



Teacher Appraisal/Feedback and Improving Teacher Quality

From the results of TALIS 2013

17th OECD/Japan Seminar
Session 2

June 26, 2014

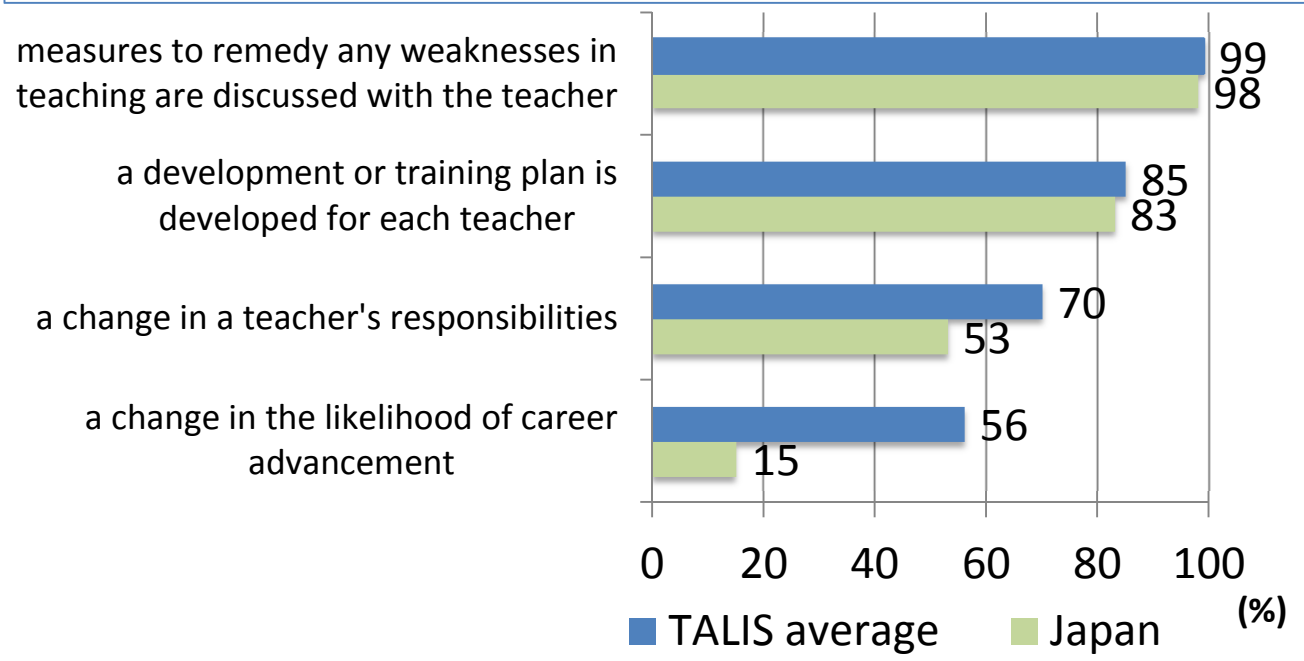
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Outcomes of Formal Teacher Appraisal (from TALIS 2013 results)

“Appraisal “ is defined as when a teacher’s work is reviewed by the principal , an external inspector or by his or her colleagues, and it is defined as a more formal approach.

- Most teachers in TALIS countries receive formal appraisals.
 - *Teachers whose principal reports that their teachers never formally appraised*
TALIS average: 7.4% ; Japan: 3.8%

- For most teachers, appraisal are used to improve teaching performance and create development plans.
- For a comparatively fewer number of teachers, appraisal may lead to changes in work responsibilities or affect their career advancement.



※percentage of teachers whose school principal reports that the following outcomes occurred “sometimes”, “most of the time” or “always” after formal appraisal.

