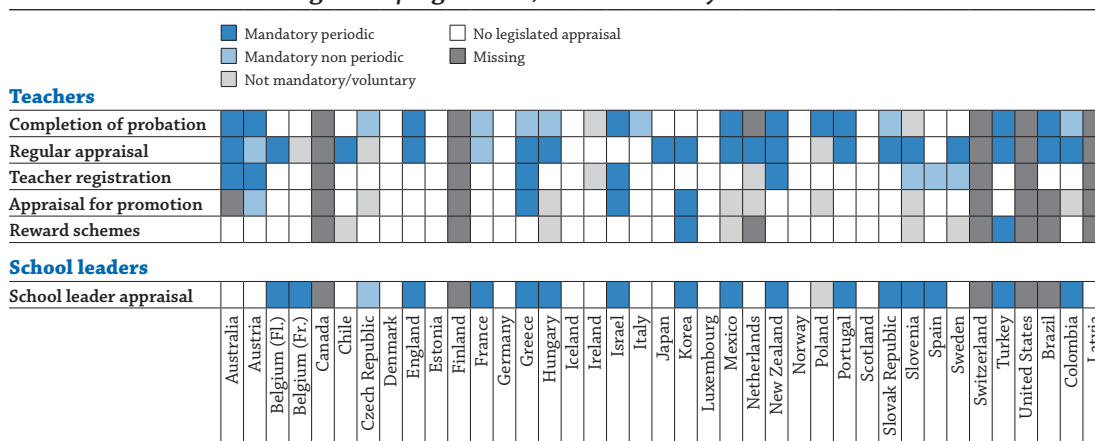


WHAT TEACHER AND SCHOOL LEADER APPRAISAL SYSTEMS ARE IN PLACE?

- Teacher appraisal is legislated/required by policy or regulation in 30 of 37 OECD and partner countries with available data.
- School leader appraisal at the lower secondary level is legislated and covered by a policy framework in 21 of 37 countries. School leader appraisal is mandatory in all countries for which data are available except Poland, where it is voluntary.

Chart D7.1. Frequency of various types of teacher and school leader appraisals covered by policy framework (2015)

In general programmes, lower secondary education



Source: OECD, Tables D7.3b and D7.8b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
 StatLink <http://dx.doi.org/10.1787/888933284638>

Context

Monitoring and appraising teachers is central to improving schools and learning environments. If well designed, teacher appraisal and feedback systems can be used as tools to increase teacher effectiveness and achieve better learning outcomes. Appraisal can help to increase the focus on instruction and teachers' professional learning. Appraisal and feedback systems can also help to create better school organisation by allowing teachers to progress in their career and to take on new roles and responsibilities based on a solid evaluation of their performance. They also offer an opportunity to recognise and reward effective teaching (OECD, 2013).

Backed by a growing research base, policy makers have become increasingly aware of the significance of school leadership for effective teaching and learning. A growing number of countries have developed initiatives to strengthen the leadership capacity of their schools. While research on the effects of different appraisal schemes is limited, some evidence suggests potential benefits of the appraisal of individual school leaders as a means of communicating a vision of effective leadership and improving school leaders' practices and behaviours.

■ Other findings

- While regular appraisal, appraisal for the completion of probation, and appraisal for teacher registration is mandatory in the majority of countries for which data are available, appraisal for promotion and reward schemes are usually voluntary.
- Most countries use two or more different types of teacher appraisal, depending on the purpose of the appraisal.
- Lower secondary teachers eligible and included in the policy framework for teacher appraisal include public school teachers (in at least 9 of 10 countries) and teachers in government-dependent private schools (in at least 7 of 10 countries with available data) and independent private schools (in around half of countries with available data).
- Teachers are usually appraised in relation to decisions on employment status. In the case of regular appraisal and appraisal upon completion of probation, the next most common purpose for teacher appraisal is in relation to concerns about performance.
- In 24 of 28 countries, central education authorities (19 countries) or state education authorities (7 countries) determine the procedures for regular teacher appraisal.
- A combination of actors is responsible for evaluating teachers, but the most common evaluator is the school principal or director.
- Teacher appraisals generally focus on planning and preparation, instruction and classroom environment.
- In at least four out of five countries, classroom observations and interviews with teachers are used in regular teacher appraisals and in teacher appraisal at the completion of probation. Although student outcomes are used in 8 of 19 countries for regular appraisals, they are infrequently used for teacher registration and at the completion of probation.
- Nineteen of the 37 countries with available data reported that school leader appraisal is required by government policy or regulation and is implemented across the country.
- In all but two countries with available data, central or state education authorities determine the procedures for school leader appraisal.
- All countries with available data reported that school leaders are appraised on general leadership and pedagogical/instructional leadership, and all but one country also appraise school leaders on organisation of development and resource management. At least four in five countries also focus on school climate, community relations, interpersonal skills, and evaluation and accountability.
- Eleven out of 18 countries with available data reported that school leader appraisal is used for decisions about career advancement and 11 out of 19 countries indicated that school leader appraisal is used to inform decisions on school leaders' professional development activities.
- Rewards or incentives for good performance by school leaders was reported by 11 of 15 countries with available data.
- All but a few countries reported that they use teacher and school leader appraisal for both formative and summative purposes.

Analysis

Teacher appraisal

Teacher appraisal is the evaluation of individual teachers resulting in judgements about their competencies and performance. Traditionally, teacher appraisal focused on formative feedback. In recent years, a number of countries have been working to reform teacher-appraisal systems and are considering summative judgements that can inform decisions about tenure, advancement and pay incentives. In the United States, several models that aim to incorporate improvements in students' scores on standardised assessments as a source of evidence of teacher effectiveness are under consideration. Data systems and current practices, however, do not easily lend themselves to such ends. The following discussion focuses on teacher appraisal at the lower secondary level.

Prevalence and nature of teacher appraisal

Some 30 of the 37 countries with available data reported having policy frameworks (national or state laws or regulations) in place to regulate one or more types of teacher appraisal. While 26 of those 30 countries implement these policy frameworks countrywide, they are implemented at the provincial/territorial level in Canada and only in some states in the United States. While teacher appraisal is required only in public institutions in England, it is also widely practiced in government-dependent and independent private institutions. Although there is no government policy for teacher appraisal in Denmark, Estonia and Norway, these countries have similar practices. Only Germany, Iceland, Luxembourg and Scotland reported that teachers are not appraised (see Chart D6.1). Eight countries reported that all teachers (100%) are appraised, and four additional countries reported that between 80% and 99% of teachers are appraised. In the Netherlands and Spain, around 70% of teachers are appraised, while in Belgium (French Community), Hungary and Israel, less than 30% of teachers are appraised each year (Table D7.1, and Table D7.2, available on line).

Countries use a range of different approaches for appraisal, depending on the purpose of the appraisal. Countries were asked to describe and respond to questions related to each of five different types of teacher appraisal:

- i) *Teachers on probation*: This involves a teacher's entry into the profession.
- ii) *Regular appraisal*: This typically involves a process internal to the school regulated by general labour-law provisions requiring the employers of teachers to regularly appraise the performance and results of their employees.
- iii) *Teacher registration*: This is the process designed to determine and officially confirm a teacher as competent for teaching.
- iv) *Appraisal for promotion*: This is often voluntary and takes place in relation to decisions on employment status (most countries integrate this activity with regular appraisal).
- v) *Appraisal for rewards*: This involves teacher appraisal explicitly designed to identify a select number of high-performing teachers to reward and acknowledge.

In order to have a comprehensive and coherent framework of teacher appraisal that will support continuous learning for individual teachers throughout their career and for the profession as a whole (Darling-Hammond, 2012), countries often combine two or more types of appraisal in their policy framework. Although the regular appraisal category is most commonly cited, most countries reported the existence of two or most types of teacher appraisal.

The most common type of teacher appraisal regulated by existing policy frameworks is regular teacher appraisal (24 of 28 countries). Here, 20 countries reported that regular appraisal is mandatory; 18 countries conduct this appraisal at regular intervals/on a set cycle, most commonly, every year. Although regular appraisal is legislated in Belgium (French Community), the Czech Republic and Poland, it is voluntary and needs to be requested by teachers themselves (Table D7.3b).

Two other types of appraisal used for performance management, appraisal for teacher registration and appraisal for promotion, are less frequently used (used in 11 and 12 countries, respectively). While in 8 of 10 countries with available data it is mandatory for teachers to be appraised for teacher registration, in only 4 of 11 countries with available data are it mandatory for teachers to be appraised for promotion.

Another common approach to teacher appraisal is the appraisal of individual teachers upon completion of a probationary period (21 of 28 countries). Of the 19 countries with available data, 17 reported that this type of appraisal is mandatory and 2 reported that it is voluntary. Of those countries where it is mandatory, 10 reported that appraisals are carried out periodically at regular intervals, usually annually. Only 9 of 27 countries with available data had policy frameworks for teacher reward schemes.

Governance and responsibilities for teacher appraisal

The lower secondary teachers eligible and included in the policy framework for teacher appraisal include public school teachers (in at least 9 of 10 countries) and teachers in government-dependent schools (in at least 7 of 10 countries with available data) and independent private schools (in around half of countries with available data). The type of teachers included in the policy framework depends on the type of appraisal undertaken. For regular appraisal, the framework most commonly includes public school teachers (all 24 countries), permanent teachers (22 of 23 countries), teachers on fixed-term contracts (18 of 22 countries) and all teachers regardless of contract status (16 of 21 countries). By definition, appraisal for the completion of probation focuses on teachers on probation (18 of 20 countries). Appraisal for teacher registration focuses on teachers on fixed-term contracts (8 of 10 countries), permanent teachers (6 of 10 countries) and provisionally registered teachers (6 of 10 countries). Permanent teachers are the focus of appraisal for promotion in 10 of 11 countries, and of appraisal for reward schemes in all 8 countries for which data are available (Table D7.3b).

The circumstances under which teachers are appraised vary considerably among countries. Most commonly, teachers are appraised in relation to decisions on employment status. In the case of regular appraisal and appraisal upon completion of probation, the next most common reasons for appraisal are as a result of performance problems, at the discretion of the school principal, the teacher volunteers or requests to be appraised and in response to a complaint. Appraisals for teacher registration are usually conducted in relation to decisions on employment, at the initiative of the teacher, or in response to a complaint or performance problems. Appraisals for promotion are most frequently related to decisions on employment status and are usually conducted at the initiative of the teacher. Similarly, most often teachers volunteer for reward schemes appraisals.

