



Teaching Performance Evaluation Model: Preparation for Student Learning within the Framework for Teacher Good Performance

Evaluación del desempeño docente: Preparación para el aprendizaje de los estudiantes en el Marco de Buen Desempeño Docente

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Summary

The objective of the present research work was to design a teaching performance evaluation model based on the domain Preparation for student learning within the Framework for Teacher Good Performance. The study is based on an applied-projective method, with a qualitative educational approach. The instrument was applied to 94 teachers and 6 managers from 4 public educational institutions. The results show low levels of performance related to the preparation of learning and discontinuity of the purposes in the evaluation process, thus concluding with the development of a teaching evaluation model that integrates a new way of evaluation, from the perspective of teacher reflection and improvement of his performance.

Keywords: Teacher reflection; teaching performance; teacher evaluation; learning.

Resumen

El objetivo de la presente investigación fue diseñar un modelo de evaluación del desempeño docente a partir del dominio Preparación para el aprendizaje de los estudiantes en el Marco de Buen Desempeño Docente. El estudio se sustenta en un método aplicado-proyectivo, con un enfoque cualitativo educacional. La aplicación del instrumento se realizó a 94 docentes y 06 directivos, de 04 instituciones educativas públicas. Los resultados evidencian bajos niveles de desempeños relacionados con la preparación del aprendizaje y discontinuidad de los propósitos en el proceso de evaluación, concluyendo así con la elaboración de un modelo de evaluación docente, que integra una nueva forma de evaluar, desde la perspectiva de reflexión docente y mejora de su desempeño.

Palabras clave: Reflexión docente; desempeño docente; evaluación docente; aprendizaje.

Introduction

During the last years, Latin American and the Caribbean have become a showcase of transformation for education due to their great advances in the use of educational policies. In addition, it is worth mentioning that renovation involves all educational actors: school, students, parents, community, and specially, the teacher. The improvement of education must consider mainly the change of paradigm of the teacher's role in school.

Given the rapid changes in today's society, it is necessary to prioritize the vision of educational policies established by the Ministry of Education, but mainly those that consider a profound change in teaching practice. The teacher performance and its revaluation are important and essential to structure the change in any educational policy.

Consequently, reformulating public policies in the education field to improve students' learning in school is considered as a relevant educational guideline, in addition to the fact that they establish clear criteria in the student learning preparation processes and limit them to the teaching performance evaluation, being the new challenges.

The teaching performance evaluation is a thematic research line on a global, continental and national level. Since the role of the teacher in the school has evolved and relevant teaching-learning processes must be established, its improvement has been prioritized. Unquestionably, the teaching performance evaluation is complex and its application is diverse according to the regions and existing political systems (Rivas, 2015; Vaillant, 2016). The teaching performance is understood as the observable pedagogical practice and it manifests itself when the teacher expresses his competency and has to do with the expected learning achievements, that is, the intentionality of education and the execution of tasks assigned, in turn it depends on different factors related to quality and initial training of teachers in order to achieve levels of excellence in education (Benítez, Cabay & Encalada, 2017).

Caballero (2013) concludes that from the students' perception, commitment is the most important factor. This involves his own individuality and the concern about his students. Ampuero (2011) says that there is a direct relationship between evaluative culture of an institution and the corresponding performance of its teachers. That is, in those schools, teachers who are deep in an evaluation culture will show better performance (Olaguibel, 2010), hence, better results with their students' learning. Thus, a good teaching performance increases the academic performance, Chacón (2009).

Whereas, *Cárdenas*, Soto-Bustamante, Dobbs-Díaz and Bobadilla (2012) conclude that the teacher must teach and does it well with pedagogical theories, but even more so with the mastery of relevant contents, recognizing the teacher as a driver of change in an evaluation system integrated into public policies, proposing strategies or models to solve the multiple problems. (Manzi, González & Sun, 2012; Belando, Ferriz-Morel & Moreno-Murcia, 2012)

Approaches to Theoretical Approaches to Teaching Performance Evaluation

The development of educational policies in Latin America and the Caribbean has increased due to initiatives of international organizations such as UNESCO, the World Bank and the Inter-American Development Bank. However, in recent years, education systems have carried out poor systematization of teaching performances evaluation processes. (Melgar, 2015) In this regard, it is important to point out the need to incorporate national policies, systematized and consistent processes of how to evaluate the teacher (Picón, 2013), as well as to indicate that in several countries, several profiles, patterns or frameworks of a good teacher, conditions for teaching improvement processes, have been implemented. However, they do not have ways of application, since most of them are executed through executive supervision or monitoring and written tests promoted by the government that are insignificant to favor the practice of a good performance.

