3) and at irregular intervals by inspectors (on average every 3-4 years at ISCED level 1 and every 6-7 years at ISCED levels 2 and 3). (2) Salaried employees with a permanent contract: every 3 years.

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Table A.1 (6/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Varies across schools depending on school internal regulations and may include classroom observation; dialogue with the teacher; teacher portfolio	No	Varies across schools depending on school internal regulations and may include a professional development plan	No	Varies across schools depending on school internal regulations and may include a pay allowance provided for good performance (e.g. annually for activities with the class)	Varies across schools depending on school internal regulations and may include support for post-graduate study, extra opportunities for professional development, public recognition	Varies across schools depending on school internal regulations and may include salary increment withheld; further appraisal; compulsory training; permanent contract not granted	CZECH REPUBLIC
Teacher portfolio	No	Yes, it systematically results in a professional development plan, if connected with a certain professional status (e.g. pedagogical advisor)	Yes, appraisal results influence the speed at which a teacher progresses in the career structure	Yes, a pay allowance is provided for good performance (e.g. annually depending on activities with the class)	Support for post-graduate study; extra opportunities for professional development (non-mandatory)	Salary increment withheld; permanent contract not granted	
a	a	a	a	a	a	a	DENMARK
Evaluation of documents provided as part of teacher self-appraisal; judgement of the teacher's work by school leaders	No	No	Yes	Yes	Public recognition	Further appraisal	ESTONIA
Objective setting and interview/dialogue with the teacher; teacher self-appraisal		Yes, for all teachers	a	Yes, a pay allowance is provided for good performance	Every teacher has individual development plan; development plan is drawn in co-operation with school leader (principal) and teacher; basis for development plan is drawn in the contract between the local government employer and the teacher trade union		FINLAND
Classroom observation; dialogue with the teacher; teacher self-appraisal (preparatory questionnaire); evaluation of documents provided by the teacher and students	Yes (ISCED level 1: range of scores and descriptive ratings depending on the authority [e.g. poor; fair], ISCED levels 2 and 3: range of scores)	Yes, it is expected to influence professional development activities	Yes, appraisal results influence the speed at which a teacher progresses in the career structure and salary scale	Yes (to the extent that it allows the teacher to progress on the career structure and salary scale)	Horizontal or vertical promotion	Further appraisal; permanent contract not granted; deferral of promotion	FRANCE

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2. Czech Republic: The policy framework is specified through the Act on Pedagogical Employees.

3. France: (1) Civil servants in public schools and salaried employees in private schools: annually by school directors (ISCED levels 2 and 3) and at irregular intervals by inspectors (on average every 3-4 years at ISCED level 1 and every 6-7 years at ISCED levels 2 and 3). (2) Salaried employees with a permanent contract: every 3 years.

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Table A.1 (7/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE				PROCEDURES		
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
GERMANY (Baden-Wuert)	Completion of probation; performance management	All teachers; teachers who are older than 50 are only appraised if they want to be	Mandatory periodic; every 5 years; before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract)	State authority	School inspector; school leader	Regional/local teaching standards; a description of professional duties of teachers (e.g. job description)	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community
GERMANY (Bavaria)	Completion of probation; performance management; scheme for rewarding excellence	Permanent teachers	Mandatory periodic; every 4 years; before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); other: in special circumstances	State authority	School board; school leader	Central teaching standards; regional/local teaching standards; a description of professional duties of teachers (e.g. job description); teacher professional goals	Planning and preparation; instruction; completion of professional development; contribution to school development; links to the community
GERMANY (Berlin)	Appraisals are carried out in accordance with the "implementation provisions for civil servants in the school and the school supervision service"	All teachers	Mandatory periodic; every 5 years; before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); voluntary; other: 1) periodically every 5 years (as from the age of 50 appraisals may be forgone in agreement with the teacher to be appraised); 2) before the termination of the provisional civil service status; 3) for managerial positions under provisional civil service status (§ 97 Land Civil Service Act); 4) in case of transfer; 5) at the teacher's request	State authority; teachers unions	School leader	A description of professional duties of teachers (e.g. job description)	Planning and preparation; instruction; completion of professional development; contribution to school development; other: diagnosis and performance assessment; education; social, advisory and intercultural competencies; participation in school-related processes
GERMANY (Brandenburg)	Completion of probation; performance management	All teachers; teachers on probation	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); voluntary; other: teacher appraisals are conducted before decisions on employment status, e.g. when teachers apply for sabbatical leave, promotion, career change or in the case of complaints about the teacher	State authority	School inspector; school leader	Central teaching standards; regional/local teaching standards; a description of professional duties of teachers (e.g. job description); school development plan; school internal regulations; teacher professional goals	Planning and preparation; instruction; completion of professional development; contribution to school development; links to the community

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

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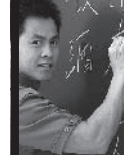


Table A.1 (8/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Classroom observation; teacher testing		No	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	No	Extra opportunities for in-service professional development; changes in work responsibilities		GERMANY (Baden-WurT)
Classroom observation; objective setting and interview/dialogue with the teacher; teacher testing		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	Yes, a pay allowance is provided for good performance	Extra opportunities for in-service professional development; changes in work responsibilities		GERMANY (Bavaria)
Classroom observation		Yes, for teachers identified as underperforming only	Yes, appraisal determines promotion	No	Changes in work responsibilities		GERMANY (Berlin)
Classroom observation; objective setting and interview/dialogue with the teacher; other sources of information are: reviewing the written exams of students that were developed and assessed by the teacher; considering the performance in additional positions in the school body/hierarchy as well as considering the findings concerning performance in other service-related activities		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	No	Extra opportunities for in-service professional development; changes in work responsibilities; other: in case of inadequate performance, teachers can be asked to do a compulsory training; in addition, a warning or even termination of employment can be issued		GERMANY (Brandenburg)

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Table A.1 (9/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE				PROCEDURES		
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
GERMANY (Bremen)	Completion of probation; appraisals for promotion and regular appraisals according to defined intervals (the latter are not conducted at present; feedback procedures and peer reviews are carried out within the context of quality management in schools; these are not used for official appraisals but for professional development)	All teachers	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); as the result of a complaint; appraisal intervals depend on the teacher's status (employee or civil servant) civil servant	State authority	School leader; other: the school supervisory board is involved in these processes, if necessary	Regional/local teaching standards	Planning and preparation; instruction; completion of professional development; contribution to school development; links to the community
GERMANY (Hamburg)	Completion of probation; periodic appraisals, which are conducted every 4 years; an appraisal interview is required one year before the appraisal is conducted; appraisals conducted for specific reasons (completion of probation; beginning of a civil service career; transfer to other workplaces that will last more than 12 months; change of assessor; job application; beginning of leave that will last more than 12 months [e.g. sabbatical or maternity leave])	All teachers; permanent teachers; teachers on fixed-term contracts; teachers on probation; specific appraisal procedure for teachers on probation that is based on the regular appraisal system	Mandatory periodic; every 4 years; before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); other	State authority; teachers' unions	School leader; other: members of the school executive board, defined by Hamburg's School of Law § 96 (Abteilungsleitung, stellvertretende Schulleitung), are responsible for the first appraisal; the head of the school has to conduct a second appraisal	Central teaching standards; a description of professional duties of teachers (e.g. job description); schools have to guarantee that their school development plans and internal regulations as well as their teachers' professional goals are considered in every appraisal	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community; other: categories and criteria are: a) class/ education activities (performance; professional competence; teamwork and communication); b) activities beyond class/contribution to school development; assessor also has to determine whether appraised teacher has potentials that aren't used yet but can be used for school development or management duties
GERMANY (Hessen)	Completion of probation; teacher peer review	All teachers	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract)	State authority; regional/provincial authority	School inspector; School leader	Central teaching standards; regional/local teaching standards; a description of professional duties of teachers (e.g. job description); school development plan; school internal regulations; teacher professional goals	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community

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Table A.1 (10/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Classroom observation; objective setting and interview/dialogue with the teacher		Yes, for teachers identified as underperforming only	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	No	a		GERMANY (Bremen)
Classroom observation; student results; every school is responsible for defining sources; sources can be: consideration of class books; annual scheduling and planning of instruction; participation in school working groups or conferences; school activities (e.g. concerts, contests, school celebrations)		Yes, for all teachers	Yes, appraisal determines promotion	No	Extra opportunities for in-service professional development; changes in work responsibilities; other: every significant appraisal is supposed to be the basis of the teacher's individual development		GERMANY (Hamburg)
Classroom observation; objective setting and interview/dialogue with the teacher; peer review/consultation		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	No	Extra opportunities for in-service professional development; changes in work responsibilities		GERMANY (Hessen)

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

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Table A.1 (11/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE				PROCEDURES		
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
GERMANY (Mecklenburg-W Pomerania)	Completion of probation; performance management	Permanent teachers; teachers on probation	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); as the result of a complaint; voluntary; other: to establish the successful completion of a probationary period following promotion to a higher pay scale or to a managerial position within schools	State authority	School leader	Regional/local teaching standards	Planning and preparation; instruction; contribution to school development; links to the community
GERMANY (Lower Saxony)	Completion of probation	All teachers; depending on the appraisal's occasion (e.g. end of probation, application for a higher position, application for a teaching position abroad, before taking on new responsibilities, in case of significant doubts about the qualification, ability and professional performance)	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); as a focus on teachers new to the profession; as the result of a complaint; other	State authority; regional/provincial authority; teachers' unions	School inspector; school leader; other: if necessary, expert advisors or trained moderators can be consulted	Regional/local teaching standards; a description of professional duties of teachers (e.g. job description)	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community; other: general skills and knowledge as well as professional skills with regard to the job requirements
GERMANY (N. Rhine-Westphalia)	Completion of probation	Permanent teachers	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); as a focus on teachers new to the profession; voluntary	State authority	School inspector; school leader	Regional/local teaching standards; a description of professional duties of teachers (e.g. job description); teacher professional goals	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community
GERMANY (Rhineland-Palatinate)	Completion of probation; teacher registration or certification	All teachers	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); as a focus on teachers new to the profession; as the result of a complaint; voluntary	State authority; intermediate agency (e.g. school inspectorate)	School leader; other: school supervision	Regional/local teaching standards	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community
GERMANY (Saarland)	Completion of probation; performance management	All teachers; teachers on probation	Mandatory periodic; every 5 years; before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); other	State authority	School inspector; school leader	Central teaching standards; regional/local teaching standards; a description of professional duties of teachers (e.g. job description); school development plan; school internal regulations; teacher professional goals	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