The obligation for teachers to undertake appraisals varies according to the type of appraisal. While regular appraisal, appraisal for the completion of probation, and appraisal for teacher registration are mandatory in the majority of countries, appraisals for promotion and reward schemes are usually voluntary. Although regular appraisal is mandatory in 20 countries, it is voluntary in 3 countries. Some 18 of 20 countries reported that regular appraisal is carried out periodically at regular intervals. Appraisal for the completion of probation is mandatory in 17 countries (it is periodic in 10 of these countries), and voluntary in 2 countries. Similarly, appraisal for teacher registration is mandatory in 8 countries (it is periodic in 5 countries) and voluntary in 2 countries. By contrast, appraisal for promotion is voluntary in 7 countries and mandatory in 4 countries, and appraisal for reward schemes is voluntary in 5 countries and mandatory in 2 countries. Although the frequency of appraisal varies, most countries with periodic appraisals reported that they are conducted annually.

In most countries (24 of 28 countries), central education authorities (19 countries) and/or state education authorities (7 countries) determine the procedures for teacher appraisal. The central and state education authorities also share this responsibility with regional (Korea), sub-regional (2 countries) and local (4 countries) education authorities. In Japan, regional and local education authorities are in charge of determining the procedures. Together with education authorities, the school principal (7 countries), the school board (7 countries), school organising bodies (4 countries), teachers' professional organisations (3 countries) and the deputy school principal (2 countries) also play a role in determining the procedures. The procedures for determining teacher appraisal are determined primarily by teachers' professional organisations in Ireland and by school boards in the Netherlands.

In teacher appraisal, a combination of actors is responsible for evaluating teachers. For all the different types of appraisal, the most common evaluator is the school principal and education authorities from various levels. Another common evaluator for the completion of probation and for teacher registration is the supervisor (10 of 20 countries and 4 of 10 countries, respectively). For regular appraisal, other school leaders (8 of 23 countries) and supervisors (6 of 22 countries) are also common evaluators. External accredited evaluators and peer evaluators at the same school are also involved in appraisals in a few countries.

Common procedures used and sources of information

In at least 75% of countries, the main standards against which teachers are appraised are national or state teaching standards. A description of the general and professional duties of teachers is also frequently used for all types of appraisal, except appraisal for teacher registration (reported to be used by 20% of countries). Other common references/standards used by a handful of countries are the teacher code of conduct, school development plan or school project, and the school's internal regulations (Table D7.4b).

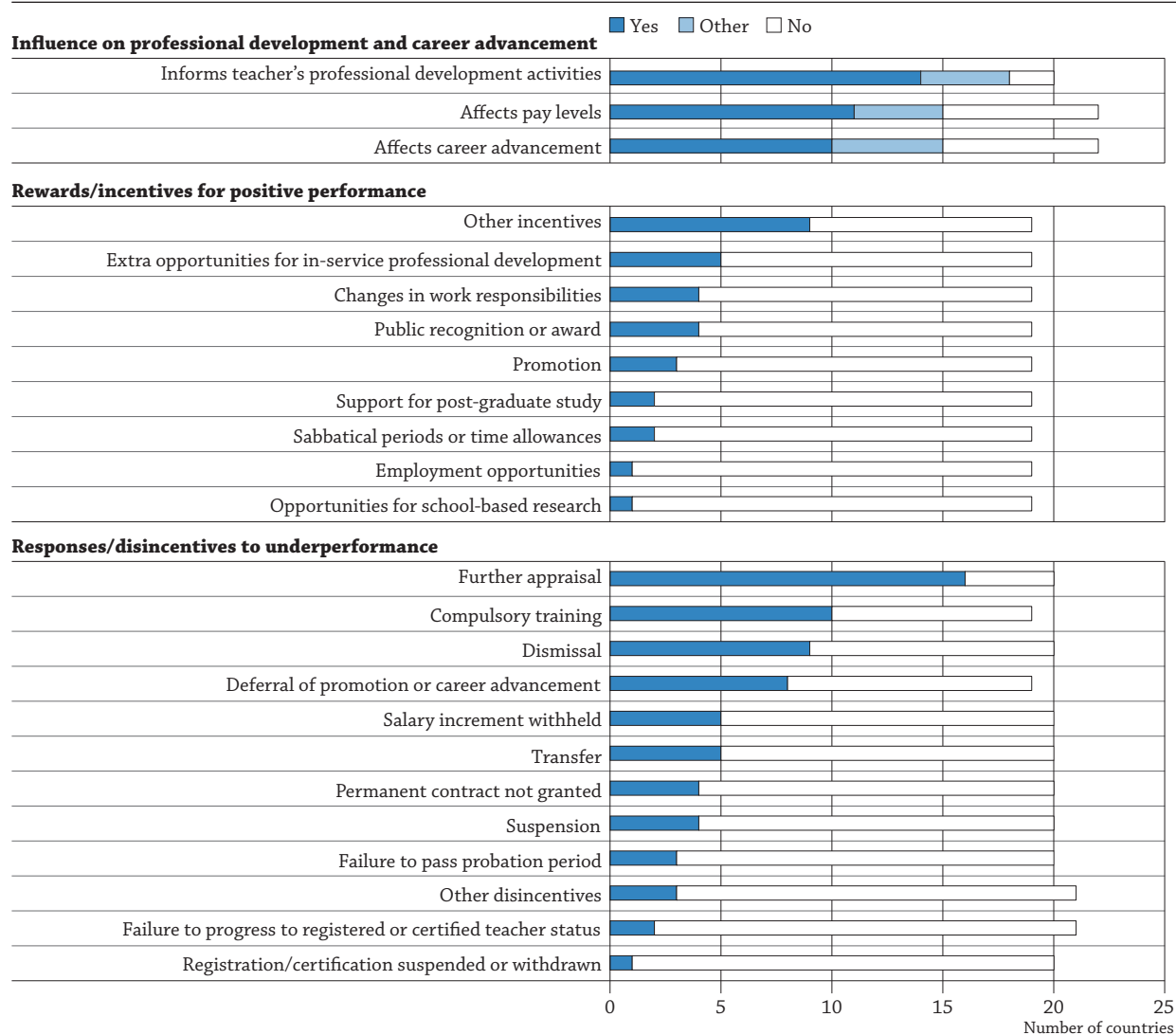
The key domains and aspects of the job covered in teacher appraisal are planning and preparation, instruction and classroom environment. This is followed by professional development, contribution to school development and links to the community. All five types of teacher appraisal cover these aspects.

A range of methods, instruments and information sources is used to appraise teachers; countries draw from a mix of these to appraise different aspects of a teacher's performance. The most frequently used methods in regular appraisal, appraisal at the completion of probation and teacher registration are classroom observation and interviews of teachers (at least 4 in 5 countries). Teacher portfolio and teacher self-appraisal are also often used, while parent and/or student surveys are less often used as sources of information for regular appraisal, appraisal at the completion of probation and teacher registration. Although student outcomes are used in 8 of 19 countries in regular appraisals, they are less often used in appraisals for teacher registration and at completion of probation. The most frequently used sources of information in appraisal for promotion and reward schemes are teacher portfolio and classroom observation, followed by teacher self-appraisal and interviews of teachers.

Teacher appraisal results in a rating, i.e. a category on a scale of teacher performance, in 15 of 18 countries for appraisal at the completion of probation, in 9 of 11 countries for appraisal for promotion, in 13 of 20 countries for regular appraisal, in 6 of 10 countries for appraisal for teacher registration, and in 3 of 6 countries for appraisal for reward schemes. All countries reported having mechanisms to appeal teacher-registration appraisal results, while 4 in 5 countries reported having these mechanisms for appraisal at the completion of probation and for appraisal for promotion. Appeal mechanisms for regular appraisal are in place in 2 out of 3 countries.

Chart D7.2. Use of results from regular teacher appraisals (2015)

For lower secondary teachers teaching general programmes



Actions/Rewards/Sanctions are ranked in descending order of the number of countries reporting that they use teacher appraisal results for these purposes and decisions.

Source: OECD, Table D7.5b, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284648>

Use of results from teacher appraisal

In 14 of 20 countries, results from regular teacher appraisal inform decisions about teachers' professional development activities. These results can also affect teachers' pay (11 countries) and career advancement (10 countries). In 9 of 19 countries, positive performance in a regular appraisal may not result in any reward, but 10 countries reported that results could be used for rewards or incentives. The most common rewards include more opportunities for in-service professional development, public recognition and changes in work responsibility. Underperformance in regular appraisal has consequences for teachers, the most common being the need for further appraisal (16 countries) and compulsory training (10 countries). Other responses to underperformance include dismissal (9 countries), deferral of promotion or career advancement (8 countries), withholding of pay raise (5 countries), transfer to another school (5 countries) and suspension (4 countries) (Chart D7.2, and Table D7.5b, available on line).

In 12 of 20 countries, appraisals for teachers in probation influence decisions on access to contracts. While these results also affect teachers' pay in 9 countries, they have no effect in 9 other countries. In 11 countries, results are also used to inform teachers' professional development activities. While the successful completion of the probation period may lead to rewards or incentives (e.g. employment opportunities) in 9 countries, it does not in 10 other countries. Not surprisingly, in all 19 countries, underperformance in this appraisal will result in a failure to pass the probation period. Other common sanctions or responses to underperformance include dismissal (12 countries), permanent contract not granted (11 countries), further appraisal (11 countries), failure to progress to registered or certified teacher status (7 countries) and compulsory training (6 countries).

Results of appraisal for promotion are used to determine teachers' professional development activities in 5 of 9 countries. These results may also affect teachers' career advancement (8 of 11 countries) and pay (7 of 11 countries). Outstanding performance may lead to a promotion (8 of 10 countries), while underperformance can cause deferral of promotion or career advancement (7 of 10 countries) or withholding of a pay raise (4 of 10 countries). In 6 of 8 countries, results of appraisal for rewards schemes affect teachers' pay.

Results of appraisals for teacher registration influence decisions on access to contracts, renewal of fixed-term contracts or access to a permanent position (5 of 10 countries). While outstanding performance can also lead to promotions in 2 of 9 countries, it leads to no such reward in the other 7 countries. However, underperformance can lead to a failure to progress to registered or certified teacher status (8 of 9 countries), a permanent contract not being granted (6 of 9 countries), further appraisal (4 of 8 countries), registration or certification suspended or withheld and even dismissal (4 of 9 countries).

Although teacher appraisals may play a role in influencing salaries and career progression, other factors or criteria are also used. Chart D7.6 and Table D7.6 (available on line) explore the relative level of influence of these other factors.

School leader appraisal

School leader appraisal is not as well developed and practiced as teacher appraisal. Even though the importance of effective school leadership is widely recognised, many countries lack the tools and mechanisms for appraising their school leaders. However, since school leadership is critical to ensure effective teaching and learning, an increasing number of countries are developing initiatives to strengthen the leadership capacity of their schools.