Conditions of the Competencies for Teaching Performance Evaluation

The education transformation the countries of Latin America and the Caribbean are going through has forced them to change the vision of teacher in the school. This can be observed in the advances, in the implementation of educational measures in several countries (Rivas, 2015; Bruns & Luque, 2014). Little improvement in their education system has been achieved. These changes have established the emergence of new ways of knowing and doing. The competencies appear in this context and are related to the teaching of students, training and further education of teachers.

The teacher must possess certain professional qualities to offer a quality education, know a previously established competency and his real competency (Bunk, 1994). The professional competency is the ability an individual has and it manifests itself in the mastery of knowledge, skills and abilities in order to perform a specific activity linked to a trade or profession.

The formulation of competencies is not the result of an objective decision, but is dynamic and the result of two theoretical and ideological options that leave great scope for interpretation (Perrenoud, 2004). Therefore, with the advance of science, technology and information media there are changes in the competencies and intentionality to improve capacities, skills and abilities. The intensity and rapid advance in society affect the classroom, where sometimes problems arise. At that time, the teacher must be ready to act professionally and competently. Bunk, 1994, mentions 4 competencies: technical, methodological, social and participatory, each one of them related to each other.

Attitude of the Teacher towards the Teaching Performance Evaluation

The attitude is a way of response, that is, the predisposition to an external stimuli, it may be a positive or negative affective reaction (Catalan &

Gonzales, 2009; Bunk, 1994). In the case of teachers attitudes are developed in favorable or unfavorable educational contexts. The application of teaching evaluation processes, nationwide, has obtained an immediate response from society and teachers through their positive or negative opinions about these evaluation processes. Society has positively accepted these processes since they lead to the improvement of the education quality of their children. However, we find contradictions in teachers, since most of them consider that their performance is private and does not involve any external element. It is not only about evaluating them, but integrating them into these permanent evaluation systems, as in the case of countries of America and Europe (Catalan & Gonzales, 2009), where teachers focus on their professional strengthening and development, favoring the social recognition of their profession.

Currently, it can be observed that teachers show an attitude of discomfort towards the last evaluations applied by the government. They live with tension and concern, since they are aware of the national crisis of education. Despite this, it is difficult for them to recognize that they are part of the problem and at the same time, the solution. This attitude often creates an unpleasant environment to develop their work in the classroom and the school, damaging (to some extent) their health and experience.

The acceptance of these evaluations causes a change in the teachers' behavior, it affects their practices, beliefs and feelings. Therefore, it is necessary to take into account their opinions to support their proposals.

The Teachers' Self-esteem given the Teaching Performance Evaluation Processes

The self-esteem is a persons' overall sense of self-worth, that is, the opinion about oneself expressed in the form of feelings and is developed during several contexts (Maslow, 1968). Teaching is one of the professions that have a massive contact with other human beings in the daily work. Teachers interacts permanently with children and adolescents, without neglecting their

peers, colleagues, managers and parents. Teachers are prone to professional burnout, causing a negative impact on their professional performance, since they stop being interested in performing their function efficiently.

The personal development of teachers is denigrated when they perceive their work in negative manner with reproaches, when they cannot achieve some professional goals, like good remunerations, recognitions by the different members of society: parents, students, colleagues and institutions (Ganitiva, Jaimes & Villa, 2010). This is how a poor performance and low professional self-efficacy occur, in addition to the depersonalization towards their colleagues and of their work, saying: “I act as if I were working”, “for the pittance I am paid”, “no one can tell me how to teach”, and “it is all State’s fault.” Therefore, it is necessary to know the different approaches of self-esteem, since one of the most characteristic features of the human being is that he is aware of himself, building his personal identity, which makes him different from others and allows him to interact with them. Among these theories, we consider the following ones:

Reflection in the Teaching Practice

Reflection is a process of self-analysis in detail about a material teaching performance such as the presentation of a curricular or immaterial programming, the opinion of the development of the classes. In other words, it is considered how to analyze and think about an educational activity (Pacheco, 2013). Teachers reflect on their pedagogical performance, thinking about their actions and practices, analyzing them as cultural filter to overcome the teacher professional development processes, which would be ideal for the improvement of the practices done by teachers.