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Table A.1 (12/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Classroom observation; objective setting and interview/dialogue with the teacher; student results		Yes, for teachers identified as underperforming only	Yes, appraisal determines promotion	No	Public recognition/award; changes in work responsibilities		GERMANY (Mecklenburg-W Pomerania)
Classroom observation; objective setting and interview/dialogue with the teacher		Yes, for all teachers	Yes, appraisal determines promotion	Yes, appraisal affects the base salary	Extra opportunities for in-service professional development; public recognition/award; changes in work responsibilities		GERMANY (Lower Saxony)
Classroom observation; objective setting and interview/dialogue with the teacher; teacher testing		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	No	Extra opportunities for in-service professional development		GERMANY (N. Rhine-Westphalia)
Classroom observation; objective setting and interview/dialogue with the teacher; teacher testing		Yes, for all teachers	Yes, appraisal determines promotion	No	Extra opportunities for in-service professional development; changes in work responsibilities		GERMANY (Rhineland-Palatinate)
Classroom observation; objective setting and interview/dialogue with the teacher		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	No	Extra opportunities for in-service professional development; changes in work responsibilities		GERMANY (Saarland)

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

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Table A.1 (13/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE					PROCEDURES	
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
GERMANY (Saxony)	Completion of probation; performance management	All teachers; teachers on probation	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); voluntary	State authority	School leader	Central teaching standards; regional/local teaching standards; a description of professional duties of teachers (e.g. job description); school development plan; school internal regulations; teacher professional goals	Planning and preparation; instruction; classroom environment; completion of professional development; links to the community
GERMANY (Saxony-Anhalt)	Completion of probation; performance management	All teachers; teachers on probation	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); as a focus on teachers new to the profession; voluntary	State authority	School inspector; school leader	Central teaching standards; regional/local teaching standards; a description of professional duties of teachers (e.g. job description); school development plan; school internal regulations; teacher professional goals	Planning and preparation; instruction; completion of professional development; contribution to school development; links to the community
GERMANY (Schleswig-Holstein)	Completion of probation	Teachers on probation	Before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract)	State authority	School inspector; school leader	Regional/local teaching standards; a description of professional duties of teachers (e.g. job description)	Planning and preparation; instruction; completion of professional development; contribution to school development
GERMANY (Thuringia)	Completion of probation; performance management	All teachers; teachers on probation; teachers who are older than 55 are only appraised if they want to be	Mandatory periodic; every 4 years; before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); voluntary	State authority	School inspector; school leader	Central teaching standards; regional/local teaching standards; a description of professional duties of teachers (e.g. job description); school development plan; school internal regulations; teacher professional goals	Planning and preparation; instruction; completion of professional development; contribution to school development; links to the community
HUNGARY	Regular appraisal	All teachers	Mandatory periodic (every 2 years)	Central education authority or government; schools ⁴	School principal; evaluators specified in the Quality Assurance Programme of the school	School internal regulations	Varies across schools depending on school internal regulations, but typically a wide variety of aspects
ICELAND	None	a	a	a	a	a	a
IRELAND	Registration	All teachers in state-recognised primary and post-primary schools	m	m	m	m	m

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

4. Hungary: The Law on Public Employees (1992. évi XXXIII törvény, 40§) requires schools to define appraisal procedures.

5. Hungary: According to the general advancement scheme for public employees.

6. Hungary: According to the general advancement scheme for public employees. School leaders have a modest per capita monthly sum to reward teachers' performance. School leaders decide on its distribution among teachers normally for 1 year. There is no quota, but funds are limited.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (14/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Classroom observation; objective setting and interview/dialogue with the teacher		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	No	Extra opportunities for in-service professional development; changes in work responsibilities		GERMANY (Saxony)
Classroom observation; objective setting and interview/dialogue with the teacher		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	No	Extra opportunities for in-service professional development; changes in work responsibilities		GERMANY (Saxony-Anhalt)
Classroom observation; objective setting and interview/dialogue with the teacher; student results		No	Yes, appraisal determines promotion	No	Extra opportunities for in-service professional development; changes in work responsibilities		GERMANY (SCHLESWIG-HOLSTEIN)
Classroom observation; objective setting and interview/dialogue with the teacher; teacher portfolio; portfolios can be used as well (optional)		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	No	Extra opportunities for in-service professional development; changes in work responsibilities		GERMANY (Thuringia)
Teacher self-appraisal; judgement by the school principal	No	Varies across schools depending on school internal regulations, but typically yes	Yes, appraisal results influence the speed at which a teacher progresses in the career structure and salary scale ⁵	Yes, appraisal results affect the base salary ⁶	Varies across schools depending on school internal regulations	Varies across schools depending on school internal regulations and decision by school principal as employer-related responsibility	HUNGARY
a	a	a	a	a	a	a	ICELAND
m	m	m	m	m	m	m	IRELAND

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

4. Hungary: The Law on Public Employees (1992. évi XXXIII törvény, 40§) requires schools to define appraisal procedures.

5. Hungary: According to the general advancement scheme for public employees.

6. Hungary: According to the general advancement scheme for public employees. School leaders have a modest per capita monthly sum to reward teachers' performance. School leaders decide on its distribution among teachers normally for 1 year. There is no quota, but funds are limited.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (15/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE					PROCEDURES	
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
ISRAEL	Regular appraisal	All teachers ⁷	Mandatory periodic (every 3 years)	Central education authority	School principal	National teaching standards	Planning and preparation; instruction; classroom environment; professional development; contribution to school development; links to the community
	Appraisal for promotion	Permanent teachers in public and government-dependent private schools only (senior level only) ⁷	In relation to decision on employment status	Central education authority	School principal	National teaching standards	Planning and preparation; instruction; classroom environment; professional development; contribution to school development; links to the community
ITALY	None	a	a	a	a	a	a
JAPAN	Performance management; scheme for rewarding excellence	Permanent teachers	Mandatory periodic	School board	School board; school leader	Central teaching standards; regional/local teaching standards; a description of professional duties of teachers (e.g. job description)	Planning and preparation; instruction; classroom environment; contribution to school development; links to the community; other
KOREA	Regular appraisal for professional development	All teachers (for professional development)	Mandatory periodic (annually)	Central education authority	Peer evaluators at the same school	A description of the general and professional duties of teachers	Planning and preparation; instruction; classroom environment; student guidance
	Regular appraisal for promotion	Teachers in public schools only (for performance management/promotion)	Mandatory periodic (annually)	Central education authority	School principal; peer evaluator at the same school	A description of the general and professional duties of teachers	Planning and preparation; instruction; classroom environment; professional development; links to the community; student guidance
LUXEMBOURG	Appraisal for transfer to another school	All teachers at ISCED level 1 only ⁸	In relation to decision on employment status (teacher's request to change school)	Central education authority	Inspector	A description of the general and professional duties of teachers (e.g. job description)	Planning and preparation; instruction; classroom environment

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

7. Israel: Teacher appraisal in Israel has only been introduced recently and at this stage concerns ISCED level 1 and part of ISCED level 2 only. The central policy framework for teacher appraisal for performance management does not apply to ultra-orthodox religious schools.

8. Luxembourg: For further information, see www.men.public.lu/legislation/lois_rgd_recents/090326_rgd_concours_instituteurs.pdf.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.

Table A.1 (16/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Classroom observation; dialogue with the teacher; teacher self-appraisal; teacher portfolio	Yes (5 levels)	Yes, it is expected to influence professional development activities	No	No	None (under discussion)	Further appraisal; deferral of promotion	ISRAEL
Classroom observation; dialogue with the teacher; teacher self-appraisal; teacher portfolio	Yes (5 levels)	Yes, it is expected to influence professional development activities	Yes, appraisal results influence decisions about promotion	No	None (under discussion)	Further appraisal; deferral of promotion; salary increment withheld	
a	a	a	a	a	a	a	ITALY
Objective setting and interview/dialogue with the teacher; teacher self-appraisal		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	Yes, appraisal affects the base salary; yes, a pay allowance is provided for good performance	Changes in work responsibilities; other		JAPAN
Classroom observation; student surveys; parent surveys	Yes (5 levels)	Yes, it systematically results in a professional development plan	No	No	Sabbatical periods; extra opportunities for professional development	Compulsory training	KOREA
Observation of performance	Yes (4 levels)	No	Yes, appraisal results influence the decision about promotion	No	None	None	
Dialogue with the teacher; classroom observation	Yes (2 levels: pass; fail)	No	No	No	None	Further appraisal	LUXEMBOURG

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

7. Israel: Teacher appraisal in Israel has only been introduced recently and at this stage concerns ISCED level 1 and part of ISCED level 2 only. The central policy framework for teacher appraisal for performance management does not apply to ultra-orthodox religious schools.

8. Luxembourg: For further information, see www.men.public.lu/legislation/lois_rgd_recents/090326_rgd_concours_instituteurs.pdf.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (17/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE				PROCEDURES		
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
MEXICO	Regular appraisal as part of performance management (SLED) ⁹	Teachers at ISCED level 3, public central level schools only ¹⁰	Mandatory periodic (annually)	Central education authority or government	Peer evaluator at the same school	A description of the general and professional duties of teachers; school development plan or school project	Planning and preparation; professional development; contribution to school development
	Universal appraisal system for diagnosis and professional development ¹²	All teachers at ISCED levels 1 and 2	Mandatory periodic (annual)	Central education authority	Central education authority	A description of the general and professional duties of teachers; code of conduct	Planning and preparation; professional development; knowledge of subject
	National Exam of Teaching Knowledge and Skills for entry to the profession	All teachers in public schools (on permanent and fixed-term contracts) ¹³	Voluntary in relation to decision on employment status (e.g. renewal of contract, conversion or awarding of a permanent contract)	Central education authority; state education authorities or governments; teacher professional organisation (Independent Federalist Evaluation Unit [OEIF]) ¹⁴	Central education authority or government	A description of the general and professional duties of teachers; code of conduct	Instruction; planning and preparation; specific intellectual abilities; regulations; management and teaching ethics ¹⁵
	National Continuous Training Exams for In-service Teachers (ENAMS) for diagnosis of teacher competencies ¹⁶	Teachers in public schools only	Voluntary (once per year)	Central education authority	Central education authority; external accredited evaluator (National Assessment Centre for Higher Education [CENEVAL]); ¹⁷ school board	None	ISCED level 1: pedagogical knowledge related to the competency-based curriculum and the Comprehensive Reform of Basic Education (RIEB) ¹⁸ ISCED levels 1, 2 and 3: subject area knowledge in line with the teacher's educational level; service and position
NETHERLANDS	Regular appraisal	All teachers	Mandatory periodic (ISCED level 1: every 4 years; ISCED levels 2 and 3: every 3 years) ²¹	Central employer (National Council of School Boards); school organising bodies (competent authorities) ²²	School principal representing school organising body (competent authority)	National teaching standards	Organisational; pedagogical and subject matter competencies; interpersonal competencies; teamwork; links to the community; professional development

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

9. Mexico: *Sistema en Línea para la Evaluación Docente*.

10. Mexico: Schemes for the performance management of teachers in schools at ISCED level 3 managed by state education authorities or autonomous agencies are not reflected in the information provided.