School leaders are primarily responsible for school management and administration. The school leader holds the highest leadership position within the school, such as the headmaster, head teacher or principal, or a middle-level position in a leadership capacity, such as deputy school directors or department heads. Generally, there is no more than one director per school.

The following discussion focuses on school leader appraisal at the lower secondary level.

Prevalence and nature of school leader appraisal

Some 19 of 37 countries with available data reported that school leader appraisal is required by government policy or regulation and is implemented across the country. Although school leader appraisal is required only in public institutions in England, it is widely practiced in private institutions as well. In Canada, the requirement for school leader appraisal varies by province or territory, while in the United States, school leader appraisal is only implemented in some states. In Israel, it is required only at the primary and lower secondary levels, but it is also widely practiced at the upper secondary level. Similarly, in the Netherlands, it is only required at the primary level, although it is widely practiced at the secondary level.

Australia, Denmark and Latvia do not require school leader appraisals, but they do have similar practices. Finland grants extensive local autonomy in the evaluation of education, including school leader appraisal. In Latvia, school leaders are appraised in the context of accreditation of schools and programmes. In the remaining countries with available data, appraisal of school leaders is not required (see Chart D6.1, and Table D7.7, available on line). Nine countries reported that all school leaders (100%) are appraised. The Slovak Republic reported that at least 99% of its school leaders are appraised, while England reported that all public school leaders and a large majority of private school leaders are appraised. In Spain, 70% of school leaders are appraised, whereas in Colombia, only around 20% of school leaders are appraised.

Governance and responsibilities for school leader appraisal

In all 19 countries with available data, school principals are eligible and included in the policy framework for school leader appraisal. In 7 of these countries, only school principals are eligible/included. In 11 of the 19 countries, deputy school principals and, in England, assistant head teachers are also included. In Mexico, New Zealand and Portugal school principals, deputy principals, middle leaders and department heads are included in the policy framework.

The circumstances in which school leaders are appraised vary considerably. The most common circumstance under which school leaders are appraised is in relation to decisions on employment status (13 countries). School leaders are also appraised at the discretion of the school board (6 countries) or school director (5 countries). In 4 countries, school leaders can also be appraised as a result of a complaint, and in 6 countries, school leader appraisal is voluntary (Table D7.8b).

In all countries with available data, school leader appraisal is mandatory except in Poland where it is voluntary, i.e. the school leader initiates the appraisal him/herself. With the exception of the Czech Republic and France (at the primary level), all countries that reported having mandatory school leader appraisal indicated that the appraisal is carried out periodically at regular intervals. The frequency with which school leaders are appraised varies greatly across countries. Among the 16 countries that require periodic appraisals of their school leaders, these appraisals take place annually in Colombia, England, Korea, New Zealand, the Slovak Republic, Slovenia and Spain; in France (secondary level) and Israel (primary and lower secondary levels), these appraisals take place once every three years. The interval between appraisals ranges from once every four years in Belgium (Flemish Community), Greece, Mexico, Portugal and Turkey (primary and lower secondary levels), to up to every five years in Belgium (French Community) and Hungary (Table D7.8b, and Tables D7.8a and c, available on line).

The procedures for school leader appraisal are determined at various levels of government, or by an education authority, alone or together with other education bodies. In all countries with available data except the Czech Republic and the Slovak Republic, central or state education authorities determine the procedures for school leader appraisals. In the Czech Republic, regional education authorities determine the procedures for appraisal; in the United States, state and local education authorities do. In Korea, there are different kinds of school leader appraisal and central, regional and local education authorities all play a role in determining the procedures for all or some kinds of appraisal. In addition to education authorities, school organising bodies (5 countries), school board (3 countries), and central agencies (3 countries) also play a role in determining the procedures. In the Slovak Republic, the entity that established the school determines the procedures for appraising the school principal (rather than the central education authority), and the school principal determines the procedures for appraising the deputy principal (Table D7.8b).

A combination of actors is responsible for evaluating school leaders. The most common scenario is a combination of evaluators, which includes education authorities from various levels, the school principal, an external accredited evaluator, members of the school organising body, the school board and/or intermediate agencies.

Common procedures used and sources of information

All countries appraise school leaders against one or multiple reference standards that state clearly what school leaders are expected to know and do. All countries with available data, except Belgium (Flemish Community), the Czech Republic and Portugal appraise school leaders against national or state and/or regional standards for school leadership. The second most common standard used is a description of the general and professional duties of school leaders (12 countries), which is used by both Belgium (Flemish Community) and the Czech Republic. Although less common, codes of conduct (5 countries), school development plans or school projects (5 countries) and school internal regulations (4 countries) are also used by some countries (Table D7.9b).

School leader appraisals focus on a variety of areas, competencies and responsibilities. All countries with available data reported that school leaders are appraised on general leadership and pedagogical/instructional leadership.

These countries (except Hungary) also appraise school leaders on organisation/planning of development and resource management. In at least 4 of 5 countries, school leader appraisals also focus on school climate, community relations, interpersonal skills, and evaluation and accountability.

To get an accurate, fair and reliable picture of school leaders' performance, countries use a mixture/range of instruments and information sources. Among the 18 countries with available data, the most common instruments or information sources are interviews of the school leader by an evaluator (15 countries), school leader portfolio (13 countries), and school leader self-appraisal (12 countries). Other common sources include school visits (10 countries) and student outcomes (9 countries). Around one in three countries also considers the views of stakeholders through student, parent and teacher surveys.

In 2 out of 3 countries, the appraisal of a school leader results in a rating, i.e. a category on a scale of school-leader performance. Four out of 5 countries have mechanisms or procedures in place through which school leaders can appeal their appraisal results.

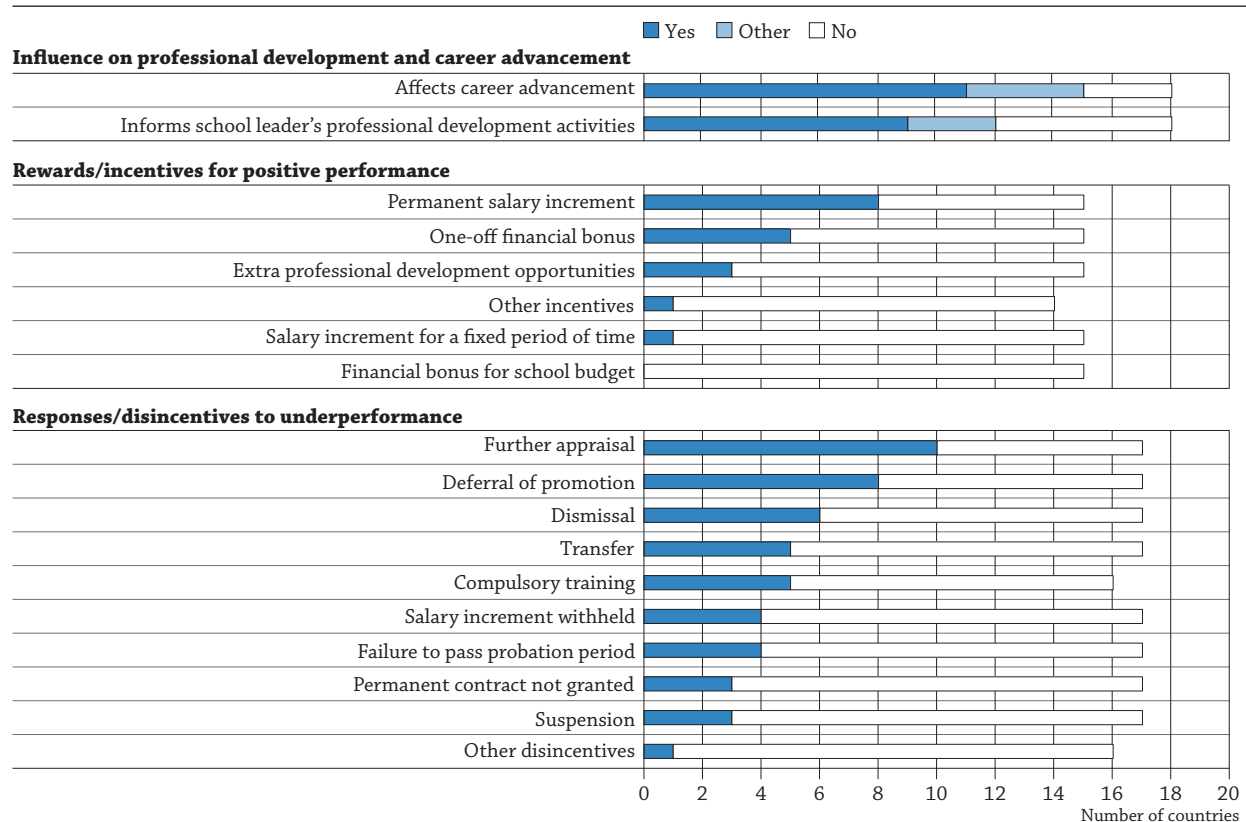
Use of results from school leader appraisal

Eleven out of 18 countries with available data reported that school leader appraisal is used for decisions about career advancement. Half (9 out of 18) of the countries with available data use school leader appraisals to inform school leaders' professional development activities, while 6 countries reported that they do not do so (Chart D7.3, and Table D7.10b, available on line).

Seven countries reported that school leader appraisal results influence decisions about promotion, and 3 countries reported that these results influence the speed with which a school leader progresses in the career structure or salary scale. In Colombia, results influence both. Of the remaining 7 countries with available data, 4 reported that results influence other career advancement, while 3 reported that results have no influence at all.

Chart D7.3. Use of results from school leader appraisals (2015)

In general programmes, lower secondary education



Actions/Rewards/Sanctions are ranked in descending order of the number of countries reporting that they use school leader appraisal results for these purposes and decisions.

Source: OECD, Table D7.10b, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284655>

While 11 of the 15 countries with available data may reward lower secondary school leaders for positive performance in their appraisal, 4 countries do not. These rewards may take the form of one or a combination of financial rewards/incentives for the school leaders. School leaders may be rewarded with a permanent pay raise (8 countries), a one-off financial bonus (5 countries), and/or a pay raise for a fixed period of time (1 country). In Korea and Mexico, school leaders may be rewarded with additional professional development opportunities. In the Czech Republic, the school and organising bodies determine the reward offered.

The most common response to school leaders' underperformance is further appraisal (10 of 17 countries), followed by deferral of promotion (8 countries). In some countries, underperformance may lead to dismissal (6 countries), transfer to another school (5 countries), failure to pass a probation period (4 countries) or suspension (3 countries). While England, the Slovak Republic and Spain may reward outstanding school leaders financially, they may also sanction underperforming school leaders financially by withholding pay raises. Colombia, Greece, Korea, Mexico and Portugal require school leaders to participate in training.