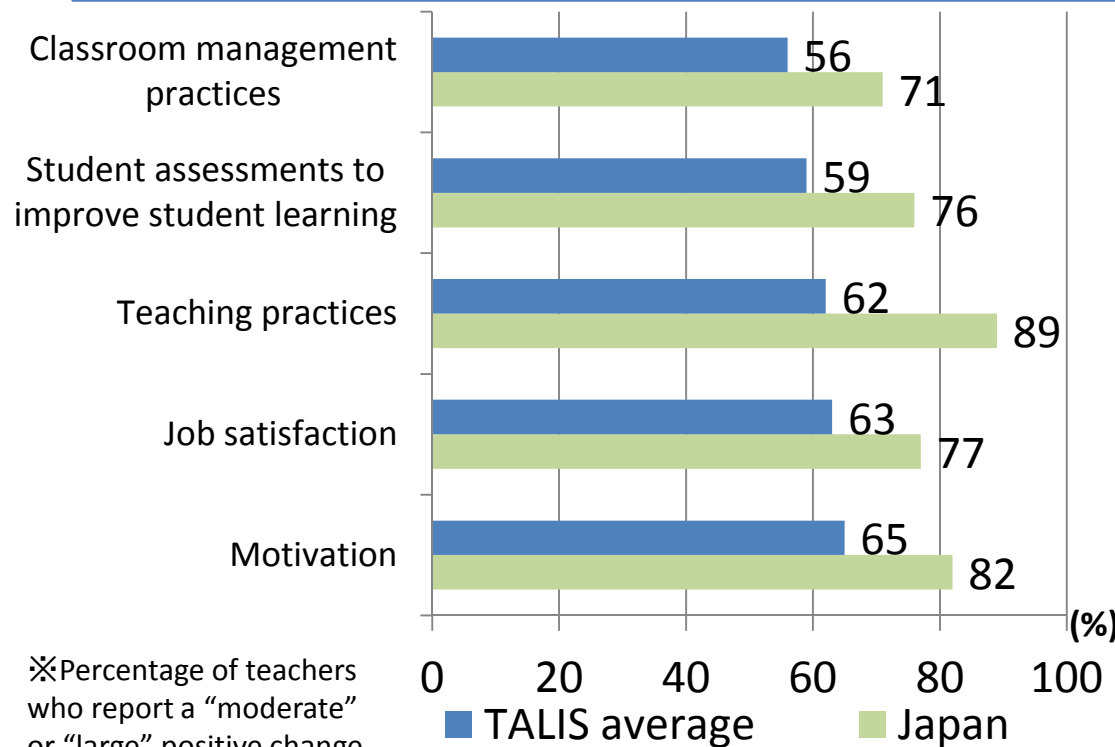
Source: TALIS2013 Table5.3

Outcomes of Teacher feedback (from TALIS 2013 results)

“Feedback” is defined broadly as including any communication a teacher receive about his or her teaching, based on some form of interaction with his or her work (e.g. observing he or she teach students, discussing his or her curriculum or student’s results).

- In all TALIS countries , many teachers receive feedback on their teaching.
 - Teachers who report not receiving feedback in their school **TALIS average: 12.5% ; Japan: 6.3%**

● For many teachers, the feedback they receive leads to improvement in their teaching practices and their motivation.



<Characteristic features in Japan>

Feedback is received from a broad range of sources and contexts, including in-school training and lesson study to observe classrooms of other teachers.

Teachers who have never observed other teachers' classes and provide feedback

TALIS average 45% Japan 6%

※Percentage of teachers who report a “moderate” or “large” positive change in the above categories.