11. Mexico: Teachers receive the results of their appraisal in writing (e.g. published online).

12. Mexico: The Universal Evaluation System (*Evaluación Universal de Docentes*) is being gradually implemented as of 2012, initially covering primary education. It is intended that lower secondary education will be covered in 2013, while pre-primary and special education will be considered in 2014. Private schools will also be covered.

13. Mexico: Teachers can take the examination to apply for a permanent post or to obtain an additional permanent post (permanent posts in Mexico can be defined on an hourly basis and are typically associated with half-day duties).

14. Mexico: *Órgano de Evaluación Independiente con carácter federalista*.

15. Mexico: These aspects are defined through the National Exam of Teaching Knowledge and Skills. In some cases, additional aspects are tested.

16. Mexico: *Exámenes Nacionales de Actualización para Maestros en Servicio*.

17. Mexico: *Centro Nacional de Evaluación para la Educación Superior*.

18. Mexico: *Reforma Integral de la Educación Básica*.

19. Mexico: The ENAMS includes 15 standardised multiple-choice tests depending on the teaching area. The number of tests varies depending on national educational priorities.

20. Mexico: Teachers know their test scores as performance feedback. The score may be used in the National Teaching Career Programme (*Programa Nacional de Carrera Magisterial* [PNCM]), see Table A.3.

21. Netherlands: As convened in the terms of employment, made up by central employers in primary education (CAO-PO 9.5.4) or secondary education (CAO-VO 16.2.4).

22. Netherlands: There are central regulations that act as a framework. Within this framework, the school organising bodies (competent authorities) are responsible. The National Council of School Boards acts as a central employer and is in charge of setting the terms of employment.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (18/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Teacher self-appraisal; student surveys; classroom observation by peer evaluator at the same school	No ¹¹	Yes, it systematically results in a professional development plan	Yes, appraisal results influence decision about access to a permanent position	No	None	Permanent contract not granted	MEXICO
Teacher testing; student outcomes (standardised assessment results)	No	Yes, it systematically results in a professional development plan	No	No	None	None	
Teacher testing	Yes (2 levels: acceptable; not acceptable)	No	Yes, appraisal results influence decision about access to a permanent position	No	None	Permanent contract not granted	
Teacher testing ¹⁹	No ²⁰	Yes, it systematically results in a professional development plan	Yes, appraisal results influence decisions about promotion	No	None	None	
Extensive descriptions of competencies	Varies across schools depending on school internal regulations	Yes, it is expected to result in a professional development plan	Varies across schools depending on school internal regulations	Varies across schools depending on school internal regulations	Changes in work responsibilities; extra opportunities for in-service professional development	Varies across schools depending on school internal regulations	NETHERLANDS

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

9. Mexico: *Sistema en Línea para la Evaluación Docente*.

10. Mexico: Schemes for the performance management of teachers in schools at ISCED level 3 managed by state education authorities or autonomous agencies are not reflected in the information provided.

11. Mexico: Teachers receive the results of their appraisal in writing (e.g. published online).

12. Mexico: The Universal Evaluation System (*Evaluación Universal de Docentes*) is being gradually implemented as of 2012, initially covering primary education. It is intended that lower secondary education will be covered in 2013, while pre-primary and special education will be considered in 2014. Private schools will also be covered.

13. Mexico: Teachers can take the examination to apply for a permanent post or to obtain an additional permanent post (permanent posts in Mexico can be defined on an hourly basis and are typically associated with half-day duties).

14. Mexico: *Órgano de Evaluación Independiente con carácter federalista*.

15. Mexico: These aspects are defined through the National Exam of Teaching Knowledge and Skills. In some cases, additional aspects are tested.

16. Mexico: *Exámenes Nacionales de Actualización para Maestros en Servicio*.

17. Mexico: *Centro Nacional de Evaluación para la Educación Superior*.

18. Mexico: *Reforma Integral de la Educación Básica*.

19. Mexico: The ENAMS includes 15 standardised multiple-choice tests depending on the teaching area. The number of tests varies depending on national educational priorities.

20. Mexico: Teachers know their test scores as performance feedback. The score may be used in the National Teaching Career Programme (*Programa Nacional de Carrera Magisterial [PNCM]*), see Table A.3.

21. Netherlands: As convened in the terms of employment, made up by central employers in primary education (CAO-PO 9.5.4) or secondary education (CAO-VO 16.2.4).

22. Netherlands: There are central regulations that act as a framework. Within this framework, the school organising bodies (competent authorities) are responsible. The National Council of School Boards acts as a central employer and is in charge of setting the terms of employment.

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Table A.1 (19/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE					PROCEDURES	
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
NEW ZEALAND	Regular appraisal	All registered teachers	Mandatory periodic (annual)	Central education authority or government	Member of school leadership team; peer evaluator from the same school	National Registration Standards	Planning and preparation; instruction; classroom environment; professional development; links to the community; values; professional leadership; responsiveness to diverse linguistic and cultural backgrounds; analysis and use of assessment information; critical inquiry and problem solving
	Registration	All provisionally registered teachers	Mandatory non-periodic (once, at the end of the conclusion of registration period)	Central education authority or government (the New Zealand Teachers Council is responsible for registering teachers as competent for practice)	Member of school leadership team	National Registration Standards	Planning and preparation; instruction; classroom environment; professional development; links to the community; professional relationships and values; professional leadership; responsiveness to diverse linguistic and cultural backgrounds; analysis and use of assessment information; critical inquiry and problem solving
NORWAY	None	a	a	a	a	a	a
POLAND	Regular appraisal	Teachers in public schools only	Mandatory periodic (annual)	School principal; school board or committee	School principal	A description of the general and professional duties of teachers (as stated in laws and regulations)	Planning and preparation; instruction; classroom environment; professional development; contribution to school development; links to the community
	To follow up requests for appraisal by education authorities or stakeholders	All teachers	At the discretion of local education authorities, regional education authorities (education superintendents), the school board, a teacher; the parents' council	Central education authority or government (general framework set by law)	School principal	A description of the general and professional duties of teachers (as stated in laws and regulations)	Planning and preparation; instruction; classroom environment; professional development; contribution to school development; links to the community
	Appraisal for career advancement/promotion ²⁴	Teachers in public schools only ²⁴	Voluntary	Central education authority or government (general framework set by law)	School principal	Developmental plan agreed with the school director	Different aspects of professional performance; subject-area and didactic knowledge

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

23. New Zealand: In some cases, information may also be gathered through student surveys and parent surveys.

24. Poland: Teachers wishing to advance on the career ladder take part in this appraisal process.

25. Poland: Professional development is typically part of the developmental plan.

26. Poland: A positive appraisal result is a precondition for career advancement.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (20/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Classroom observation; teacher self-appraisal; dialogue with the teacher ²³	No	Yes, it is expected to influence professional development activities	Yes, appraisal results can influence decision about promotion and the speed at which a teacher progresses on the salary scale	Yes (to the extent that it allows the teacher to progress on the salary scale)	None	Salary increment withheld; further appraisal; professional development; dismissal; suspension	NEW ZEALAND
Classroom observation; teacher self-appraisal; dialogue with the teacher	Yes (2 levels: pass; fail)	Yes, it is expected to influence professional development activities	Yes, appraisal results influence decisions about progression to registered teacher status	Yes (to the extent that it allows the teacher to progress on the salary scale)	None	Failure to progress to registered teacher status	
a	a	a	a	a	a	a	NORWAY
Classroom observations; may also include teacher self-appraisal and peer evaluation	No	Varies across schools, at the discretion of the school director and school board or committee, but may inform professional development	No	Varies across schools, at the discretion of the school director and school board or committee, but may influence the salary	None	None	POLAND
Classroom observation; evaluation of documents; formal opinions of senior teachers and student council	Yes (descriptive rating with 3 levels: excellent; good; negative)	Varies across schools, at the discretion of evaluator, but may inform professional development	No	Varies across schools, at the discretion of evaluator, but may influence the salary	None	Dismissal	
Evaluation of documents (e.g. teacher portfolio); opinion of the parents' council	Yes (2 levels: positive; negative)	No ²⁵	Yes, appraisal results influence decisions about promotion ²⁶	Yes, to the extent that it allows the teacher to progress on the salary scale	None	Negative rating delays career advancement	

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

23. New Zealand: In some cases, information may also be gathered through student surveys and parent surveys.

24. Poland: Teachers wishing to advance on the career ladder take part in this appraisal process.

25. Poland: Professional development is typically part of the developmental plan.

26. Poland: A positive appraisal result is a precondition for career advancement.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (21/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE				PROCEDURES		
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
PORTUGAL	Regular appraisal	All teachers in public schools	Mandatory periodic (every 4 years for permanent teachers) There are 2 components: internal and external appraisal; external appraisal is mandatory only in specific cases (to obtain top rating; at 2 specific career stages; for teachers previously rated «Insufficient»)	Central education authority; schools	Internal appraisal: teachers from the same school; collegiate body within the school (chaired by principal) External appraisal: trained teachers from other schools	School development plan; evaluation parameters established by each school; national evaluation parameters for classroom observation only	Internal appraisal: scientific-pedagogical aspects; participation in school activities and links to the community; professional development External appraisal: instruction
SINGAPORE	Performance management	Permanent teachers	Annual; before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract)	Central authority	School inspector; school leader; other teachers	A description of professional duties of teachers (e.g. job description); school development plan; teacher professional goals	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community; other: leadership and specialist potential
SLOVAK REPUBLIC	Regular appraisal	All teachers	Mandatory periodic (annual)	Central education authority (through the Act on Pedagogical Employees); school principals	School principals	Personal development plan; teacher professional standards	Planning and preparation; instruction; student outcomes; classroom environment; professional development, contribution to school development, links to parents and advisory institutions
SLOVENIA	Regular appraisal	All teachers	Mandatory periodic (annual)	Central education authority; school principals	School principal	School development plan; national regulations on promotion	Planning and preparation; instruction; classroom environment; professional development; links to the community; contribution to school development
SPAIN	None	a	a	a	a	a	a

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

27. Slovak Republic: For the rating of teachers, some schools use a descriptive appraisal, some use their own assessment rating scale (excellent, good, satisfactory), or they can use the performance scale recommended by the Ministry (exceptional, very good, standard, partially satisfactory, unsatisfactory).