Although school leader appraisals may play a role in influencing salaries and career progression, other factors or criteria are also used. Chart D7.6 and Table D7.11 (available on line) explore the relative level of influence of these other factors.

School influence or control over teacher and school leader appraisal activities

The influence of local schools on teacher and school leader appraisal varies considerably from country to country. At the lower secondary level, schools have a high or moderate level of influence or control over teacher appraisal in 16 of the 22 countries with available data, and little or no influence in the remaining 6 countries. By contrast, 10 of the 18 countries with available data reported schools as having little or no influence over school leader appraisal, while 5 countries reported schools as having a high level of influence and another 3 countries reported that schools have a moderate level of influence (Table D7.13, available on line).

Influence of teacher and school leader appraisal over various decisions

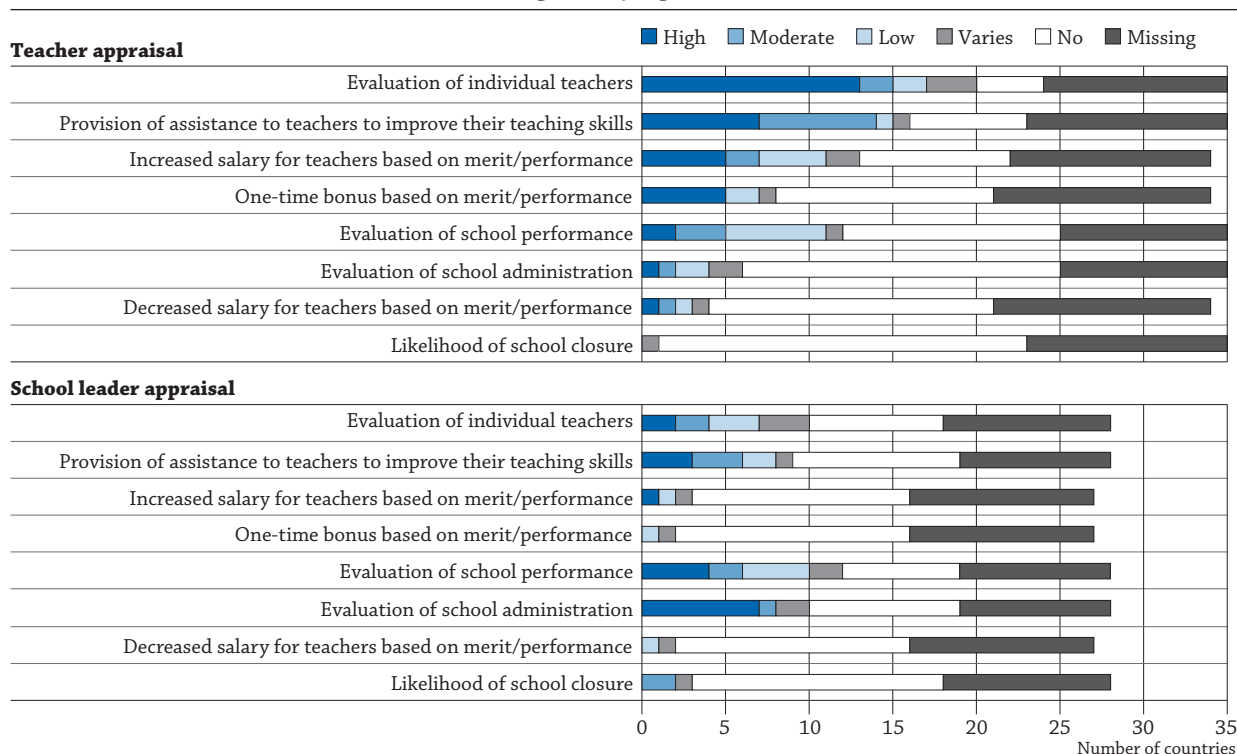
As expected, teacher appraisal has a high-to-moderate level of influence over the evaluation of individual teachers (15 of 24 countries) and on providing assistance to teachers to improve their teaching skills (14 of 23 countries). By contrast, it has no influence over the likelihood of school closure (22 of 23 countries) and little to no influence over the size of the school budget (21 of 22 countries), the evaluation of the school administration (21 of 25 countries) or the evaluation of the school's performance (19 of 25 countries). In most countries, teacher appraisal has little or no influence on teachers' salaries or bonuses. However, in a few countries, outstanding performance can lead to a pay raise and/or one-time bonus (Chart D7.4, and Table D7.12, available on line).

While school leader appraisal has high influence over the evaluation of school administration in seven of the 19 countries with available data, it has no influence in nine countries. Its influence on the evaluation of the school or individual teachers is also non-existent or low, except in Colombia, Czech Republic, Mexico, Poland, Portugal, the Slovak Republic and Turkey. In most countries with available data, school leader appraisal has no influence on the school budget, the likelihood of school closure, or teachers' salaries or bonuses; in a handful of countries, it has a low influence on these outcomes.

Use of teacher and school leader appraisal for formative and summative purposes

Teacher and school leader appraisal are useful in themselves and as part of a broader system of evaluation within schools. The overall purpose of teacher and school leader appraisals is to provide formative feedback to teachers and school leaders. For example, teachers need feedback on their performance to help them identify how to improve their teaching practice and, with the support of effective school leadership, to create professional learning communities within schools. The summative purpose of teacher and school leader appraisal is to judge their effectiveness so that a variety of employment decisions and actions (like career advancement or salary progression, and the allocation of financial rewards or sanctions) can be made.

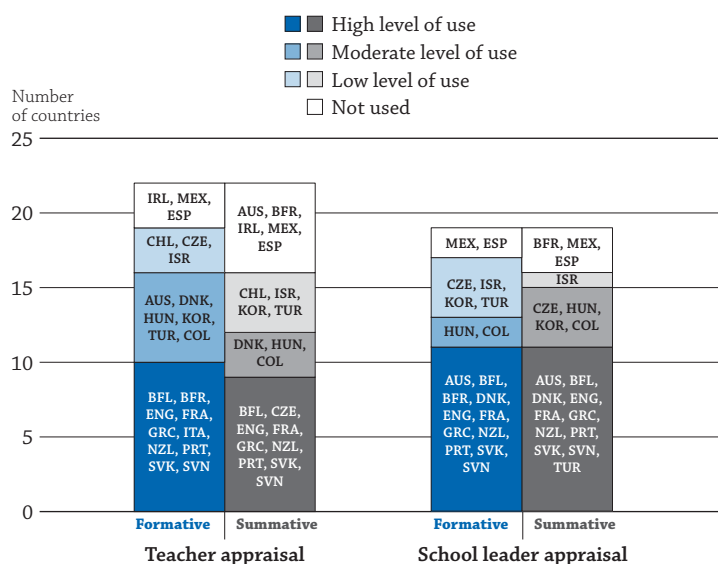
Sixteen countries reported using teacher appraisal for both formative and summative purposes. Eight of these countries reported this activity as having a high level of use, 3 reported a moderate level of use, and 2 reported a low level of use for both formative and summative purposes. Korea and Turkey reported that this activity has a moderate level of use for formative purposes, but a low level of use for summative purposes. By contrast, the Czech Republic reported a high level of use for summative purposes and a low level of use for formative purposes. Three countries reported using teacher appraisal for formative purposes only: Belgium (French Community) and Italy where it is highly used, and Australia where it is moderately used (Chart D7.5, and Table D7.14, available on line).

Chart D7.4. Level of influence of teacher and school leader appraisals over various decisions (2015)*In general programmes*

Actions/Rewards/Sanctions are ranked in descending order of the number of countries reporting that teacher appraisal has a high level of influence on these decisions.

Source: OECD, Table D7.12, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284666>

Chart D7.5. Extent to which teacher and school leader appraisals are used for formative and/or summative purposes (2015)*In general programmes*

Source: OECD, Table D7.14, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284674>

A similar picture can be seen for school leader appraisal. All countries with available data, except Mexico and Spain, use school leader appraisal for both formative and summative purposes, or for only one of these purposes. Half of these countries (10 countries) reported that school leader appraisal has a high level of use for both formative and summative purposes, 2 countries reported a medium level of use, and another 2 countries reported a low level of use for both. In addition, Turkey reported that school leader appraisal has a high level of use for summative purposes, but a low level of use for formative purposes. By contrast, Belgium (French Community) reported that school leader appraisal has a high level of use for formative purposes only.

Definitions

Professional development refers to in-service training that aims to update, develop and broaden the knowledge of teachers and school leaders. This includes any activity that develops an individual's skills, knowledge, expertise and other characteristics, through personal study and reflection as well as through formal courses.

References/standards refers to documents that provide the basis for appraisal criteria by defining what teachers and school leaders should know and be able to do, the tasks they should perform, and the regulations with which they should comply.

School leader/administrator appraisal (i.e. evaluation) refers to the external evaluation of individual school leaders to make a judgement about their work and performance using objective criteria. Results of school leadership evaluations may be used to inform professional development activities, career advancement, and rewards.

Teacher appraisal, also referred to as teacher evaluation, refers to the evaluation of individual teachers to make a judgement about their work and performance using objective criteria. Results of teacher appraisals may be used to inform professional development activities, certification, career advancement and rewards. The term “teachers” covers all professional personnel directly involved in teaching students, including classroom teachers and other teachers who work with students as a whole class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom.

Methodology

Data are from the 2014 OECD-INES Survey on Evaluation and Assessment and refer to the school year 2014/15.

