Teacher Evaluation and Compensation Programs for Teachers in Chile

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Education in Chile

- Chile’s school system has the following structure:
  - 8 years of primary education, enrolment is 100%
  - 4 years of secondary education. Enrolment is about 78%
  - Education is compulsory for pupils aged six to 13 years old
- Secondary education is divided between general and vocational education
- Two different modalities: humanistic-scientific, with 56% of total secondary enrolment and professional-technical, with 44% in 2001.

- From 2004 education is mandatory for 12 years (primary and secondary education).

- Higher education: universities, professional institutes and vocational training centers. Enrolment is about 30% and 1 out of 3 students are the first generation to attend Higher Education Institutions.
Expenditure on education has increased systematically since 1990 from 3.8% to 7.4% GDP

Time spent in school increased dramatically

There is a universal provision of textbooks and ICT for public schools

Teacher's conditions were improved by salary increase and a systematic effort to expanding service training
### Total expenditure on education in relation to GDP, gross domestic product

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<tbody>
<tr>
<td>Private expenditure</td>
<td>2.4%</td>
<td>3.9%</td>
<td>4.1%</td>
<td>3.0%</td>
<td>2.9%</td>
<td>2.7%</td>
<td>2.5%</td>
<td>2.7%</td>
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<tr>
<td>Public expenditure</td>
<td>1.5%</td>
<td>2.9%</td>
<td>3.1%</td>
<td>3.9%</td>
<td>3.7%</td>
<td>3.3%</td>
<td>3.6%</td>
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Public expenditure on education has increased systematically over time.
Administrative categories of schools (from 1981 decentralizing and privatizing reform):

- **Municipal schools**: administered by Chile’s 341 municipal governments, using either one of two possible systems: municipal education administrative departments (DAEM) or municipally controlled non-profit corporations. 80% of municipalities manage education through DAEMs.

- **Private subsidized schools**: Financed through an attendance-based, per-pupil public subsidy or grant.

- **Private paid schools**: Receive no government subsidies and operate entirely on parental contributions.

- **Corporation schools**: Vocational high schools managed by business corporations with government funding, especially established for this purpose (not a per-pupil subsidy).
### Enrolment by school administrative categories, percentages, primary and secondary, 1990 – 2008

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<tr>
<td>Municipal education</td>
<td>58.0</td>
<td>56.8</td>
<td>53.1</td>
<td>48.7</td>
<td>43.5</td>
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<tr>
<td>Private, state – subsidized education</td>
<td>32.4</td>
<td>32.5</td>
<td>36.6</td>
<td>43</td>
<td>48.0</td>
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<tr>
<td>Private, paid education</td>
<td>7.7</td>
<td>9.2</td>
<td>8.8</td>
<td>6.7</td>
<td>6.9</td>
</tr>
<tr>
<td>Corporation schools</td>
<td>1.9</td>
<td>1.6</td>
<td>1.5</td>
<td>1.6</td>
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Important decrease of students on public schools in favor of private subsidized institutions.
- Are required to admit all children

- Public school teachers’ wages are negotiated through centralized collective bargaining and there are restrictions on dismissal. Municipal schools

- From 2009 Chile has prohibited the selection of children based on ability or socio-economic background up to 6th grade

- Until 2009 private schools could select their students

- Private school teachers come under the Labor Code like other private sector workers.

- Private schools have much more flexibility regarding teachers’ employment and payment
The pre-school education system serves children up to the age of five through a variety of institutions, both public and private. It is not compulsory and children four and five years old are the main users.

Chile has overcome most problems of coverage and literacy. **BUT** ...

**Quality issues are still lagging.** Ex.: Scores of 15 year-olds in science, reading and mathematics are still well below the OECD average.
Teachers in Chile:

- Most teachers are women, with two exceptions:
  - in secondary education, gender levels are more similar;
  - More men than women are principals.
- 90% of teachers have a university degree in education
- Three of every four teachers work from 30 to 44 hours per week.
- The average age is higher than in Argentina or Brazil; teachers over 50 years of age account for 30% in Chile
- 65% of teachers are over 40 years old, with 17% of those over 55 years old.
- Contracted hours for teachers in a full day policy is a maximum of 44 hours per week.
Voluntary evaluation that intends to increase the quality of education by promoting teaching profession (the teaching profession or profesionalization of teaching) and supporting the improvement of students’ learning.

AEP process is:

- **Formative**: oriented to pedagogical work
- **Explicit**: all teachers know are informed about the evaluation criteria based on the Framework for good teaching (*marco para la buena enseñanza*)
After qualifying for AEP, teachers can become Master teachers.

**Requisites:**

- Teachers have to be AEP teachers and currently be working in a public or private subsidized school.

- These teachers can create a web page and apply for funding of projects designed to help and support other teachers to improve their teaching.

- These teachers represent the top group of a “career ladder”, being the most competent and having the legitimacy to assist other teachers to improve their teaching.
In 2010 more than 140 teachers joined the master of teachers network. They received training from the Ministry of Education. They represent key actors in supporting peer teachers, help improve their teaching and in this way their students’ learning.