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (22/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Internal appraisal: teacher project (optional); self-appraisal; overall appraisal form used by internal evaluator External appraisal: classroom observation	Yes (5 levels; there is a national quota system for the two top levels)	Yes, it is expected to influence professional development activities (it systematically results in a professional development plan for teachers rated "Insufficient")	Permanent teachers: appraisal results influence the speed of career progression Non-permanent teachers: appraisal results influence decisions about access to a permanent position and contract renewal	Yes (to the extent that it allows the teacher to progress on the salary scale)	Permanent teachers: extra opportunities for professional development Non-permanent teachers: none	Permanent teachers: salary increment withheld; further appraisal; compulsory training Non-permanent teachers: permanent contract not granted	PORTUGAL
Classroom observation; objective setting and interview/dialogue with the teacher; teacher self-appraisal; teacher portfolio; student results; peer review/consultation		Yes, for all teachers	Yes, appraisal determines promotion; yes, appraisal influences the speed at which teachers progress	Yes, appraisal affects the base salary; yes, a pay allowance is provided for good performance	Sabbatical periods; opportunities for school-based research; support for post-graduate study; extra opportunities for in-service professional development; public recognition/award; changes in work responsibilities		SINGAPORE
Classroom observation; dialogue with the teacher surveys; teacher portfolio	Yes ²⁷	Varies across schools; may inform professional development plans	Varies across schools; may influence career advancement at both vertical and horizontal levels	Varies across schools; may influence salary raises	None	Deferral of promotion/career advancement	SLOVAK REPUBLIC
Classroom observation; dialogue with the teacher; teacher portfolio	Yes (5 levels)	Yes, it is expected to influence professional development activities	Yes, appraisal results influence decisions about promotion and the speed at which a teacher progresses in the career structure	Yes (to the extent that it allows the teacher to progress on the salary scale)	None	Further appraisal	SLOVENIA
a	a	a	a	a	a	a	SPAIN

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

27. Slovak Republic: For the rating of teachers, some schools use a descriptive appraisal, some use their own assessment rating scale (excellent, good, satisfactory), or they can use the performance scale recommended by the Ministry (exceptional, very good, standard, partially satisfactory, unsatisfactory).

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (23/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE				PROCEDURES		
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
SWEDEN	Registration	All teachers ²⁸	Mandatory non-periodic (once at the end of the introduction period); in relation to decision on employment status; at the discretion of the school principal; by decision of the Swedish National Agency for Education	Government and central agency (National Agency for Education)	Central agency (National Agency for Education)	National teaching standards	m
UNITED KINGDOM (England)	Completion of probation; performance management; teachers in the “maintained” sector are required to hold “Qualified Teacher Status” and to have completed a period of induction (independently quality assured) at the start of their careers; once induction is completed successfully, teachers in maintained schools must have their performance appraised annually	Permanent teachers; teachers on fixed-term contracts; teachers in irregular employment; substitute teachers; teachers on probation; appraisal regulations apply to teachers in maintained schools and to those directly employed by local authorities; there are some exemptions from the appraisal regulations: teachers who are employed for less than a month, those who are in a period of induction (for whom separate arrangements apply), and those who are being managed under “capability” proceedings	Mandatory periodic (annual); before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); as a focus on teachers new to the profession; except in the case of teachers new to the profession there is no requirement for appraisal before decisions on employment status are made; some head teachers observe teachers in the classroom as part of their recruitment process; before “promotion” to certain pay grades, there must be assessment against higher-level standards; for those new to the profession a statutory period of induction (usually their first three terms of teaching) must be served	Central authority; local authority; school board; school leader; the central government sets a mandatory framework for maintained schools, within which schools have some flexibility to design their own arrangements; the school’s governing body (school board) is responsible for agreeing the policy but the head teacher is usually involved in drafting it; local authorities set arrangements for the teachers they employ who are not attached to a particular school	School board; other teachers; school governors appraise the quality of the head teacher’s performance with the help of an adviser; head teachers and teachers appraise individuals’ teaching; an independent body assures quality of teacher induction and makes the final decision as to whether or not a teacher’s performance is satisfactory, drawing on the recommendation of the head teacher/principal; school inspectors from the independent national schools inspectorate also judge the quality of teaching, but this is separate from the appraisal process	Central teaching standards; a description of professional duties of teachers (e.g. job description); teacher professional goals; all teachers in maintained schools must have their performance of their role and responsibilities assessed against: a) national standards and b) objectives that are set locally	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community; other: depending on what is in teachers’ locally set objectives; teachers’ performance is also assessed against national standards
UNITED KINGDOM (Northern Ireland)	Regular appraisal (Performance Review and Staff Development Scheme-PRSD)	All teachers	Mandatory periodic (annual under the PRSD Scheme)	The Teachers’ Negotiating Committee (employing authorities, department and teachers’ unions)	School principal or a teacher reviewer designated by the school principal	Performance Review and Staff Development Scheme (PRSD)	Three personal/shared objectives are set covering the areas of: professional practice; pupil and curriculum development; and personal and professional development

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

28. Sweden: This appraisal scheme for the registration of teachers came into force on 1 July 2011 as part of the new Education Act. The registration system requires novice teachers to complete an introduction year at a school during which they are supported by a mentor. Upon completion of the introduction year, the school leader is required to assess the teacher as suitable for the profession for the teacher to be registered. The registration is based on the teacher’s examination results, a remark by the teacher’s principal, and where relevant on additional courses undertaken.

29. Sweden: School directors and school organising bodies may decide on professional development for teachers building upon the registration process (e.g. in new subject areas).

30. Sweden: The central government is planning the development of a multilevel career structure.

31. Sweden: School organising bodies may take additional measures in the case of underperformance.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.

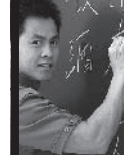


Table A.1 (24/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Judgement of the school principal	No	No ²⁹	Yes, appraisal results influence decisions about progression to registered teacher status ³⁰	No	None	Failure to progress to registered teacher status; withdrawal of registered teacher status through a special board ³¹	SWEDEN
Classroom observation; objective setting and interview/dialogue with the teacher (required); teacher portfolio; student results; schools may use others, including classroom observation and student results; teachers are encouraged to reflect on their own performance/practice		Yes, for all teachers	Yes, appraisal influences the speed at which teachers progress	Yes, appraisal affects the base salary	Opportunities for school-based research; extra opportunities for in-service professional development; changes in work responsibilities; other: schools may determine the outcomes, depending on their policy and in line with legal requirements		UNITED KINGDOM (England)
Classroom observation; task observation; review discussion	No, a review statement is prepared	Yes, the PRSD scheme helps to identify the professional needs and necessary resources to support teachers in their professional development	The PRSD scheme helps to identify the professional needs and necessary resources to support teachers in their career progression	The PRSD Review Statement is part of the body of evidence used to inform decisions on pay progression	None	There is an informal stage where a programme of support and development is provided; this may be followed by a formal stage which includes the issue of formal written notice, a targeted support programme and ultimately dismissal if a satisfactory standard of work is not achieved	UNITED KINGDOM (Northern Ireland)

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

28. Sweden: This appraisal scheme for the registration of teachers came into force on 1 July 2011 as part of the new Education Act. The registration system requires novice teachers to complete an introduction year at a school during which they are supported by a mentor. Upon completion of the introduction year, the school leader is required to assess the teacher as suitable for the profession for the teacher to be registered. The registration is based on the teacher's examination results, a remark by the teacher's principal, and where relevant on additional courses undertaken.

29. Sweden: School directors and school organising bodies may decide on professional development for teachers building upon the registration process (e.g. in new subject areas).

30. Sweden: The central government is planning the development of a multilevel career structure.

31. Sweden: School organising bodies may take additional measures in the case of underperformance.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (25/26)

Teacher appraisal for performance management (2012)

	GOVERNANCE					PROCEDURES	
	For what types of performance appraisal is there a framework?	For which teachers does the framework apply?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6	7
UNITED KINGDOM (Scotland)	Completion of probation; teacher registration or certification; there is a formal evaluation after completion of initial teacher education and of newly qualified teachers after a probationary period of usually one year; these evaluations are against standards set by the General Teaching Council Scotland (GTCS); meeting the standard allows admission to the GTCS Register, which is required for employment in a state school; all teachers are expected to participate in an annual process of professional review and development	All teachers	Mandatory periodic	Central authority; school leader; teachers in the school; responsibility lies with the local authority working in the context of a national GTCS scheme	School leader; other teachers; head teachers and other members of the management team conduct the process at school level	Central teaching standards; a description of professional duties of teachers (e.g. job description); school development plan; teacher professional goals	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community
UNITED STATES	Completion of probation; performance management; scheme for rewarding excellence; teacher peer review; districts implement appraisal systems, manage professional development systems, and make compensation and career advancement decisions	Permanent teachers; teachers on probation; in virtually every district that is implementing new forms of teacher evaluation, all teachers are covered	Mandatory periodic (recent efforts to improve the system at the state and local level all retain annual appraisal of probationary teachers and increase the frequency of appraisals for teachers who have completed their probationary period); before decisions on employment status (e.g. promotion, conversion or awarding of a permanent contract); as a focus on teachers new to the profession	State authority; local authority; teachers' unions	School leader, but there are small number of districts that use other educators from within the school or district as peer reviewers; and in other districts there are coaches, master teachers, or other expert teachers who are responsible for observing some teachers, usually novice or struggling teachers, each year	Central teaching standards; regional/local teaching standards; teacher professional goals	Planning and preparation; instruction; classroom environment; completion of professional development; contribution to school development; links to the community

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.1 (26/26)

Teacher appraisal for performance management (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
8	9	10	11	12	13	14	
Classroom observation; objective setting and interview/dialogue with the teacher; teacher self-appraisal; teacher portfolio; student results; each local authority negotiates which elements to include		Yes, for all teachers; yes, professional development is the central focus of the process.	No	No	Opportunities for school-based research; support for post-graduate study; extra opportunities for in-service professional development; changes in work responsibilities		UNITED KINGDOM (Scotland)
Classroom observation; objective setting and interview/dialogue with the teacher; student surveys; parent surveys		Yes, for all teachers	Yes, appraisal determines promotion	Yes, appraisal affects the base salary; yes, a pay allowance is provided for good performance	Public recognition/award; changes in work responsibilities		UNITED STATES