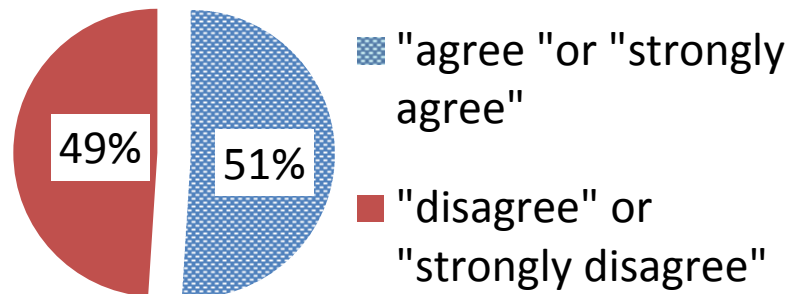
Source: TALIS2013 Table5.7

Source:TALIS2013 Table 6.15

Perceptions by Teachers of Appraisal and Feedback systems (from TALIS 2013 results)

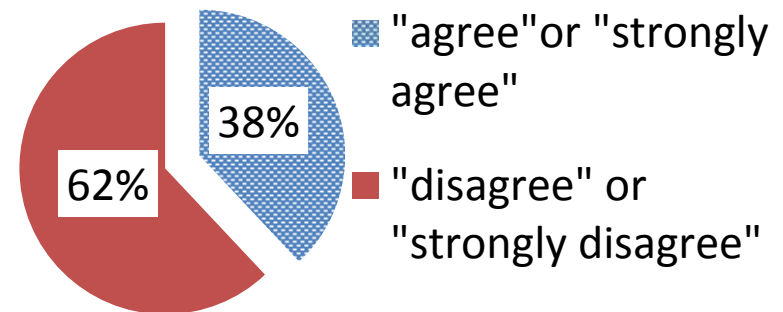
Teacher perceptions

Largely done to fulfil administrative requirements



(TALIS average)

The best performing teachers receive the greatest recognition (e.g. rewards, additional training)



(TALIS average)

Source: TALIS2013 Table5.8

Relation to job satisfaction

• When teachers perceive that their appraisal and feedback systems are largely done to fulfil administrative requirements, they also report lower levels of job satisfaction in all TALIS countries. (TALIS2013 Table7.13).

→ Possibility that ensuring teachers feel the benefit of appraisal and feedback may enhance teacher satisfaction and motivation

Teacher Appraisal Efforts in Japan

○Teacher appraisal systems have been introduced by the boards of education in all 47 prefectures and 20 designated cities with populations of at least half a million (a total of 67 BOEs).

○Overview of teacher appraisal system

- Each teacher should be appraised appropriately through meetings with the principal or vice-principal on the teacher's ability and performance using the PDCA (plan-do-check-action) cycle based on standard task performance capacity set in advance or on goals he or she sets for himself or herself (goal-oriented performance appraisal).
- Teacher appraisals improve teacher quality as well as enhance the overall potential of the school organization.
- Teacher appraisals should be reflected appropriately in personnel decisions, salaries and other treatment.

Achievements and Challenges for Teacher Appraisal in Japan

○ Achievements

- ① Appraisals have become more transparent and interactive in comparison with earlier job performance reviews
- ② Improved communication between principals and teachers through class observations and meetings

○ Challenges

- ① Improving the quality of appraisers, improving appraisal method
- ② Reflecting appraisal results in personnel decisions and work conditions

Use of Appraisal Results (Number of BOEs out of total 67) (As of April 1, 2013)

	Appraisal of School Managers	Appraisal of Teachers
Training	27 / 67	28 / 67
Human Resource Development	41 / 67	47 / 67
Promotion	24 / 67	23 / 67
Salary Increases	24 / 67	19 / 67
Additional Allowance	22 / 67	16 / 67

MEXT Survey

※ The recent amendment to the Local Public Service Act will by, May 14, 2016, legally mandate the implementation of teacher appraisal and the use of results as the foundation for personnel administration.

Teacher appraisal and feedback and the improvement of teacher quality

How can the appraisal and feedback system be used to promote professional growth and improve motivation?

Questions for Discussion - from Issue Brief

- How can **stronger links between appraisal and advancement** be made and how helpful could this be to improvement of teacher incentive and performance?
- What effective choices are there for **linking appraisal and feedback not only to career advancement but also to professional development plans**, and what are the trade-offs in terms of refocusing resources to support these?