Reflection is a process that permanently trains the teacher in developing a better understanding of his professional performance. Reflection trains the teacher in understanding the problematic situations of the teaching-learning processes and, especially, reorganizes thinking to relate theory and practice

(Latorre, 2004). In conclusion, the teacher must incorporate reflection into the pedagogical action to improve and transcend the routine knowledge.

Below there is an analysis of the reflective model from the Schön's position and in particular, the teacher's training (Gutiérrez, Correa & Jiménez, 2009):

Retrospection-introspection: it is understood as the set of experiences the teacher lived during his education, consequently, the teacher forms an idea about how he is as teacher and student; and many times, teaching styles are acquired according to the way one was taught.

Critical attitude: is the personal search for knowledge and its contribution to the personal development, which in many cases, the school develops it.

Collaboration: teachers create circles or communities where they interact and exchange pedagogical experiences to achieve their goals.

Transformation: this stage arises when the teacher wonders if he is doing his work well, how his efforts will achieve his goals. (p.3)

In general, when teachers adopt reflective processes in their teaching practice, it will help to have an evaluating attitude towards their future that lead them to an introspection process about their own practice and thus, they could make changes in the development of their practice.

Teaching Performance Evaluation Models

To understand the purpose of the teacher role, an idea or approach of the type of teacher that is required as well as the set of systematized process must be established to measure or issue a relevant value judgement about their performances, which allows making decisions and taking actions related to their role. In America Latina and the Caribbean, there are some teaching evaluation models that have already been applied. We must not forget that each day more than 7 million teachers go to teach to the classrooms of the aforementioned sectors, accounting for more than 4% of the workforce of the

whole region. (Bruns & Luque, 2014). This workforce needs an evaluation design or system that guide their performance.

Research works, for America Latina and the Caribbean, about teaching evaluation (World Bank, 2012; Rivas, 2015; Bruns & Luque, 2014; Unesco, 2007) mention the need to improve the education systems, to transform the vision of the teacher, to propose a new horizon in their continuous training and, especially, to apply evaluation policies to improve their performance. There are also research works in Peru related to the teaching performance evaluation (Avena, 2013; Ampuero, 2011; Olaguibel, 2010), but most of these national research works do not have theoretical support. In addition, they do not propose ways to apply teaching evaluation. Some models proposed by Valdés (2004) are shown below:

Model focused on the Teacher Profile

The teaching performance evaluation model, focused on the profile, shows the characteristics previously established by the educational actors: students, parents, managers and colleagues. In other words, all those qualities that a good teacher, the ideal teacher, should have are mentioned. This profile must have a strong impact on the achievement of his students. The profile is established, a self-evaluation questionnaire is applied. Then an external evaluator makes additional questions to students, parents and interviews the teacher.

The application of this model is interesting since it generates consensus of the ideal teacher's profile. However, this model establishes the ideal of a teacher that does not exist and whose characteristic cannot be met by a single teacher, unless we analyze more teachers, in addition to the fact that the good teacher characteristics bear little relation to the different educational actors and the subjective evaluations of the students about the teacher performance.

Model focused on the Results Obtained

This model consists in evaluating the teacher performance by verifying learnings or results obtained by the students. It originates from the need to reverse negative results in the education system. Therefore, when international organizations publish results that are not flattering to the country, terrible ideas and sometimes ideas with a biased view of education are disseminated, since they blame teachers for the educational crisis (Rivas, 2015).

When the results of the students are evaluated, the consequence and not the cause is evaluated, that is, the teacher, which can generate risks in aspects related to the teaching-learning process. In addition, they consider the teacher the only responsible for the success or failure of the students. This is contradictory, since the results of the students are due to multiple factors such as community, friends, parents, family, means of communication, among others.

Model focused on the Behavior of the Teacher in the Classroom

This model relates the behavior of teachers to the achievement of their students. This relationship consists in creating favorable spaces for learning which will be tabulated or measured through the observation of the teacher's behavior. Currently, this model has been applied to teachers of the country with monitoring in charge of the managers, and the so-called "*barrido*" (classroom observation visits) that consists in assigning a manager to observe the session or class of a group of teachers that does not belong to the educational institution for a relatively short period of time.

Criticism of this model is based on the fact that observers evaluate according to their approach or conception and they lack objective observation. Here, the subjectivity of the observers is easily at stake, since the success or failure of those observed depend on them for reason unrelated to the teaching effectiveness, that is, to the sympathy or antipathy towards them.