Notes: This table describes the appraisal of individual in-service teachers to make a judgement about their work and performance using objective criteria for performance management purposes, i.e. the formal regular appraisal process designed to ensure that individual and organisational goals are met. As such, performance management is part of wider processes and systems for measuring, monitoring and enhancing the performance of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

Source: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.2 (1/6)

Teacher appraisal for completion of probation (2012)

	GOVERNANCE				PROCEDURES	
	For which teachers is there a policy framework for the completion of probation?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6
AUSTRALIA	All permanent teachers	Mandatory periodic (frequency varies nationally to a maximum of 12 months)	State education authorities or governments; school board or committee	State education authorities; school principal; supervisor; peer evaluator at the same school	State teaching standards; a description of the general and professional duties of teachers; code of conduct From 2013: national teaching standards	Planning and preparation; instruction; classroom environment; professional development; links to the community
AUSTRIA	No	a	a	a	a	a
BELGIUM (Fl.)	No	a	a	a	a	a
BELGIUM (Fr.)	No	a	a	a	a	a
CANADA	Teachers during probation	In relation to decision on employment status	Provincial/territorial education authorities or governments	School principal; superintendent	Provincial teacher standards or competencies	Instruction (engages students; applies creativity and innovation); classroom environment (inclusive learning environment); professional responsibilities
	All teachers at the end of probation and new hires during first year (except in the province of Quebec)	Mandatory periodic (at the end of probationary period); new hires formally appraised twice during the first year	Provincial/territorial education authorities or governments	School principal	A description of the general and professional duties of teachers	Planning and preparation; instruction; classroom environment; professional development; contribution to school development
CHILE	No	a	a	a	a	a
CZECH REPUBLIC	No	a	a	a	a	a
DENMARK	No	a	a	a	a	a
ESTONIA	No	a	a	a	a	a
FINLAND	No	a	a	a	a	a
FRANCE	All teachers	In relation to decision on employment status at the end of the probationary period (1 year)	Central education authority (by ministerial order)	General and Local Inspectorates; school principal (ISCED 2,3); supervisor	National norms and standards (competency framework in form of a ministerial order)	Planning and preparation; instruction; classroom environment; professional development (includes capacity for innovation) contribution to school development; links to the community (parents and school partners)
HUNGARY	No	a	a	a	a	a
ICELAND	No	a	a	a	a	a

Notes: This table describes the appraisal of individual teachers to make a judgement about their work and performance using objective criteria upon completion of a teacher's probationary period. It is, thus, related to a teacher's entry into the profession and designed to evaluate the competence and progress of a newly hired teacher related to the completion of probation.

a – Information not applicable because the category does not apply.

m – Information not available.

Sources: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.

Table A.2 (2/6)

Teacher appraisal for completion of probation (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
7	8	9	10	11	12	13	
Classroom observation; dialogue with evaluators; teacher self-appraisal; teacher portfolio	Yes (2 levels: proficient, not proficient)	Yes, it is expected to influence professional development activities	Yes, appraisal results influence decision about access to a permanent position	No	None	Further appraisal; compulsory training; salary increment withheld; permanent contract not granted; failure to pass probationary period; dismissal	AUSTRALIA
a	a	a	a	a	a	a	AUSTRIA
a	a	a	a	a	a	a	BELGIUM (Fl.)
a	a	a	a	a	a	a	BELGIUM (Fr.)
Classroom observation; dialogue with the teacher; peer collaboration; parent survey	Varies across provinces/territories (e.g. 2 levels: pass, fail; performing in a satisfactory manner, performing in a non-satisfactory manner)	Yes, it is expected to influence professional development activities	Yes	No	Recognition; professional learning; employment opportunities	Compulsory training; contract not renewed; permanent contract not granted; loss of certification	CANADA
Classroom observation; dialogue with evaluators; peer collaboration; parent survey	Varies across provinces/territories (e.g. satisfactory, development needed, unsatisfactory)	Yes, it is expected to influence professional development activities	Yes, appraisal results influence the speed at which a teacher progresses in the career structure	No	None	Failure to pass probationary period; permanent contract not granted; withdrawal or inaccessibility to the priority list	
a	a	a	a	a	a	a	CHILE
a	a	a	a	a	a	a	CZECH REPUBLIC
a	a	a	a	a	a	a	DENMARK
a	a	a	a	a	a	a	ESTONIA
a	a	a	a	a	a	a	FINLAND
Report of supervisor; opinion of school principal (ISCED 2,3); inspector's report	Yes (ISCED level 1: range of scores and descriptive ratings depending on the authority [e.g. poor, fair]; ISCED levels 2 and 3: range of scores)	No	Yes, appraisal results influence the speed at which a teacher progresses in the career structure and salary scale; appraisal results also influence decisions about a teacher's access to a permanent position	Yes (to the extent that it allows the teacher to progress on the career structure and salary scale)	None	Dismissal; extension of probationary period (1 year); relegation to previous status or post	FRANCE
a	a	a	a	a	a	a	HUNGARY
a	a	a	a	a	a	a	ICELAND

Notes: This table describes the appraisal of individual teachers to make a judgement about their work and performance using objective criteria upon completion of a teacher's probationary period. It is, thus, related to a teacher's entry into the profession and designed to evaluate the competence and progress of a newly hired teacher related to the completion of probation.

a – Information not applicable because the category does not apply.

m – Information not available.

Sources: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.2 (3/6)

Teacher appraisal for completion of probation (2012)

	GOVERNANCE				PROCEDURES	
	For which teachers is there a policy framework for the completion of probation?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6
IRELAND	All teachers	ISCED level 1: twice during the probationary period ISCED levels 2 and 3: at least three months before the end of the probationary period (1 year)	Central education authority at the advice of the teacher professional organisation (Teaching Council)	ISCED level 1: Inspectorate of the Department of Education and Skills ISCED levels 2 and 3: school leadership	ISCED 1: evaluation criteria for probation published by the Inspectorate; assessment template which provides for ratings in relation to main aspects of practice. ISCED 2: none ¹	Planning and preparation; instruction; classroom environment
ISRAEL	Teachers in public and government-dependent private schools only ³	At the end of the probationary period (2-3 years)	Central education authority	School principal; central education authority	National teaching standards	Planning and preparation; instruction; classroom environment; professional development; contribution to school development; links to the community
ITALY	Permanent teachers in public schools only	At the end of the probationary period (1 year)	Central education authority	School principal; school-based Evaluation Committee ⁴	None ⁵	Professional development; presence at school (minimum 180 days); discussion of written essay; other aspects (not specified) ⁶
KOREA	No	a	a	a	a	a
LUXEMBOURG	All teachers at ISCED levels 2 and 3 only ⁸	At the end of the probationary period (2 years)	Central education authority	School principal; teacher education faculty of University of Luxembourg	A description of the general and professional duties of teachers	Planning and preparation; instruction; classroom environment; professional development
MEXICO	No	a	a	a	a	a

Notes: This table describes the appraisal of individual teachers to make a judgement about their work and performance using objective criteria upon completion of a teacher's probationary period. It is, thus, related to a teacher's entry into the profession and designed to evaluate the competence and progress of a newly hired teacher related to the completion of probation.

a – Information not applicable because the category does not apply.

m – Information not available.

1. Ireland: A code of practice is being developed by the Teaching Council and is currently open for consultation.

2. Ireland: Usually used only once.

3. Israel: Teacher appraisal has only been introduced recently and at this stage concerns ISCED level 1 and part of ISCED level 2 only. The central policy framework for teacher appraisal for the completion of probation does not apply to ultra-orthodox religious schools.

4. Italy: Completion of probation regulated with Legislative Decree n. 297/1994, art. 11, 438, 439, 440 and Ministerial Newsletter 196/2006. The Evaluation Committee comprises on average four teachers and the school leader who functions as president of the committee.

5. Italy: Beyond basic central requirements regarding participation in training, presence at school and discussion of a written essay, appraisal criteria are at the discretion of the school principal.

6. Italy: Further aspects are determined by the school principal.

7. Italy: Failure to pass the probationary period requires a teacher to repeat the probationary period. In case of a second unsatisfactory performance the teacher can be dismissed, return to the original incoming institution (very few cases) or can have an additional year to complete the evaluation process (Legislative Decree 297/1994, art. 439). Non completion of probation implies that the teacher does not have access to a permanent position.

8. Luxembourg: Teachers must have passed the national recruitment examination to be admitted to a teacher probationary period. For further information on this appraisal process see www.men.public.lu/sys_edu/personnel_ecoles/090326_recrutement_prof_postprimaire/index.html.

Sources: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.2 (4/6)

Teacher appraisal for completion of probation (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
7	8	9	10	11	12	13	
Classroom observation; dialogue with the teacher	ISCED level 1: Yes (3 levels: pass; fail; extension of probationary period?) ISCED levels 2 and 3: Yes (2 levels: pass; fail)	Yes, it is expected to influence professional development activities	Yes, appraisal results influence the speed at which a teacher progresses in the career structure	No	Some categories of teaching posts are only open to teachers who have successfully completed probation	ISCED level 1: failure to pass probationary period as determined by inspector; further appraisal; teacher does not achieve full registration with the Teaching Council; implications for a teacher's eligibility for employment in a school ISCED levels 2 and 3: failure to pass probationary period within 3-year period as certified by school principal; teacher does not achieve full registration with the Teaching Council; implications for a teacher's eligibility for employment in a school	IRELAND
Classroom observation; dialogue with the teacher; teacher self-appraisal; teacher portfolio	Yes (5 levels)	Yes, it is expected to influence professional development activities	Yes, appraisal results influence decision about access to a permanent position	No	None (under discussion)	Further appraisal; failure to pass probationary period; dismissal	ISRAEL
Not specified (criteria are determined by individual school leaders and evaluation committees)	Yes (2 levels: pass; fail)	No	Yes, appraisal results influence decision about access to a permanent position	No	None	Failure to pass probationary period; dismissal ⁷	ITALY
a	a	a	a	a	a	a	KOREA
Teacher testing (as part of the national recruitment exam), dialogue with the teacher, classroom observation, teacher portfolio, dissertation	Yes (2: pass; fail)	No	Yes, appraisal results influence decisions about the terms of the contract	No	None	Possibility to re-take the examination; failure to pass probationary period; contract not granted	LUXEMBOURG
a	a	a	a	a	a	a	MEXICO

Notes: This table describes the appraisal of individual teachers to make a judgement about their work and performance using objective criteria upon completion of a teacher's probationary period. It is, thus, related to a teacher's entry into the profession and designed to evaluate the competence and progress of a newly hired teacher related to the completion of probation.

a – Information not applicable because the category does not apply.