- This network has more than 1000 member teachers

- Some of them have become mentors of newly graduated teachers just beginning their careers on a pilot supervised by the Ministry of Education
Teacher Evaluation in Chile

- The National Teacher Evaluation System is a mandatory evaluation process for the 70,000 teachers who work in municipal (public) schools in Chile. Its purpose is to strengthen the teaching profession and to improve the quality of education.

- Since 2003, more than 62,000 Preschool, Primary and Secondary Education teachers have been evaluated (up to 2009),

- Requisites are:
  - Be employed by the public education system (escuelas y liceos municipales)
  - Be currently teaching at least one of the subjects where they will be evaluated
  - Meet the deadlines established in the teacher evaluation regulations
Teachers are evaluated using four instruments that collect information from four different perspectives:

1. **A portfolio** (including a videotape of one lesson): this represents direct evidence of teaching, pedagogical decisions and classroom practice. It has 2 modules: the pedagogic unit and the recording of the class. 60% of total evaluation

2. **A peer assessment**: a judgment made by a colleague (from another school), after interviewing the teacher. 20% of the total evaluation

3. **A self-evaluation**, reflecting the own perspective of the teacher who is evaluated. 10% of the total evaluation

4. **A supervisor assessment**: the school principal and the head of pedagogical affairs in each school rate the performance of the teacher. 10% of the total evaluation
Evaluation results: performance levels

**Outstanding:** the teacher shows a wide repertoire of pedagogical strategies and shows a rich didactic routine during the class.

**Competent:** performance is adequate and the teacher accomplishes what is expected. It is a good performance.

**Basic:** Teachers do what they are supposed to do in the classroom, but only occasionally, not on a regular basis.

**Unsatisfactory:** Teachers demonstrate real weaknesses and are not able to conduct a class properly.
The Chilean National Teacher Evaluation System aims to be a **formative process**, which contributes to the teacher professional development and provides better learning opportunities for students in public schools.

It also implies monetary benefits:

- Teachers who are under the two lowest categories (Unsatisfactory and Basic) are offered remedial professional training programs to help them overcome the weaknesses identified during the evaluation.

- Teachers with good results (Competent and Outstanding) are eligible for an economic incentive: the Variable bonus for Individual Performance, AVDI.
During year 2010, 7,769 teachers took the exam for this benefit and results will be available in April 2011.

Bonus of $50,000 (about 100 US Dollars a month) the percentage of bonus is calculated according to the results from evaluation and the AVDI results.

Teachers who qualify outstanding or competent:

- Teachers can apply voluntarily to the variable bonus on individual performance (AVDI, asignación variable por desempeño individual).
- They have to take a test on subject knowledge and pedagogical contents.
Teachers in the Basic category:

They participate on remedial programs (planes de superación profesional) organized by local authorities. These are actions to support teachers to strengthen aspects that require improvement in their professional development and include activities like:

- Tutoring by proper professionals
- Participation in courses, workshops and seminars organized by universities and training institutions
- Recommended readings
- Class observations
Teacher performance evaluation system

Teacher evaluation

- Outstanding
- Competent
- Basic
- Unsatisfactory

AVDI, variable bonus for individual performance

Evaluation the following year

Recognition for teaching merit

Remedial professional programs

Accomplishment of minimum standards

Professional development support
Initiatives to attract candidates to the teaching profession

“One decisive ingredient to catch up with OECD standards and equity problems, will be to have better teachers. Chile should aim to attract qualified individuals to the profession, and bolster initiatives to improve initial teacher education and training”. OECD report on Chile, 2004

2010 Teacher vocation program: attract top university entry exam (PSU) scores, PSU to become teachers.

Grants include free tuition, studies abroad and monthly stipend during the period they are studying for students with over 600 points in PSU (minimum to apply to university is 450 points, maximum around 800 points)
Main aspects of the new legislation on the assurance of quality of education, 2011

- Increase of incentives for good teachers, through AEP and AVDI.
- Bonus for teachers who are old enough to retire
- Bonus for teachers who already retired with a low pension
- Better administrators for municipal education; new selection of administrative authorities (DAEM and school principals): selection process is more rigorous
- More responsibilities and rights for primary and high school principals: School principals will have to sign a performance contract establishing the goals and objectives for which he/she is accountable. With more responsibility, higher salaries. Principals will be able to select their own staff.
Incentives increase for **good teachers**, through **AEP** and **AVDI**

- Salaries for good teachers will be increased through AEP, bonus for pedagogic excellence and AVDI, variable bonus on individual performance. Teachers are qualified into different groups, and those who qualify with excellence can earn 3 times their salary. This increase is valid for 4 years and those who work under difficult conditions will have their salary increased in 40%
As a consequence of teachers’ evaluation, it will now be possible to fire up to a 5% of teachers staff. Those who don’t perform well can be dismissed after they fail their evaluation for the second time.

Teachers can be evaluated only 3 times. Upon failing a third time, their contract will be terminated.
All of this allows the Ministry of Education to:

- Create a **career ladder** for teachers based on a meaningful evaluation of teacher competence
- Identify teachers who have the **legitimacy** to assist other teachers improve their teaching.
- Have a sufficient number of **Master teachers who** could also become the mentors of newly graduated teachers.
THANK YOU