Model focused on the Reflective Practice or the Reflection-Action

This reflection-action model is based on the teacher improvement, on a sequence of stages to find the weaknesses and solve them. This conception starts from the teacher himself, his reflection, making a self-diagnosis to establish his successes and failures. This model has three stages: a session of observation and record of the weaknesses and potentialities of the classroom observation; a reflective conversation with the person who are observed to talk about the observed performance and to make questions to discover the significance and coherence of the observed practice; and finally, a follow-up conversation in which topics discussed and actions agreed in the second stage are resumed and a new observation with record can be conducted.

This system requires the participation of qualified personnel and times and spaces established that help the teacher to process his reflections and to propose significant changes in his performance. The criticism of this model is related to the profile of the supervisor, trainer or manager, since his inexperience may polarize the approaches of the observation and conversation and cause rejection towards the teacher observed.

Pedagogical Accompaniment

The pedagogical accompaniment is a counseling process whereby a specialist, who may be a teacher or a manager with experience, teaches, guides or recommends an educator about their skills and strengths in the pedagogical work. It is a homogeneous relationship, using a series of strategies and processes focused on improving the pedagogical practice of teachers (Jaramillo, Osorio & Iriarte, 2011). Currently, the Ministry of Education (through its decentralized bodies) promotes the external supervision through specialists who collect data in schools of their jurisdiction and internally when the managers execute the supervision plan in all institutions (Ampuero, 2011).

The accompaniment starts from recognizing the capacity the teachers have to reflect about the teaching practices and to respond the suggestions and recommendations of the companion. This process is important because it allows the observation and evaluation of the class session, as well as the reflection as a whole, in addition to the predisposition of the teacher to improve. However, currently, there are changing situations of social, institutional and classroom context that force teachers to make modifications to improve their pedagogical practice. This implies planning teaching-learning processes, managing pleasant environments of pedagogical works and assessing their professionalism.

The pedagogical accompaniment should seek to strengthen the teacher's performance through work anticipation and planning activities, to create spaces of self-evaluation of teachers and reflection about their actions in the classroom. It also contributes to improving learning of students, in search of education quality (Ministry of Education, 2009; Jaramillo, Osorio & Iriarte, 2011).

Relevant Analyses for the Student Learning Preparation

Student Learning in the Peruvian Context

In the educational field, learning is an important topic to understand and comprehend how a good education is established. To establish a learning process, some questions should be answered: how does our brain learn better? How should we learn? And how to conceptualize a good learning that lasts in the human being? (Bunk, 1994). Taking into account this psychological, social, cultural and personal complexity, this study considers the preparation for student learning from the human being context. In other words, it originates when it becomes a specific space, in our case, it would be a classroom, and this is developed with the interaction of the information delivered and the previous knowledge, processing the information through the teacher's analysis and synthesis (Bruns & Luque, 2014).

Learning is a premise for education and the professional teacher cannot see it spontaneously (Ortiz, 2015). Therefore, it is important that teachers in the school know cognitive processes, information reception, selective observation, interrelation of the set and its elements, as well as pedagogical processes: motivation, recovery of previous knowledge, cognitive conflict, evaluation and transfer of knowledge. Both processes, pedagogical and cognitive, will facilitate the student's learning.

It is important to emphasize the direct relationship between learning and psychological-physical-biological development of the human being, child or adolescent, who will have difficulties to learn with an inadequate feeding. The integral development of the human being involves factors such as health and food, considered important for a good education, as stated by Bjorn (2014):

The United Nations Millennium Development goals for the 2000-2015 period are almost achieved and the world is a much better place due to it. Poverty in Peru has been reduced since 1990, eight of every 100 children used to die before turning 5 years old (today, 2 of every 100) (s/p).

In effect, for lasting learning to happen, poverty must be eliminated. Poverty impedes the development of education in several countries and causes low levels of learning in educational systems. If there are students from low social class with hunger, they will not learn and it will be difficult for them to learn despite the teacher's effort.

Currently, the efforts of the State are focused on the educational paradigm: learning, considered priority for the development of national policies. This paradigm was initially proposed in the National Curriculum Design of 2009 and was considered in the Framework for Teacher Good Performance in 2012. These documents discussed the fundamental learnings and their aim was to respond questions such as what to learn? and how to learn? These learnings corresponded to an age group of students, establishing teaching approaches, educational materials, contexts and how their special features are approached.