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Indicator D7 Tables


StatLink  <http://dx.doi.org/10.1787/888933286387>

Table D7.1 Teacher appraisal and school leader appraisal at the lower secondary level (2015)

WEB Table D7.2 Teacher appraisal (2015)

WEB Table D7.3a Teacher appraisal at the primary level: Eligibility, governance and responsibilities (2015)

Table D7.3b Teacher appraisal at the lower secondary level: Eligibility, governance and responsibilities (2015)

WEB Table D7.3c Teacher appraisal at the upper secondary level: Eligibility, governance and responsibilities (2015)

WEB Table D7.4a Features of teacher appraisal at the primary level (2015)

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	Table D7.4b	Features of teacher appraisal at the lower secondary level (2015)
WEB	Table D7.4c	Features of teacher appraisal at the upper secondary level (2015)
WEB	Table D7.5a	Use of results from teacher appraisal at the primary level (2015)
WEB	Table D7.5b	Use of results from teacher appraisal at the lower secondary level (2015)
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WEB	Table D7.6	Factors that influence teachers' salaries and career progression (2015)
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WEB	Table D7.8c	School leader appraisal at the upper secondary level: Eligibility, governance and responsibilities (2015)
WEB	Table D7.9a	Features of school leader appraisal at the primary level (2015)
	Table D7.9b	Features of school leader appraisal at the lower secondary level (2015)
WEB	Table D7.9c	Features of school leader appraisal at the upper secondary level (2015)
WEB	Table D7.10a	Use of results from school leader appraisal at the primary level (2015)
WEB	Table D7.10b	Use of results from school leader appraisal at the lower secondary level (2015)
WEB	Table D7.10c	Use of results from school leader appraisal at the upper secondary level (2015)
WEB	Table D7.11	Factors that influence school leaders' salaries and career progression (2015)
WEB	Table D7.12	Level of influence of teacher and school leader appraisal over various decisions (2015)
WEB	Table D7.13	Extent of school influence or control over teacher and school leader appraisal activities (2015)
WEB	Table D7.14	Extent to which teacher and school leader appraisal are used for formative and/or summative purposes (2015)

Table D7.1. **Teacher appraisal and school leader appraisal at the lower secondary level (2015)***In general programmes*

		Teacher appraisal								School leader appraisal		
		Existence of teacher appraisal	Policy implementation or practice (if not legislated)		Types of teacher appraisal covered by policy framework					Existence of school leader appraisal	Policy implementation or practice (if not legislated)	
			Breadth	Percentage of teachers appraised	Completion of probation	Regular appraisal	Teacher registration	Appraisal for promotion	Reward schemes		Breadth	Percentage of school leaders appraised
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD	Australia	L	Countrywide	m	Yes	Yes	Yes	m	No	P	Countrywide	m
	Austria	L	Countrywide	m	Yes	Yes	Yes	Yes	No	N	a	a
	Belgium (Fl.)	L	Countrywide	m	No	Yes	No	No	No	L	Countrywide	m
	Belgium (Fr.)	L	Countrywide	5	No	Yes	No	No	No	L	Countrywide	100
	Canada	L	Some states	m	m	m	m	m	m	L	Some states	m
	Chile	L	Countrywide	82.5	No	Yes	No	No	Yes	N	a	a
	Czech Republic	L	Countrywide	100	Yes	Yes	No	Yes	No	L	Countrywide	100
	Denmark	P	Countrywide	95	a	a	a	a	a	P	Countrywide	100
	England ¹	L	Some schools	90	Yes	Yes	No	No	No	L	Some schools	90
	Estonia	P	Countrywide	80	a	a	a	a	a	N	a	a
	Finland	m	m	m	m	m	m	m	m	m	m	m
	France	L	Countrywide	100	Yes	Yes	No	No	No	L	Countrywide	m
	Germany	N	a	a	a	a	a	a	a	N	a	a
	Greece	L	Countrywide	100	Yes	Yes	Yes	Yes	No	L	Countrywide	100
	Hungary	L	Countrywide	15	Yes	Yes	No	Yes	Yes	L	Countrywide	m
	Iceland	N	a	a	a	a	a	a	a	N	a	a
	Ireland	L	Countrywide	m	Yes	No	Yes	No	No	N	a	a
	Israel	L	Countrywide	25	Yes	No	Yes	Yes	No	L	Countrywide	100
	Italy	L	Countrywide	5	Yes	No	No	No	No	N	a	a
	Japan	L	Countrywide	m	No	Yes	No	No	No	N	a	a
	Korea	L	Countrywide	m	No	Yes	No	Yes	Yes	L	Countrywide	m
	Luxembourg	N	a	a	a	a	a	a	a	N	a	a
	Mexico	L	Countrywide	m	Yes	Yes	No	Yes	Yes	L	Countrywide	m
	Netherlands	L	Countrywide	68	Yes	Yes	Yes	Yes	Yes	P	m	m
	New Zealand	L	Countrywide	100	Yes	Yes	Yes	No	No	L	Countrywide	100
	Norway	P	m	m	a	a	a	a	a	N	a	a
	Poland	L	Countrywide	m	Yes	Yes	No	Yes	No	L	Countrywide	m
	Portugal	L	Countrywide	m	Yes	Yes	No	No	No	L	Countrywide	100
	Scotland	N	a	a	a	a	a	a	a	N	a	a
	Slovak Republic	L	Countrywide	100	Yes	Yes	No	No	No	L	Countrywide	99
	Slovenia	L	Countrywide	100	Yes	Yes	Yes	Yes	Yes	L	Countrywide	100
	Spain	L	Countrywide	74	No	No	Yes	No	No	L	Countrywide	70
	Sweden	L	Countrywide	100	No	Yes	Yes	No	Yes	N	a	a
	Switzerland	L	Countrywide	m	m	m	m	m	m	L	Countrywide	m
	Turkey	L	Countrywide	100	Yes	Yes	No	No	Yes	L	Countrywide	100
	United States	L	Some states	m	Yes	Yes	Yes	Yes	Yes	L	Some states	m
Partners	Brazil	L	m	m	Yes	Yes	No	m	m	m	m	m
	Colombia	L	Countrywide	48	Yes	Yes	No	Yes	No	L	Countrywide	20
	Latvia	m	m	m	m	m	m	m	m	P	Countrywide	m

Existence of teacher/school leader appraisal

L: Legislated

P: No teacher/school leader appraisal, but have similar practices


N: No teacher/school leader appraisal or similar practices

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Teacher appraisal is legislated in public institutions, and not legislated (but widely practised) in private institutions.

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.

StatLink  <http://dx.doi.org/10.1787/888933286394>

**Table D7.3b. [1/4] Teacher appraisal at the lower secondary level:
Eligibility, governance and responsibilities (2015)***For teachers teaching general programmes***D7**

		Types of teacher appraisal covered by policy framework	Teachers eligible and included in the policy framework									Obligation to undertake appraisal	Frequency of appraisal	
			Teachers in public schools	Teachers in government-dependent private schools	Teachers in independent private schools	All teachers regardless of contract status	All registered teachers	All provisionally registered teachers	Permanent teachers	Teachers on fixed-term contracts	Teachers on probation			Other
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
OECD	Australia	Completion of probation	Yes	m	m	m	No	m	Yes	m	Yes	No	MP	m
		Regular appraisal	Yes	m	m	m	No	m	Yes	m	No	No	MP	4
		Teacher registration	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	MP	m
		Appraisal for promotion	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	Completion of probation	No	No	No	No	No	No	No	Yes	Yes	No	MP	1
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	MN	a
		Teacher registration	No	No	No	No	No	No	No	Yes	No	No	MP	4
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	MN	a
	Belgium (Fl.)	Regular appraisal	Yes	Yes	No	Yes	a	a	Yes	Yes	a	No	MP	7
	Belgium (Fr.)	Regular appraisal	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	VO	a
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	Regular appraisal	Yes	Yes	Yes	Yes	a	a	Yes	Yes	a	No	MP	7
		Reward schemes	Yes	Yes	No	Yes	a	a	Yes	Yes	a	No	VO	a
	Czech Republic	Completion of probation	Yes	Yes	a	No	a	a	Yes	Yes	Yes	No	MN	a
		Regular appraisal	Yes	Yes	a	Yes	a	a	Yes	Yes	Yes	No	VO	a
		Appraisal for promotion	Yes	Yes	a	Yes	a	a	Yes	Yes	Yes	No	VO	a
	Denmark	a	a	a	a	a	a	a	a	a	a	a	a	a
	England	Completion of probation	Yes	m	m	m	m	m	Yes	Yes	Yes	No	MP	2
		Regular appraisal	Yes	m	m	m	m	m	Yes	Yes	Yes	No	MP	4
	Estonia	a	a	a	a	a	a	a	a	a	a	a	a	a
	Finland	m	m	m	m	m	m	m	m	m	m	m	m	m
	France	Completion of probation	Yes	Yes	No	No	No	No	No	No	Yes	No	MN	a
		Regular appraisal	Yes	Yes	No	No	No	No	Yes	No	No	No	MN	a
	Germany	a	a	a	a	a	a	a	a	a	a	a	a	a
	Greece	Completion of probation	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	MN	a
		Regular appraisal	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	No	No	MP	7
		Teacher registration	Yes	a	Yes	Yes	No	Yes	Yes	Yes	No	No	MP	7
		Appraisal for promotion	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	No	No	MP	7
	Hungary	Completion of probation	Yes	Yes	Yes	Yes	a	a	Yes	Yes	Yes	No	MN	a
		Regular appraisal	Yes	Yes	Yes	Yes	a	a	Yes	Yes	No	No	MP	5
		Appraisal for promotion	Yes	Yes	Yes	Yes	a	a	Yes	Yes	No	No	VO	a
		Reward schemes	Yes	Yes	Yes	Yes	a	a	Yes	Yes	No	No	VO	a
	Iceland	a	a	a	a	a	a	a	a	a	a	a	a	a
	Ireland	Completion of probation	Yes	a	a	Yes	No	Yes	Yes	Yes	Yes	No	VO	a
		Teacher registration	Yes	a	a	Yes	No	Yes	Yes	Yes	Yes	No	VO	a
	Israel	Completion of probation	Yes	Yes	No	No	No	No	No	No	Yes	No	MP	6
		Teacher registration	Yes	Yes	No	No	No	No	No	No	Yes	No	MP	m
		Appraisal for promotion	Yes	No	No	Yes	No	No	Yes	No	Yes	No	MP	6
	Italy	Completion of probation	Yes	a	No	No	No	No	Yes	No	Yes	No	MN	a
	Japan	Regular appraisal	Yes	a	No	No	a	a	Yes	No	a	No	MP	m
	Korea	Regular appraisal	Yes	Yes	Yes	Yes	a	a	Yes	Yes	a	No	MP	4
		Appraisal for promotion	Yes	Yes	Yes	No	a	a	Yes	No	a	No	MP	4
		Reward schemes	Yes	Yes	Yes	No	a	a	Yes	No	a	No	MP	4
	Luxembourg	a	a	a	a	a	a	a	a	a	a	a	a	a
	Mexico	Completion of probation	Yes	a	No	Yes	No	Yes	Yes	Yes	No	No	MP	4
		Regular appraisal	Yes	a	No	Yes	Yes	No	Yes	Yes	No	No	MP	7
		Appraisal for promotion	Yes	a	No	Yes	No	No	Yes	Yes	No	No	VO	7
		Reward schemes	Yes	a	No	Yes	No	No	Yes	Yes	Yes	No	VO	a

Obligation to undertake teacher appraisal

MP: Mandatory periodic
 MN: Mandatory non-periodic
 VO: Not mandatory/voluntary

Frequency of appraisal

1: More than once per month
 2: Three or more times per year
 3: Twice per year
 4: Once per year
 5: Once every two years
 6: Once every three years
 7: Once every four years

