



**ASIA LEADERSHIP
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Educational Reform and Change in the Asia Pacific Region

**Linking School Improvement and Teacher Professional Development Evaluation:
A Senior High School Case Study**

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The driving force of the educational reform around the world nowadays focuses on improving student learning. Therefore, it is important in the first place to ensure and improve teacher quality. Many countries thus set a certain teacher professional criteria, and also encourage teacher evaluation. However, the world-wide used teacher evaluation is just on its starting point in Taiwan. The current teacher professional development evaluation executed by the Ministry of Education in Taiwan is, for most of the schools, an intervention from outside to inside and focus on School-based Spirit. Many of the schools focus on the teachers with putting their efforts only on improving the professional development of teachers' professional competency, with little attention on school contexts, and sometime even ignore the influence of principal leadership on improving teacher professional development evaluation. The teacher professional development evaluation will be better improved if schools have positive educational leadership, built organizational culture with trust, and encourage organizational learning in schools. If schools consider those as part of the school development, the practices needed for teacher evaluation and improving the teacher professional development will be able to be integrated with other plans, and together to further improve the school development.

In order to discuss how schools integrate teacher professional development evaluation into the school development plans and the influence of principal leadership on the improvement of the plan, this paper conduct a case study in a senior high school to explore how teacher professional development evaluation is developed gradually along with the school improvement plans executed by the national educational strategies, to help teachers improve teaching, to execute teacher evaluation step by step, and to make the culture of evaluation adaptive by the teachers, and also, to gradually stir up organizational learning and school development.