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1. Ireland: A code of practice is being developed by the Teaching Council and is currently open for consultation.

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5. Italy: Beyond basic central requirements regarding participation in training, presence at school and discussion of a written essay, appraisal criteria are at the discretion of the school principal.

6. Italy: Further aspects are determined by the school principal.

7. Italy: Failure to pass the probationary period requires a teacher to repeat the probationary period. In case of a second unsatisfactory performance the teacher can be dismissed, return to the original incoming institution (very few cases) or can have an additional year to complete the evaluation process (Legislative Decree 297/1994, art. 439). Non completion of probation implies that the teacher does not have access to a permanent position.

8. Luxembourg: Teachers must have passed the national recruitment examination to be admitted to a teacher probationary period. For further information on this appraisal process see www.men.public.lu/sys_edu/personnel_ecoles/090326_recrutement_prof_postprimaire/index.html.

Sources: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.



Table A.2 (5/6)

Teacher appraisal for completion of probation (2012)

	GOVERNANCE				PROCEDURES	
	For which teachers is there a policy framework for the completion of probation?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6
NETHERLANDS	All teachers	At the end of the probationary period	Central employer (National Council of School Boards); school organising bodies (competent authorities) ⁹	School principal representing school organising body (competent authority)	National teaching standards	Organisational; pedagogical and subject matter competences; interpersonal competences; teamwork; links to the community; professional development
NEW ZEALAND	All newly trained teachers prior to teacher registration	At the end of probationary period (duration varies according to hours worked)	Teacher professional organisation (The New Zealand Teachers Council)	School principal	National registration standards (registered teacher criteria)	Professional relationships and values; professional knowledge and practice
NORWAY	No	a	a	a	a	a
POLAND	No	a	a	a	a	a
PORTUGAL	All teachers in public schools	At the end of the probationary period	Central education authority; schools	Teachers from the same school; collegiate body within the school (chaired by principal); trained teachers from other schools	School development plan; evaluation parameters established by each school; national evaluation parameters for classroom observation only	Instruction; scientific-pedagogical aspects; participation in school activities and links to the community; professional development
SLOVAK REPUBLIC	All beginner teachers	Pursuant to the legislation, the periodicity of teacher appraisal is set individually in each school (probationary period typically lasts 1 year)	Central education authority (through Act on Pedagogical Employees; Decree of the Ministry of Education)	The mentor teacher and the examination committee nominated by the school principal	Plan for adaptation education; teacher professional standards	Planning and preparation; instruction; classroom environment; professional development; contribution to school development, links to parents and advisory institutions
SLOVENIA	All teachers	At the end of the probationary period	Central education authority	Central education authority	None	Pedagogical and subject knowledge; language competency; knowledge of legislation
SPAIN	No	a	a	a	a	a
SWEDEN	All teachers	At the end of the probationary period (1 year)	Central education authority and government	Central education authority; school principal	National teaching standards	Planning and preparation; instruction; classroom environment; professional development; contribution to school development; links to community
UNITED KINGDOM (Northern Ireland)	All teachers during Induction and Early Professional Development	During Induction and Early Professional Development under the Performance Review and Staff Development (PRSD) scheme (It is not mandatory for teachers to complete Induction and EPD to be registered but it is normal practice)	The Teachers' Negotiating Committee (employing authorities, department and teachers' unions)	School principal or a teacher reviewer designated by the school principal	Performance Review and Staff Development scheme	Three personal/shared objectives are set covering the areas of: professional practice; pupil and curriculum development; and personal and professional development

Notes: This table describes the appraisal of individual teachers to make a judgement about their work and performance using objective criteria upon completion of a teacher's probationary period. It is, thus, related to a teacher's entry into the profession and designed to evaluate the competence and progress of a newly hired teacher related to the completion of probation.

a – Information not applicable because the category does not apply.

m – Information not available.

9. Netherlands: There are central regulations that act as a framework. Within this framework, the school organising bodies (competent authorities) are responsible. The National Council of School Boards acts as a central employer and is in charge of setting the terms of employment.

10. Slovak Republic: For the rating of teachers, some schools use a descriptive appraisal, some use their own assessment rating scale (excellent, good, satisfactory), or they can use the performance scale recommended by the Ministry (exceptional, very good, standard, partially satisfactory, unsatisfactory)

11. Slovenia: Teachers that are judged as having failed their probationary period are not granted a permanent position.

Sources: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries. DES Inspectorate.

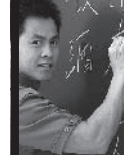


Table A.2 (6/6)

Teacher appraisal for completion of probation (2012)

PROCEDURES		USE OF RESULTS					
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Does the appraisal inform the teacher's professional development activities?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	What are the responses to underperformance of teachers?	
7	8	9	10	11	12	13	
Extensive descriptions of competencies	Varies across schools depending on school internal regulations	Yes, it is expected to result in a professional development plan	Varies across schools depending on school internal regulations	Varies across schools depending on school internal regulations	Changes in work responsibilities; extra opportunities for in-service professional development	Dismissal	NETHERLANDS
Classroom observation; discussion; documentation	Only a decision about teacher registration	Yes, it is expected to influence professional development activities	Teachers need to achieve teacher registration to continue in teaching career	No	They can become registered teachers	Provisionally registered teachers who are not successful can take more time and try again	NEW ZEALAND
a	a	a	a	a	a	a	NORWAY
a	a	a	a	a	a	a	POLAND
Teacher project (optional); self-appraisal; overall appraisal form used by internal evaluator; classroom observation	Yes (5 levels; there is a national quota system for the two top levels)	Yes, it is expected to influence professional development activities (systematic influence for teachers rated "Insufficient")	m	m	m	m	PORTUGAL
Classroom observation; dialogue with the teacher surveys; teacher portfolio; student outcomes	Yes ¹⁰	Varies across schools depending on individual needs and capabilities, it may inform teacher professional development plans	Yes, appraisal results influence decisions about promotion of the teacher to the next career level (independent teacher)	Varies across schools, appraisal results may influence career advancement	None	Failure to pass probationary period; access to the next career level not granted	SLOVAK REPUBLIC
Teacher testing	Yes (2 levels: pass; fail)	No	No ¹¹	No	None	Failure to pass probationary period	SLOVENIA
a	a	a	a	a	a	a	SPAIN
School principal's judgement informs application for registration with the Swedish National Agency for Education	No	No	Yes, appraisal results influence decisions about access to a permanent position or a fixed-term contract	No	None	Teacher cannot apply for registration; possibility to re-start a probationary period	SWEDEN
Classroom observation; task observation; review discussion	No, a review statement is prepared	Yes, the PRSD scheme helps to identify the professional needs and necessary resources to support teachers in their professional development	The PRSD scheme helps to identify the professional needs and necessary resources to support teachers in their career progression	The PRSD Review Statement is part of the body of evidence used to inform decisions on pay progression	None	There is an informal stage where a programme of support and development is provided; this may be followed by a formal stage which includes the issue of formal written notice, a targeted support programme, and ultimately dismissal if a satisfactory standard of work is not achieved	UNITED KINGDOM (Northern Ireland)

Notes: This table describes the appraisal of individual teachers to make a judgement about their work and performance using objective criteria upon completion of a teacher's probationary period. It is, thus, related to a teacher's entry into the profession and designed to evaluate the competence and progress of a newly hired teacher related to the completion of probation.

a – Information not applicable because the category does not apply.

m – Information not available.

9. Netherlands: There are central regulations that act as a framework. Within this framework, the school organising bodies (competent authorities) are responsible. The National Council of School Boards acts as a central employer and is in charge of setting the terms of employment.

10. Slovak Republic: For the rating of teachers, some schools use a descriptive appraisal, some use their own assessment rating scale (excellent, good, satisfactory), or they can use the performance scale recommended by the Ministry (exceptional, very good, standard, partially satisfactory, unsatisfactory)

11. Slovenia: Teachers that are judged as having failed their probationary period are not granted a permanent position.

Sources: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries. DES Inspectorate.



Table A.3 (1/2)

Teacher appraisal for rewards (2012)

	GOVERNANCE				PROCEDURES	
	For which teachers is there a policy framework for a rewards scheme?	Under which circumstances are teachers appraised, and how often?	Who determines the procedures for teacher appraisal?	Who are the evaluators?	Against what references are teachers appraised?	What aspects of teacher performance are appraised?
	1	2	3	4	5	6
CHILE	Teachers in public and publicly-subsidised private schools (Pedagogical Excellence Allowance [AEP]) ¹	Voluntary	Central education authority	Central education authority	National teaching standards	Knowledge of discipline and curricular content; pedagogical knowledge; skills and competencies in the classroom
	Teachers in public schools who obtain either of the two top scores in the regular teacher appraisal system (Variable Individual Performance Allowance [AVDI]) ²	Voluntary	Central education authority	Central education authority	National teaching standards	Knowledge of discipline and curricular content; pedagogical knowledge; skills and competencies in the classroom
	Groups of teachers (teaching bodies of individual schools) in public and publicly-subsidised private schools (National Performance Evaluation System [SNED]) ³	Mandatory (annual)	Central education authority	Central education authority	Student learning objectives; school development plan	Aspects are assessed at the school level: student performance; ability to innovate; equality of opportunities; links to school community
KOREA	All teachers (Performance-based Incentive System)	Mandatory periodic (annual)	Central education authority	School principal; peer evaluators at the same school	A description of the general and professional duties of teachers	Planning and preparation; instruction; classroom environment; professional development; links to the community; student guidance
MEXICO	Teachers in public schools only (National Teaching Career Programme [PNCM]) ⁴	Voluntary (once per year)	Central education authority or government (Secretariat of Public Education [SEP]) ⁵ and Teacher Union (SNTE) ⁶ (through the National Academic Commission)	Central education authority or government (Secretariat of Public Education [SEP]) ⁵	A description of the general and professional duties of teachers; school development plan or school project	Planning and preparation; instruction; professional development; contribution to school development; links to the community; years of teaching service
UNITED KINGDOM (Northern Ireland)	None	a	a	a	a	a

Notes: This table describes the appraisal of individual teachers to make a judgement about their work and performance using objective criteria for rewards purposes, i.e. appraisal schemes that are exclusively designed with the objective of providing rewards to teachers. Performance management schemes which may also lead to rewards, but are not exclusively designed as rewards schemes are included in Table A.1.

a – Information not applicable because the category does not apply.