Who determines the procedures and who evaluates

C: Central education authorities or government
 S: State education authorities or government
 R: Provincial or regional education authorities or government
 SR: Sub-regional education authorities or government
 L: Local education authorities or government
 CA: Central agency
 SB: School board
 SO: School organising body
 P: School principal
 DP: Deputy school principal
 SL: Member of school leadership other than school principal/director
 TP: Teacher professional organisation
 SU: Supervisor
 PS: Peer evaluator at the same school
 PE: Peer evaluator from another school
 IA: Intermediate agency
 EE: External accredited evaluator
 O: Other

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Individual columns for who determines the procedures for appraisal (i.e. columns 22-33) and who evaluates (i.e. columns 35-50) are available for consultation on line (see StatLink below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933286404>

Table D7.3b. [2/4] **Teacher appraisal at the lower secondary level: Eligibility, governance and responsibilities (2015)***For teachers teaching general programmes*

	Types of teacher appraisal covered by policy framework	Circumstances under which appraised							Who determines the procedures for appraisal	Who are the evaluators
		In relation to decision on employment status	As the result of a complaint	As the result of performance problems	At the discretion of the school board or committee	At the discretion of the school director	Voluntary	Other		
	(1)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(34)
OECD	Australia	Completion of probation	m	m	m	m	m	m	S, SR, SB, P	S, P, SL, SU
		Regular appraisal	m	m	Yes	m	Yes	m	S, SR, SB, P	P, SL, SU
		Teacher registration	Yes	m	No	No	No	No	S	S
		Appraisal for promotion	m	m	m	m	m	m	m	m
Austria		Completion of probation	Yes	No	No	No	No	No	C	S, R, P
		Regular appraisal	Yes	Yes	Yes	No	Yes	No	C	S, R, P, IA
		Teacher registration	Yes	No	No	No	No	No	C	S, R, P, IA
		Appraisal for promotion	Yes	No	No	No	No	Yes	C	S, R, IA
Belgium (Fl.)	Regular appraisal	Yes	No	No	Yes	Yes	No	No	S, SO, P	SO, P, SL
Belgium (Fr.)	Regular appraisal	Yes	Yes	Yes	Yes	Yes	No	No	S	S
Canada	m	m	m	m	m	m	m	m	m	m
Chile	Regular appraisal	No	No	No	No	No	Yes	No	C	C
	Reward schemes	No	No	No	No	No	Yes	No	C	C
Czech Republic	Completion of probation	Yes	No	No	No	No	No	No	P	P, SU
	Regular appraisal	Yes	No	No	No	Yes	No	No	C, P	P, O
	Appraisal for promotion	Yes	No	No	No	Yes	No	No	C, P	P, O
Denmark	a	a	a	a	a	a	a	a	a	a
England	Completion of probation	No	No	Yes	No	No	Yes	No	C, S	L, P
	Regular appraisal	No	No	Yes	No	No	Yes	No	C	L, P
Estonia	a	a	a	a	a	a	a	a	a	a
Finland	m	m	m	m	m	m	m	m	m	m
France	Completion of probation	Yes	Yes	Yes	No	No	No	No	C	C, P, SU, IA
	Regular appraisal	Yes	Yes	Yes	No	No	Yes	No	C	C, P, IA
Germany	a	a	a	a	a	a	a	a	a	a
Greece	Completion of probation	Yes	No	No	No	No	No	No	C	C, P, EE
	Regular appraisal	Yes	No	No	No	No	Yes	No	C, CA, SB, SO	C, SB, P, EE
	Teacher registration	Yes	No	No	No	No	Yes	No	C, CA, SB, SO	C, SB, P, EE
	Appraisal for promotion	Yes	No	No	No	No	Yes	No	C, CA, SB, SO	C, SB, P, EE
Hungary	Completion of probation	Yes	No	No	No	No	No	No	C, CA	P, O
	Regular appraisal	Yes	Yes	Yes	No	No	Yes	No	C, CA	R, P
	Appraisal for promotion	Yes	No	No	No	No	Yes	No	C, CA	R, P
	Reward schemes	Yes	No	No	No	No	Yes	No	C, CA	R, P
Iceland	a	a	a	a	a	a	a	a	a	a
Ireland	Completion of probation	No	No	Yes	No	No	No	No	TP	P, SL, SU, PE
	Teacher registration	No	No	Yes	No	No	No	No	TP	P, SL, SU, PE
Israel	Completion of probation	Yes	No	Yes	No	Yes	No	No	C	C, P
	Teacher registration	Yes	No	No	No	No	No	No	C	C, P, O
	Appraisal for promotion	Yes	No	No	No	No	No	No	C	C, P, O
Italy	Completion of probation	Yes	No	No	No	No	No	No	SB	O
Japan	Regular appraisal	No	No	Yes	a	No	No	m	R, L	R, L, P, SL
Korea	Regular appraisal	No	No	No	No	No	No	Yes	C, R, L, SB	P, SL, PS, O
	Appraisal for promotion	No	No	No	No	No	No	Yes	C, R	P, PS
	Reward schemes	No	No	No	No	No	No	Yes	C, R, L, SB	P, PS
Luxembourg	a	a	a	a	a	a	a	a	a	a
Mexico	Completion of probation	Yes	No	No	No	No	No	No	C	C
	Regular appraisal	Yes	No	No	No	No	No	No	C	C
	Appraisal for promotion	Yes	No	No	No	No	Yes	No	C	C, P, PS
	Reward schemes	Yes	No	No	No	No	Yes	No	C	C

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Individual columns for who determines the procedures for appraisal (i.e. columns 22-33) and who evaluates (i.e. columns 35-50) are available for consultation on line (see StatLink below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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StatLink  <http://dx.doi.org/10.1787/888933286404>

**Table D7.3b. [3/4] Teacher appraisal at the lower secondary level:
Eligibility, governance and responsibilities (2015)***For teachers teaching general programmes*

		Types of teacher appraisal covered by policy framework	Teachers eligible and included in the policy framework									Obligation to undertake appraisal	Frequency of appraisal		
			Teachers in public schools	Teachers in government-dependent private schools	Teachers in independent private schools	All teachers regardless of contract status	All registered teachers	All provisionally registered teachers	Permanent teachers	Teachers on fixed-term contracts	Teachers on probation			Other	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	
OECD	Netherlands	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	m	m	
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	MP	6	
		Teacher registration	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	VO	m
		Appraisal for promotion	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	VO	m	m
		Reward schemes	Yes	Yes	Yes	m	Yes	Yes	Yes	m	m	No	m	m	m
	New Zealand	Completion of probation	Yes	a	Yes	No	No	Yes	Yes	Yes	No	Yes	No	MP	4
		Regular appraisal	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	MP	4
		Teacher registration	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	MP	4
	Norway	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Poland	Completion of probation	Yes	Yes	No	No	a	a	a	No	Yes	Yes	No	MP	4
		Regular appraisal	Yes	No	No	No	a	a	Yes	Yes	No	No	VO	a	a
		Appraisal for promotion	Yes	Yes	No	No	a	a	Yes	Yes	No	No	VO	a	a
	Portugal	Completion of probation	Yes	No	No	No	a	a	a	No	Yes	No	MP	4	4
		Regular appraisal	Yes	No	No	No	a	a	Yes	Yes	No	No	MP	7	7
	Scotland	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Slovak Republic	Completion of probation	Yes	Yes	a	Yes	a	a	Yes	Yes	Yes	No	MN	a	a
		Regular appraisal	Yes	Yes	a	Yes	a	a	Yes	Yes	Yes	Yes	MP	4	4
	Slovenia	Completion of probation	Yes	Yes	a	Yes	No	No	No	No	Yes	No	VO	a	a
		Regular appraisal	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	No	MP	4	4
		Teacher registration	Yes	Yes	a	No	No	Yes	No	Yes	No	No	MN	a	a
Appraisal for promotion		Yes	Yes	a	Yes	Yes	No	Yes	Yes	Yes	No	VO	a	a	
Reward schemes		Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	No	VO	a	a	
Spain	Teacher registration	Yes	No	No	No	No	No	No	No	No	No	MN	a	a	
Sweden	Regular appraisal	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	No	MP	m	m	
	Teacher registration	Yes	Yes	a	No	No	No	Yes	Yes	Yes	No	MN	a	a	
	Reward schemes	Yes	Yes	a	No	Yes	No	Yes	No	No	No	VO	a	a	
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Turkey	Completion of probation	Yes	a	Yes	No	a	a	No	No	Yes	No	MP	4	4	
	Regular appraisal	Yes	a	Yes	Yes	a	a	Yes	No	No	No	MP	4	4	
	Reward schemes	Yes	a	No	No	a	a	Yes	No	No	No	MP	4	4	
United States	Completion of probation	Yes	a	m	m	m	m	m	m	m	m	m	m	m	
	Regular appraisal	Yes	a	m	m	m	m	m	m	m	m	m	m	m	
	Teacher registration	Yes	a	m	m	m	m	m	m	m	m	m	m	m	
	Appraisal for promotion	Yes	a	m	m	m	m	m	m	m	m	m	m	m	
	Reward schemes	Yes	a	m	m	m	m	m	m	m	m	m	m	m	
Partners	Brazil	Completion of probation	Yes	Yes	Yes	No	a	a	Yes	No	Yes	No	MP	3	3
		Regular appraisal	Yes	Yes	Yes	Yes	a	a	Yes	Yes	Yes	No	MP	2	2
	Colombia	Completion of probation	Yes	No	No	No	No	No	No	No	No	No	MN	a	a
		Regular appraisal	Yes	No	No	No	No	No	No	No	No	No	MP	4	4
	Latvia	Appraisal for promotion	Yes	No	No	No	No	No	No	No	No	No	VO	a	a
	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

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 SL: Member of school leadership other than school principal/director
 TP: Teacher professional organisation
 SU: Supervisor
 PS: Peer evaluator at the same school
 PE: Peer evaluator from another school
 IA: Intermediate agency
 EE: External accredited evaluator
 O: Other

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Individual columns for who determines the procedures for appraisal (i.e. columns 22-33) and who evaluates (i.e. columns 35-50) are available for consultation on line (see *StatLink* below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933286404>

Table D7.3b. [4/4] **Teacher appraisal at the lower secondary level: Eligibility, governance and responsibilities (2015)***For teachers teaching general programmes*