1. Chile: *Asignación de Excelencia Pedagógica*.

2. Chile: *Asignación Variable por Desempeño Individual*.

3. Chile: *Sistema Nacional de Evaluación de Desempeño*.

4. Mexico: *Programa Nacional de Carrera Magisterial*.

5. Mexico: *Secretaría de Educación Pública*.

6. Mexico: *Sindicato Nacional de Trabajadores de la Educación*.

7. Mexico: The appraisal results grant access to a system of salary allowances with 5 different levels not associated with vertical differentiation of the teacher's tasks.

Sources: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.

Table A.3 (2/2)

Teacher appraisal for rewards (2012)

PROCEDURES		USE OF RESULTS			
What instruments and information sources are used?	Does the appraisal result in a rating for the teacher?	Do appraisal results impact career advancement?	Do appraisal results impact pay levels?	What other rewards may teacher appraisal involve?	
7	8	9	10	11	
Teacher testing; teacher portfolio	No	No	Yes, a pay allowance is provided for good performance (10 years, no quota)	None	CHILE
Teacher testing	Yes (3 levels)	No	Yes, a pay allowance is provided for good performance (2 to 4 years – until next regular teacher appraisal, no quota)	None	
Student outcomes (standardised assessment results); variety of school indicators (e.g. student retention rates; enrolment of students with special needs) school development plan; school policies	It results in a rating for the school	No	Yes, schools within top 35th percentile receive extra subsidy (Subsidy for Performance of Excellence), which is distributed among their teaching bodies (in proportion to contract hours; the school can distribute 10% of subsidy to teachers according to its own criteria)	None	
Observation of performance	Yes (3 levels)	No	Yes, a pay allowance is provided for good performance (once)	None	KOREA
Teacher testing; student outcomes (e.g. standardised assessment results; graduation, retention, or pass rates)	No	No ⁷	Yes, appraisal results affect salary allowances ⁷	None	MEXICO
a	a	a	a	a	UNITED KINGDOM (Northern Ireland)

Notes: This table describes the appraisal of individual teachers to make a judgement about their work and performance using objective criteria for rewards purposes, i.e. appraisal schemes that are exclusively designed with the objective of providing rewards to teachers. Performance management schemes which may also lead to rewards, but are not exclusively designed as rewards schemes are included in Table A.1.

a – Information not applicable because the category does not apply.

1. Chile: *Asignación de Excelencia Pedagógica*.

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3. Chile: *Sistema Nacional de Evaluación de Desempeño*.

4. Mexico: *Programa Nacional de Carrera Magisterial*.

5. Mexico: *Secretaría de Educación Pública*.

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7. Mexico: The appraisal results grant access to a system of salary allowances with 5 different levels not associated with vertical differentiation of the teacher's tasks.

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Table A.4 (1/4)

Employment status and career development of teachers (2012)

	EMPLOYMENT STATUS		
	Who is the employer of teachers?	What is the employment status of teachers?	Can teachers be employed on fixed-term contracts?
	1	2	3
AUSTRALIA	State education authorities or governments; local education authorities; school, school board or committee ¹	Civil servant status; salaried employee status	Yes, both teachers with civil servant status and salaried employee status (maximum period of time ranges from 1 to 5 years nationally)
AUSTRIA	ISCED level 1 (public schools): state education authorities ISCED level 2 (public schools): central or state education authorities depending on the type of schools ISCED level 3 (public schools): central education authority	Civil servant status; salaried employee status	Yes, teachers with salaried employee status (for a maximum of 5 years)
BELGIUM (Fl.)	School organising bodies	Civil servant status	Yes
BELGIUM (Fr.)	School organising bodies	Civil servant status; salaried employee status ³	Yes, teachers with salaried employee status
CANADA	Provincial/territorial education authorities or governments; school, school board, or committee	Salaried employee status	Yes (maximum period of time varies across provinces/territories and is at the discretion of education authorities depending on the availability of permanent teaching positions)
CHILE	School organising bodies (sustainers)	Public schools: salaried employee status Government-dependent private schools: salaried employee status	Public schools: yes, up to 20% of the teachers with salaried employee status Government-dependent private schools: yes, up to 100% of teachers with salaried employee status
CZECH REPUBLIC	School	Public schools: civil servant status Private schools: salaried employee status	Yes, both teachers with civil servant and salaried employee status (twice in a row)
DENMARK	ISCED levels 1 and 2 (public schools): local education authorities ISCED levels 1 and 2 (private independent schools): school organising bodies ISCED level 3 (all schools): school board	Salaried employee status	No ⁵
ESTONIA	School	Salaried employee status	Yes ⁶
FINLAND	Local education authorities	Civil servant status; salaried employee status	No ⁷
FRANCE	Central education authority (Ministry of Education, for civil servants); regional education authorities (recteurs d'académies; for contract (public or private) employees [contractuels]), schools (for replacement teachers [vacataires]); superior in addition to central education authority (Ministry of Education) and the school (for contractors in private schools)	Civil servant status; public contract employees (contractuels de droit public); replacement teacher status (vacataires); salaried employee status (private law with a simple contract)	Yes, replacement teachers for a maximum of 6 years with a temporary contract after which they may receive a permanent contract
HUNGARY	School	Public employee	Yes (for a maximum of 1 year)
ICELAND	ISCED levels 1 and 2: local education authorities ISCED level 3: central education authority	ISCED levels 1 and 2: salaried employee status ISCED level 3: civil servant status	Yes (for a maximum of 2 years)
IRELAND	School Board of Management ⁸	Salaried employee status; state non-civil service status (public servant)	Yes

Notes: This table describes the employment status and career development of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

1. Australia: Australia is a federation of eight states and territories. There are differences in employment practices between states and territories, as well as differences between public (government) and private (non-government) schools. In private schools that are part of a system teachers are often appointed by the local education authority (system). In private schools that are not part of a system, teachers are appointed by the school, school board or committee.

2. Belgium (Fl.): The career structure is linked to educational levels (ISCED levels 1, 2 and 3), educational stages at ISCED levels 2 and 3, the educational programme and the subjects taught at ISCED levels 2 and 3 (general, pre-voc and voc) and teacher qualifications. Differences in salary are mainly related to differences in qualifications (different qualifications are required for teaching at different ISCED levels). The legal status of teachers in the Flemish Community of Belgium is established by Decrees. Notable characteristics are: (1) A teacher's career generally starts with a few years of supply teaching or temporary teaching. The teacher's status at this stage is referred to as «temporary appointment for a limited period of time». (2) After a minimum of 720 days of seniority during which a teacher has worked 600 days effectively in the position concerned, he or she can ask for a «temporary appointment for a continuous period of time» (Tijdelijke aanstelling van doorlopende duur [TADD]). This status gives the teacher more job security. Moreover, teachers can now apply for a «permanent appointments», which holds even more social benefits and job security. (3) In order to get a permanent appointment teachers are required to meet a number of conditions. Apart from general legal requirements (e.g. nationality, language competency, certificate of good conduct), these are: the teacher must have the official qualifications for the job (e.g. diploma, certificate). On 30 June of the school year before a teacher is to be permanently appointed, he or she must have 720 days of seniority of which he or she has worked 360 days effectively in the position concerned; a teacher's last evaluation report, if available, must be positive; on 31 December before a teacher is to be permanently appointed, the teacher must have a «temporary appointment for a continuous period of time» for the job the teacher is to be permanently appointed to; and teaching must be the teacher's main profession.

3. Belgium (Fr.): Teachers are employed as salaried employees until they receive civil servant status.

4. Chile: Biennial rates up to 100% of base salary and training recognised until 40% of base salary.

5. Denmark: In certain cases it is possible to employ teachers on fixed-term contracts. A specific reason is required in this case (e.g. that the teacher replaces a permanent teacher who is absent due to illness or leave).

7. Finland: Teachers are appointed until retirement.

8. Ireland: Teacher salaries are paid by the central education authority.

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Table A.4 (2/4)

Employment status and career development of teachers (2012)

CAREER DEVELOPMENT		
What is the structure of the teaching career?	What determines teacher career progression?	
4	5	
Multilevel career structure, with a salary scale for each career level (number of levels varies nationally)	Length of service; completion of professional development; taking on extra roles and tasks; teacher appraisal results	AUSTRALIA
General: unique career stage with a single salary scale Pre-vocational and vocational: multilevel career structure with a single salary scale (2 career levels)	General: salary step increments based on length of service (biennial progress) Pre-vocational and vocational: salary step increments based on length of service (biennial progress); taking on extra roles and tasks	AUSTRIA
Unique career stage with a single salary scale ²	Salary step increments based on length of service	BELGIUM (Fl.)
Unique career stage with a single salary scale	Length of service	BELGIUM (Fr.)
Multilevel career structure (number of levels varies; 10, 11, or 12 steps in the salary scale)	Length of service; teacher appraisal results; extra roles and tasks	CANADA
Public schools: unique career stage within a single salary scale ⁴ Government-dependent private schools: at the discretion of the school organising bodies (sustainers) to determine career structure and salary scale beyond base salary	Public institutions: salary step increments based on length of service Government-dependent private institutions: at the discretion of the school organising bodies (sustainers)	CHILE
Multilevel career structure within a salary scale for each career level (3 career levels)	Length of service; completion of professional development; teacher appraisal results; extra roles and tasks	CZECH REPUBLIC
None	a	DENMARK
Multilevel career structure with a salary scale for each career level (4 career levels)	Extra roles and tasks; completion of professional development	ESTONIA
Unique career stage with a single salary scale	Salary step increments based on length of service; taking on extra roles and tasks (e.g. deputy director)	FINLAND
Multilevel career structure with a salary scale for each career level (2 career levels with various corresponding salary steps; depending on the teaching body each level corresponds to one base salary index)	Length of service; teacher appraisal results; completion of professional development for promotion to a higher level in the career structure	FRANCE
Multilevel career structure with a salary scale for each career level (5 career levels defined by qualification, 14 salary steps within each career level, progression on the salary scale every 3 years)	Length of service; completion of professional development; taking on extra roles and tasks; teacher appraisal results	HUNGARY
ISCED levels 1 and 2: multilevel career structure (3 levels with nine steps in the salary scale) ISCED level 3: unique career stage with a single salary scale (9 steps)	Length of service; taking on extra roles and tasks; completion of professional development; age; administrative responsibilities	ICELAND
Unique career stage with a single salary scale (17 steps)	Salary step increments based on length of service; taking on extra roles and tasks	IRELAND

Notes: This table describes the employment status and career development of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

1. Australia: Australia is a federation of eight states and territories. There are differences in employment practices between states and territories, as well as differences between public (government) and private (non-government) schools. In private schools that are part of a system teachers are often appointed by the local education authority (system). In private schools that are not part of a system, teachers are appointed by the school, school board or committee.