	Types of teacher appraisal covered by policy framework	Circumstances under which appraised							Who determines the procedures for appraisal	Who are the evaluators
		In relation to decision on employment status	As the result of a complaint	As the result of performance problems	At the discretion of the school board or committee	At the discretion of the school director	Voluntary	Other		
	(1)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(34)
OECD	Netherlands	Completion of probation	m	m	m	m	m	m	SB	m
		Regular appraisal	m	m	m	m	m	m	SB	m
		Teacher registration	m	m	m	m	m	m	SB	m
		Appraisal for promotion	m	m	m	m	m	m	SB	m
		Reward schemes	m	m	m	m	m	m	SB	m
	New Zealand	Completion of probation	Yes	Yes	Yes	Yes	Yes	No	C, CA, TP	C, SB, P, SL, TP, SU, PS
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	No	C, CA, TP	C, SB, P, SL, TP, SU, PS
		Teacher registration	Yes	Yes	Yes	Yes	Yes	No	C, CA, TP	C, SB, P, SL, TP, SU, PS
	Norway	a	a	a	a	a	a	a	a	a
	Poland	Completion of probation	Yes	No	No	No	No	No	C	P
		Regular appraisal	No	No	No	No	Yes	No	C	P
		Appraisal for promotion	Yes	No	No	No	No	No	C	P
	Portugal	Completion of probation	No	No	Yes	No	No	No	C	SB, SO, P, SU, EE
		Regular appraisal	No	No	Yes	No	No	Yes	C	SB, SO, P, SU, EE
	Scotland	a	a	a	a	a	a	a	a	a
	Slovak Republic	Completion of probation	No	No	Yes	Yes	Yes	No	C, CA, SB, P, DP, TP	P, TP, SU, PS
		Regular appraisal	No	No	Yes	Yes	Yes	No	C, CA, SB, P, DP, TP	P, TP, SU, PS
Partners	Slovenia	Completion of probation	Yes	No	No	No	No	No	C, O	PS
		Regular appraisal	Yes	No	No	No	No	No	C	P
		Teacher registration	Yes	No	No	No	No	Yes	C, P	C, P, PS
		Appraisal for promotion	Yes	No	No	No	Yes	No	C	C, SO, P
		Reward schemes	No	No	No	No	Yes	No	P	P
	Spain	Teacher registration	No	Yes	Yes	No	No	No	C, S	S, P, SU, IA
	Sweden	Regular appraisal	Yes	Yes	Yes	Yes	Yes	m	C, SR, L, SO, P, DP	C, SO, P, SL
		Teacher registration	No	Yes	No	No	No	Yes	C, CA	C
		Reward schemes	Yes	No	No	No	Yes	Yes	C, SR, L, SO	L, SO
	Switzerland	m	m	m	m	m	m	m	m	m
	Turkey	Completion of probation	Yes	Yes	No	No	Yes	No	C	R, L, P, SU, EE
		Regular appraisal	No	Yes	No	No	Yes	No	C	R, L, P, EE
		Reward schemes	No	No	No	No	No	No	C	R, L, P
	United States	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	S, L, SB, SO, P	P, SL, TP, SU, PS, EE
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	m	S, L, SB, SO, P	P, SL, TP, SU, PS, EE
		Teacher registration	Yes	Yes	Yes	Yes	Yes	m	S, L, SB, SO, P	P, SL, TP, SU, PS, EE
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	m	S, L, SB, SO, P	P, SL, TP, SU, PS, EE
		Reward schemes	Yes	Yes	Yes	Yes	Yes	m	S, L, SB, SO, P	P, SL, TP, SU, PS, EE
Partners	Brazil	Completion of probation	Yes	No	No	No	No	No	S, L	L, SL, SU, PS
		Regular appraisal	Yes	No	Yes	No	Yes	No	S, L	L, SL, SU
	Colombia	Completion of probation	Yes	No	No	No	No	No	C, CA	P
		Regular appraisal	Yes	No	No	No	No	No	C, CA	P
Partners		Appraisal for promotion	Yes	No	No	No	No	Yes	C, CA	S
	Latvia	m	m	m	m	m	m	m	m	m

Obligation to undertake teacher appraisal

MP: Mandatory periodic
 MN: Mandatory non-periodic
 VO: Not mandatory/voluntary

Frequency of appraisal

- 1: More than once per month
- 2: Three or more times per year
- 3: Twice per year
- 4: Once per year
- 5: Once every two years
- 6: Once every three years
- 7: Once every four years

Who determines the procedures and who evaluates

- C: Central education authorities or government
 S: State education authorities or government
 R: Provincial or regional education authorities or government
 SR: Sub-regional education authorities or government
 L: Local education authorities or government
 CA: Central agency
 SB: School board
 SO: School organising body
 P: School principal
 DP: Deputy school principal
 SL: Member of school leadership other than school principal/director
 TP: Teacher professional organisation
 SU: Supervisor
 PS: Peer evaluator at the same school
 PE: Peer evaluator from another school
 IA: Intermediate agency
 EE: External accredited evaluator
 O: Other

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Individual columns for who determines the procedures for appraisal (i.e. columns 22-33) and who evaluates (i.e. columns 35-50) are available for consultation on line (see *StatLink* below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/88893286404>

Table D7.4b. [1/2] **Features of teacher appraisal at the lower secondary level (2015)***For teachers teaching general programmes***D7**

		Types of teacher appraisal covered by policy framework	Aspects appraised						Instruments and information sources used									References/standards against which teachers are appraised	Appraisal results in a rating	Mechanisms to appeal appraisal results	
			Planning and preparation	Instruction	Classroom environment	Professional development	Contribution to school development	Links to the community	Other	Classroom observation	Interview/dialogue between teachers and evaluator	Teacher self-appraisal	Teacher portfolio	Teacher testing	Student outcomes	Student surveys	Parent surveys				Other
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(27)	(28)
OECD	Australia	Completion of probation	Yes	Yes	Yes	Yes	m	Yes	m	Yes	Yes	Yes	Yes	m	No	No	No	m	NTS, DUT, CC	Yes	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	m	Yes	m	Yes	Yes	Yes	Yes	m	No	No	No	m	NTS, DUT, CC	Yes	Yes
		Teacher registration	Yes	Yes	Yes	Yes	No	Yes	No	m	Yes	No	Yes	m	m	No	No	m	NTS	No	Yes
		Appraisal for promotion	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	Completion of probation	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No	No	No	No	None	Yes	m
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No	No	None	No	m
		Teacher registration	No	No	No	No	No	No	Yes	Yes	Yes	No	No	No	No	No	No	No	None	Yes	m
		Appraisal for promotion	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes	No	No	No	No	No	No	No	None	Yes	m
	Belgium (Fl.)	Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	m	m	m	m	m	m	m	DUT	Yes	Yes
	Belgium (Fr.)	Regular appraisal	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	NTS	No	No
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	Regular appraisal	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	Yes	Yes	No	No	No	No	NTS, DUT	Yes	No
		Reward schemes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	Yes	Yes	No	No	No	No	NTS, DUT	No	No
	Czech Republic	Completion of probation	Yes	Yes	No	No	No	No	No	Yes	Yes	No	No	No	No	No	No	No	DUT, SIR	m	No
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	Yes	Yes	SIR	No	No
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	No	No	No	No	No	SIR	No	No
	Denmark	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	England	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	No	No	No	NTS, OTH	No	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	No	No	No	NTS, OTH	No	Yes
	Estonia	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Finland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	France	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS, DUT, CC	Yes	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS, DUT, CC	Yes	Yes
	Germany	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Greece	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	NTS, SDP	Yes	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	NTS, SDP	Yes	Yes
		Teacher registration	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	NTS, SDP	Yes	Yes
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	NTS, SDP	Yes	Yes
	Hungary	Completion of probation	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS, DUT	Yes	m
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS, DUT	Yes	m
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS, DUT	Yes	m
		Reward schemes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS, DUT	Yes	m
	Iceland	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Ireland	Completion of probation	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	Yes	No	No	No	No	No	NTS, CC	Yes	Yes
		Teacher registration	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No	No	No	No	NTS, CC	Yes	Yes
	Israel	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS	Yes	Yes
		Teacher registration	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS	Yes	Yes
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS	Yes	Yes
	Italy	Completion of probation	m	m	m	m	m	m	Yes	m	m	m	m	m	m	m	m	Yes	CC, SDP	No	Yes
	Japan	Regular appraisal	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Korea	Regular appraisal	Yes	Yes	Yes	No	No	Yes	No	Yes	No	No	Yes	No	No	No	Yes	Yes	NTS, RTS, DUT	No	Yes
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No	No	No	No	No	NTS, RTS, DUT, CC, SDP, SIR	Yes	No
		Reward schemes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	No	No	No	No	No	NTS, RTS, DUT, SDP, SIR	Yes	Yes
	Luxembourg	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Mexico	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No	Yes	No	No	No	NTS	Yes	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No	NTS	Yes	m
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No	NTS	Yes	Yes
		Reward schemes	No	Yes	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	NTS	m	Yes

References/standards against which teachers are appraised

None: None
 NTS: National or state teaching standards
 RTS: Regional or intermediate teaching standards
 DUT: A description of the general and professional duties of teachers
 CC: Code of conduct
 SDP: School development plan or school project
 SIR: School internal regulations
 OTH: Other

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Individual columns for the references against which teachers are appraised (i.e. columns 19-26) are available for consultation on line (see *StatLink* below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933286413>

Table D7.4b. [2/2] **Features of teacher appraisal at the lower secondary level (2015)***For teachers teaching general programmes*