2. Belgium (Fl.): The career structure is linked to educational levels (ISCED levels 1, 2 and 3), educational stages at ISCED levels 2 and 3, the educational programme and the subjects taught at ISCED levels 2 and 3 (general, pre-voc and voc) and teacher qualifications. Differences in salary are mainly related to differences in qualifications (different qualifications are required for teaching at different ISCED levels). The legal status of teachers in the Flemish Community of Belgium is established by Decrees. Notable characteristics are: (1) A teacher's career generally starts with a few years of supply teaching or temporary teaching. The teacher's status at this stage is referred to as «temporary appointment for a limited period of time». (2) After a minimum of 720 days of seniority during which a teacher has worked 600 days effectively in the position concerned, he or she can ask for a «temporary appointment for a continuous period of time» (Tijdelijke aanstelling van doorlopende duur [TADD]). This status gives the teacher more job security. Moreover, teachers can now apply for a «permanent appointment», which holds even more social benefits and job security. (3) In order to get a permanent appointment teachers are required to meet a number of conditions. Apart from general legal requirements (e.g. nationality, language competency, certificate of good conduct), these are: the teacher must have the official qualifications for the job (e.g. diploma, certificate). On 30 June of the school year before a teacher is to be permanently appointed, he or she must have 720 days of seniority of which he or she has worked 360 days effectively in the position concerned; a teacher's last evaluation report, if available, must be positive; on 31 December before a teacher is to be permanently appointed, the teacher must have a «temporary appointment for a continuous period of time» for the job the teacher is to be permanently appointed to; and teaching must be the teacher's main profession.

3. Belgium (Fr.): Teachers are employed as salaried employees until they receive civil servant status.

4. Chile: Biennial rates up to 100% of base salary and training recognised until 40% of base salary.

5. Denmark: In certain cases it is possible to employ teachers on fixed-term contracts. A specific reason is required in this case (e.g. that the teacher replaces a permanent teacher who is absent due to illness or leave).

7. Finland: Teachers are appointed until retirement.

8. Ireland: Teacher salaries are paid by the central education authority.

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Table A.4 (3/4)

Employment status and career development of teachers (2012)

	EMPLOYMENT STATUS		
	Who is the employer of teachers?	What is the employment status of teachers?	Can teachers be employed on fixed-term contracts?
	1	2	3
ISRAEL	ISCED levels 1 and 2: central education authority; corporation or non-profit organisation ISCED level 3: local education authorities; corporation or non-profit organisation	ISCED levels 1, 2 and 3 (all schools): civil servant status; salaried employee status	ISCED levels 1, 2 and 3 (all schools): Yes, both teachers with civil servant status and salaried employee status (Generally for a maximum of 2-3 years)
ITALY	Central education authority (public schools only) ⁹	Civil servant status	Yes
KOREA	Provincial/regional education authorities	Civil servant status	No
LUXEMBOURG	Central education authority or government (public schools)	Public schools: civil servant status	No
MEXICO	State education authorities (public schools)	Salaried employee status	Yes
NETHERLANDS	Public schools: municipality or bodies with powers transferred by municipality Private schools: School organising bodies (competent authorities)	Public schools: civil servant status Private schools: salaried employee status ¹⁰	Yes (for a maximum of 3 years)
NEW ZEALAND	School Board of Trustees	Salaried employee status	Yes ¹¹
NORWAY	Local education authorities	Salaried employee status	Yes ¹³
POLAND	School	Trainee and contract teachers: employment agreement Appointed and chartered teachers: employment based on appointment	Yes, trainee teachers and contract teachers when substituting an absent teacher
PORTUGAL	Central education authority	State civil servant status or employee with fixed contractual status	Yes
SLOVAK REPUBLIC	School and/or school organising bodies (in case of schools that do not have a legal personality)	Civil servant status	Yes
SLOVENIA	School	Civil servant status	Yes (for a maximum of 2 years)
SPAIN	State education authorities or governments	Civil servant status; salaried employee status	Yes, teachers with salaried employee status (for a maximum of 1 year) ¹⁵
SWEDEN	Local education authorities	Salaried employee status ¹⁷	Yes, teachers with salaried employee status on the decision of the local board
UNITED KINGDOM (Northern Ireland)	The relevant employing authority (can be 1 of 5 Education and Library Boards, CCMS or Boards of Governors of Voluntary Grammar and Grant-Maintained Integrated Schools); with creation of the Education and Skills Authority (2013), ESA will become the employer for all teachers in grant-aided schools	Public servant, salaried, employee status	Yes

Notes: This table describes the employment status and career development of teachers.

a – Information not applicable because the category does not apply.

m – Information not available.

9. Italy: The national labour contracts for teachers (CCNL) dated 2002-05 and 2006-09 regulate the contracts of teachers hired by state schools only, not those hired by regions, by provinces or municipalities. Teachers are considered civil servants also according to legislative decree 150/2009 (*Legge Brunetta*). In addition, the contractual arrangements for all civil servants in Italy are centralised within a specific agency (ARAN) dealing specifically with public employment.

10. Netherlands: The terms of employment for teachers as civil servants and salaried employees are identical.

11. New Zealand: The employment of teachers is subject to the provisions of the Employment Relations Act in relation to fixed term employment generally (e.g. will end on a specified date, or on the occurrence of a specified event, or conclusion of a specified project). The category of relieving teachers is frequently used for fixed-term employees.

12. New Zealand: Additional rewards on a fixed-term or permanent basis for a range of management responsibilities.

13. Norway: If no applicant satisfies the qualification requirements laid down in the Education Act, a temporary appointment may be made. Unless a shorter period of appointment is agreed, such appointments shall last until 31 July.

14. Norway: There are also some local positions with locally negotiated salaries.

15. Spain: Most teachers in public schools are civil servants. A small percentage of public school teachers, however, have a salaried employee status (*profesores interinos*) and are employed to teach a single academic course. Teachers in government-dependent private institutions and in independent private institutions are employed according to employment legislation, sometimes on a single year basis and sometimes on a long-term basis.

16. Spain: School principals and other members of the school leadership team have been included as they are teachers and keep direct teaching obligations. Except for these leadership positions and other extra roles and tasks, salary increments depend mostly on the length of service.

17. Sweden: Teachers in Sami schools and special schools have civil servants status.

18. Sweden: The central government is planning the development of a multilevel career structure.

Sources: Derived from information supplied by countries participating in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes. The table should be interpreted as providing broad indications only, and not strict comparability across countries.

Table A.4 (4/4)

Employment status and career development of teachers (2012)

CAREER DEVELOPMENT		
What is the structure of the teaching career?	What determines teacher career progression?	
4	5	
ISCED level 1 (public and government-dependent private schools only): multilevel career structure with a salary scale for each career level (3 levels: 9 steps at level 1; 4 steps at levels 2 and 3) ISCED level 2 (public and government-dependent private schools only): multilevel career structure with a salary scale for each career level (4 levels: 9 steps at levels 1 and 2; 4 steps at level 3 and 4) ISCED level 3 (public and government-dependent private schools only): multilevel career structure with a single salary scale (4 levels)	ISCED levels 1 and 2 (public and government-dependent private schools only): length of service; completion of professional development; teacher appraisal results ISCED level 3 (public and government-dependent private schools only): length of service; completion of professional development	ISRAEL
Multilevel career structure with a salary scale for each career level (4 levels with 21 salary steps each)	Length of service	ITALY
Multilevel career structure with a single salary scale (3 levels with 50 steps in a single salary scale)	Length of service; completion of professional development	KOREA
Unique career stage with a single salary scale	Salary step increments based on length of service	LUXEMBOURG
Unique career stage with a single salary scale (and 5 levels of salary allowances depending on voluntary teacher appraisal)	Length of service; completion of professional development; teacher appraisal results to access salary allowances	MEXICO
ISCED level 1: multilevel career structure with a salary scale for each career level (2 levels with 15 steps in the salary scale each) ISCED levels 2 and 3: multilevel career structure (3 levels with 15 steps in the salary scale each)	Salary step increments based on teacher appraisal results; taking on extra roles and tasks	NETHERLANDS
Unique career stage with a single salary scale (14 steps within the salary scale) ¹²	Salary step increments based on length of service; taking on extra roles and tasks	NEW ZEALAND
Multilevel career structure with a single salary scale (5 steps within the salary scale) ¹⁴	Length of service; taking on extra roles and tasks	NORWAY
Multilevel career structure with a salary scale for each career level (4 levels, each with corresponding scale of basic salary: trainee (probation), contract, appointed, and chartered)	Length of service; teacher appraisal results; qualifications; interviews; examinations	POLAND
Unique career stage with ten steps in the salary scale	Length of service; teacher appraisal results; completion of professional development (stricter requirements to progress to the 5th and 7th step of the salary scale)	PORTUGAL
Multilevel career structure with a single salary scale (beginner teacher, independent teacher, teacher with 1st certification level, teacher with 2nd certification level)	Qualifications, length of service; teacher appraisal results	SLOVAK REPUBLIC
Multilevel career structure (3 levels: mentor, advisor, counsellor)	Length of service; completion of professional development; taking on extra roles and tasks	SLOVENIA
Multilevel career structure with a single salary scale (5 steps within the salary scale)	Length of service; taking on extra roles and tasks ¹⁶	SPAIN
Unique career stage with a single salary scale ¹⁸	Salary step increments based on length of service; completion of professional development	SWEDEN
Multilevel career structure, with a salary scale for each career level	Length of service; taking on extra roles and tasks; teacher-appraisal results	UNITED KINGDOM (Northern Ireland)

Notes: This table describes the employment status and career development of teachers.

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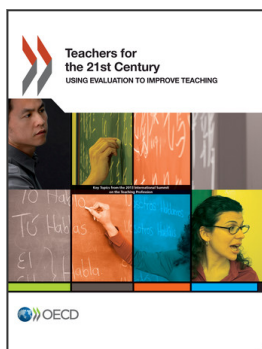
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