		Types of teacher appraisal covered by policy framework	Aspects appraised							Instruments and information sources used									References/standards against which teachers are appraised	Appraisal results in a rating	Mechanisms to appeal appraisal results
			Planning and preparation	Instruction	Classroom environment	Professional development	Contribution to school development	Links to the community	Other	Classroom observation	Interview/dialogue between teachers and evaluator	Teacher self-appraisal	Teacher portfolio	Teacher testing	Student outcomes	Student surveys	Parent surveys	Other			
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(27)	(28)
OECD	Netherlands	Completion of probation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	Yes
		Regular appraisal	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	Yes
		Teacher registration	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
		Appraisal for promotion	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	Yes
	New Zealand	Reward schemes	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	Yes
		Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS, DUT, CC, SDP, SIR	No	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS, DUT, CC, SDP, SIR	No	Yes
	Norway	Teacher registration	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No	No	NTS, DUT	No	Yes
		a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Poland	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	m	Yes	m	No	No	No	No	No	NTS	Yes	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	m	No	No	No	No	Yes	No	No	NTS	Yes	Yes
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	m	Yes	m	No	No	No	No	No	NTS	Yes	Yes
	Portugal	Completion of probation	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	No	No	No	No	No	No	NTS, SDP, SIR, OTH	Yes	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Yes	NTS, SDP, SIR, OTH	Yes	Yes
	Scotland	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Slovak Republic	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	NTS, DUT, CC, SDP, SIR	Yes	No
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	NTS, DUT, CC, SDP, SIR	Yes	No
	Slovenia	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	m	m	m	m	m	m	m	m	m	None	Yes	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	No	m	m	DUT	Yes	Yes
		Teacher registration	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	m	NTS, OTH	Yes	Yes
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	No	No	No	m	m	NTS, DUT	No	Yes
	Spain	Reward schemes	Yes	Yes	Yes	Yes	Yes	Yes	No	m	m	m	m	m	m	m	m	m	DUT	No	Yes
		Teacher registration	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	No	No	No	No	NTS	No	Yes
	Sweden	Regular appraisal	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	NTS, SDP, SIR	m	m
		Teacher registration	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	Yes	NTS	No	Yes
		Reward schemes	m	m	m	m	m	m	Yes	m	m	m	m	m	m	m	m	m	NTS, OTH	m	m
	Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	No	No	No	NTS, CC	Yes	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	No	No	No	NTS, CC	No	No
		Reward schemes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	No	Yes	No	No	No	NTS, CC	No	No
	United States	Completion of probation	Yes	Yes	Yes	m	m	m	m	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	NTS, DUT, CC, SDP, SIR	Yes	Yes
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	NTS, DUT, CC, SDP, SIR	Yes	Yes
		Teacher registration	Yes	Yes	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	NTS, DUT, CC, SDP, SIR	Yes	Yes
		Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	NTS, DUT, CC, SDP, SIR	Yes	Yes
	Latvia	Reward schemes	Yes	Yes	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	NTS, DUT, CC, SDP, SIR	Yes	Yes
		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No	DUT, CC	m	m
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	No	Yes	Yes	No	No	DUT, CC	m	m
	Colombia	Completion of probation	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	No	No	No	No	No	NTS, DUT, CC, SDP, SIR	Yes	No
		Regular appraisal	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	No	Yes	No	No	No	NTS, DUT, CC, SDP, SIR	Yes	No
	Latvia	Appraisal for promotion	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No	NTS, DUT, CC	Yes	Yes
		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

References/standards against which teachers are appraised

None: None

NTS: National or state teaching standards

RTS: Regional or intermediate teaching standards

DUT: A description of the general and professional duties of teachers

CC: Code of conduct

SDP: School development plan or school project

SIR: School internal regulations

OTH: Other

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Individual columns for the references against which teachers are appraised (i.e. columns 19–26) are available for consultation on line (see *StatLink* below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933286413>

Table D7.8b. **School leader appraisal at the lower secondary level: Eligibility, governance and responsibilities (2015)***In general programmes*

D7

	Existence of school leader appraisal	School leaders included in the policy framework					Obligation to undertake appraisal	Frequency of appraisal	Circumstances under which appraised							Who determines the procedures for appraisal	Who are the evaluators
		School principals/directors	Deputy school principals/directors	Middle leaders	Department heads	Other			In relation to decision on employment status	As the result of a complaint	At the discretion of the school board or committee/education authority	In the event of a transfer request	At the discretion of the school director	Voluntary	Other		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(30)
OECD	Australia	P	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Austria	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fl.)	L	Yes	No	Yes	No	No	MP	3	Yes	No	Yes	No	Yes	No	S, SO	P, SO
	Belgium (Fr.)	L	Yes	No	a	a	a	MP	4	Yes	No	Yes	No	No	No	S, SO	S, SO, O
	Canada	L	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Czech Republic	L	Yes	No	No	No	No	MN	a	Yes	No	No	No	No	No	R, SO	SR, SO
	Denmark	P	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	England	L	Yes	Yes	No	No	Yes	MP	1	No	No	No	No	No	Yes	C	L, SB, EE
	Estonia	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Finland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	France	L	Yes	Yes	No	No	No	MP	2	No	Yes	No	Yes	No	No	C	C
	Germany	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Greece	L	Yes	No	No	No	No	MP	3	Yes	No	No	No	No	Yes	C	C, IA
	Hungary	L	Yes	No	No	No	No	MP	4	Yes	No	No	No	No	Yes	C, CA	P, EE, O
	Iceland	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Ireland	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Israel	L	Yes	Yes	No	No	No	MP	2	Yes	No	No	Yes	Yes	No	C, SA	R
	Italy	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Japan	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Korea	L	Yes	Yes	a	a	No	MP	1	No	No	Yes	No	No	No	C, R, L, SB	P, DP, EE, O
	Luxembourg	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Mexico	L	Yes	Yes	Yes	Yes	No	MP	3	Yes	No	No	No	No	Yes	C	C
	Netherlands	P	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	New Zealand	L	Yes	Yes	Yes	Yes	No	MP	1	Yes	No	Yes	No	No	No	C, CA, SB, P, DP, SP	C, SB, P, SL, PE
	Norway	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Poland	L	Yes	No	No	No	No	VO	a	No	No	Yes	No	No	Yes	C	L
	Portugal	L	Yes	Yes	Yes	Yes	No	MP	3	No	No	No	No	No	Yes	C	SB, IA
	Scotland	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Slovak Republic	L	Yes	Yes	No	No	No	MP	1	No	Yes	No	No	No	No	SO, P, O	P, SO
	Slovenia	L	Yes	Yes	a	a	No	MP	1	Yes	No	No	No	No	No	C	C, SB, P, SO, IA
	Spain	L	Yes	No	No	No	No	MP	1	Yes	No	No	No	No	No	S	S, IA
	Sweden	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Switzerland	L	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	L	Yes	No	No	No	No	MP	3	Yes	Yes	No	No	Yes	No	C	R, L, EE, O
	United States	L	Yes	Yes	m	m	m	m	Yes	Yes	Yes	Yes	Yes	Yes	Yes	S, L, SB, SO, SP	S, L, SB, PS, EE, PE
Partners	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	L	Yes	Yes	No	No	No	MP	1	Yes	No	No	No	Yes	No	C, CA	S/L
	Latvia	P	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a

Existence of school leader appraisal

L: Legislated

P: No school leader appraisal, but have similar practices

N: No school leader appraisal or similar practices

Obligation to undertake appraisal procedure

MP: Mandatory periodic

MN: Mandatory non-periodic

VO: Not mandatory/voluntary

Frequency of appraisal

1: Once per year

2: Once every three years

3: Once every four years

4: Once every five years

Who determines the procedures and who evaluates

C: Central education authorities or government

CA: Central agency

S: State education authorities or government

SA: State agency

R: Provincial or regional education authorities or government

SR: Sub-regional inter-municipal education authorities or government

L: Local education authorities or government

SB: School board or committee

SO: School organising body

P: School principal/director

DP: Deputy school principal/director

SP: Professional organisation for school leaders

SL: Member of school leadership other than school principal/director

TP: Teacher professional organisation

SU: Supervisor

PS: Peer evaluator at the same school

PE: Peer evaluator from another school

IA: Intermediate agency

EE: External accredited evaluator

O: Other

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Individual columns for who determines the procedures for appraisal (i.e. columns 17–29) and who evaluates (i.e. columns 31–45) are available for consultation on line (see StatLink below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933286426>

Table D7.9b. **Features of school leader appraisal at the lower secondary level (2015)***In general programmes*

		Existence of school leader appraisal	Aspects appraised										Instruments and information sources used								References/standards against which school leaders are appraised	Result in a rating	Mechanisms to appeal appraisal results									
			General leadership	Pedagogical/instructional leadership	Organisation development	School climate	Community relations	Evaluation and accountability	Resource management	Interpersonal skills	Other	Interview/dialogue between school leader and evaluator	School leader self-appraisal	School leader portfolio	School visit	Student outcomes	Student surveys	Parent surveys	Teacher surveys	Other												
																								(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD	Australia	P	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a			
	Austria	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a			
	Belgium (Fl.)	L	m	m	m	m	m	m	m	m	m	Yes	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	DUT	Yes	Yes		
	Belgium (Fr.)	L	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	NSS, DUT, OTH	No	Yes			
	Canada	L	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		
	Chile	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a		
	Czech Republic	L	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	Yes				DUT, OTH	No	No	No		
	Denmark	P	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a		
	England	L	m	m	m	m	m	m	m	m	m	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	No	m						NSS	No	Yes	Yes	
	Estonia	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	Finland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	France	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	Yes					NSS, DUT, OTH	Yes	Yes	Yes	
	Germany	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	Greece	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No					NSS, DUT, SDP	Yes	Yes	Yes	
	Hungary	L	Yes	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No						NSS, DUT	No	m	m	
	Iceland	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	Ireland	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	Israel	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No						NSS, RSS, DUT, CC	Yes	Yes	Yes
	Italy	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	Japan	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	Korea	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No							RSS, DUT	Yes	No	No
	Luxembourg	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	Mexico	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No						NSS	Yes	Yes	Yes
	Netherlands	P	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	New Zealand	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	m							NSS, DUT, CC, SDP, SIR	No	Yes	Yes
	Norway	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
Poland	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	m	m	No	No	No	No	No	No	No	No	No							NSS	Yes	Yes	Yes	
Portugal	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	No	No	No	No							DUT, SDP, OTH	Yes	Yes	Yes	
Scotland	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
Slovak Republic	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No						RSS, SIR	Yes	Yes	Yes	
Slovenia	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No							NSS	Yes	Yes	Yes	
Spain	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No							NSS	No	Yes	Yes	
Sweden	N	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
Switzerland	L	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Turkey	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No						NSS, CC	Yes	Yes	Yes	
United States	L	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	m	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	m							NSS, DUT, CC, SDP, SIR	Yes	Yes	Yes	
Partners	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Colombia	L	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No								NSS, DUT, CC, SDP, SIR	Yes	No	No
	Latvia	P	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	

Existence of school leader appraisal

L: Legislated

P: No school leader appraisal, but have similar practices

N: No school leader appraisal or similar practices

References/standards against which school leaders are appraised

None: None

NSS: National or state standards for school leadership

RSS: Regional or intermediate standards for school leadership

DUT: A description of the general and professional duties of school leaders

CC: Code of conduct

SDP: School development plan or school project

SIR: School internal regulations


OTH: Other

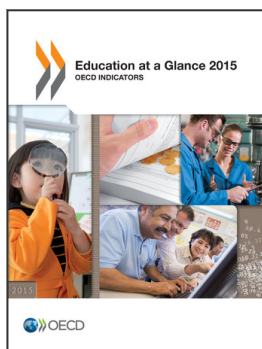
Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

Individual columns for the references against which school leaders are appraised (i.e. columns 21-28) are available for consultation on line (see *StatLink* below).

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.

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