In the National Curriculum Design of 2009, fundamental learnings were developed. The first one related to the written and oral language, the forms of communication and interculturality, the ways in which the individual manifests his culture, always respecting the mother tongue as a priority in the first cycles of the Regular Basic Education. The second learning, the scientific and logical mathematical knowledge, which involves the child and adolescent with his reality, nature and knowledge of the hypotheses and conjectures of the real and abstract world. The third fundamental learning is the management of latest technologies and their impact on our society. The next one is to value your personal and cultural identity; which is important in our society to relate the new, the innovation and the creative consciousness to what was left by our ancestors.

Lastly, learning that is linked to the responsible performance of the future citizen and that manifests itself consciously with his rights and duties, prepares the students as an integral citizen and it is not necessary for him to reach the age of majority to understand the citizen's responsibilities.

Peru has established a work tool that defines the good work of the teacher in the school, called the Framework for Teacher Good Performance, which considers 4 dimensions, 9 competencies and 40 performances. For the Peruvian State, such aspects are a significant advance to improve the pedagogical practice, as well as an important public issue for the population wellbeing (Ministry of Education, 2012).

The legal framework of the performance evaluation in the country is recent. To evaluate the teacher performance, criteria and modalities must be established in the body of laws. This study has considered a brief analysis of the General Law of Education No. 28044, the Magisterial Reform Law No. 29944 and the National Educational Project as of 2021; specially the strategical objective 3, well-trained teachers who professionally practice teaching. In conclusion, to establish the evaluation model, a relevant legal framework that meets the educational needs of the country and considers the revaluation of the teaching career must be estimated.

It is necessary to point out the importance of student learning preparation, since if a teacher ignores or has inadequate criteria at this stage, it would be catastrophic for his group of students. If a teacher ignores his work planning, the curriculum programming preparation, he will only be prepared to teach conceptual contents and there will be little knowledge of pedagogical theories. Along with one of these deficiencies, there will be a low level of performance.

Currently, the Ministry of Education has put efforts into improving the planning processes of a basic education through training workshops, specialization and graduate courses for teachers. However, there are still deficiencies that disappear over time and are not significant, since the results of the evaluations show that. For instance, the 2015 promotion exam, where around 120 000 teachers were evaluated, provided low results. This process considered as criterion of evaluation the Domain 1: Preparation for student learning within the Framework for Teacher Good Performance, taking as a reference Competency 1 only.

Given this problematic educational situation, it is pertinent to answer the following questions: how to evaluate the teacher performance to improve the preparation of learnings from the Framework for Teacher Good Performance in a district of Lima?

Method

The methodological framework was focused on the educational qualitative paradigm, in which the empirical pieces of evidence were analyzed based on the diagnose and teaching experience of the researcher in the school. Moreover, the theoretical framework of the teaching performance evaluation and the learning preparation for regular basic education students were interpreted. For qualitative and quantitative data processing, descriptive, empirical, interpretative and statistical methods were used. (Fernández, 2008; Flores, 2011 & Graham, 2007).

Sample

The study was carried out in the district of Lima, and the samples is composed of 94 teachers and 6 managers of four public educational institutions.

Techniques

Interviews were conducted: Individual interview for managers, and group Interview for teachers, using 4 questionnaires at the diagnose stage, two for managers and the other two for teachers, in order to collect information about the teacher performance in relation to learning preparation. Triangulation was used as an instrument, i.e. the answers obtained from the questionnaires for teachers and managers were compared through transcriptions and statistical tables. In addition, field notes were conducted to check information of comparative tables, in addition to the criterion of expert judgments for the validation of the questionnaires and the proposal of internal and external validation.

Results

The work of the teacher in the school is one of the most sublime acts that humanity has entrusted to the man. For that reason, to evaluate the teacher performance is an urgent need. To evaluate specific aspects such as student learning preparation so as to motivate the change of the teacher paradigm.

The theoretical studies of the student learning preparation lie in the mastery the teacher must possess of teaching planning and the student knowledge.

The presentation of new teaching evaluation models in current contexts is due to the evaluation processes and systems established on a continental level. These models must consider clear criteria to evaluate the teaching performance and that encourage pedagogical reflection and value the teaching career.

Teaching evaluation models have lacked adequate implementation and following-up processes. This situation undermined their true purpose of strengthening the teaching profession. There is also poor learning preparation by teachers, who mostly have low performance levels. Consequently, it is urgent to establish new ways and styles of evaluation.

The Teaching Performance Evaluation Model for Domain 1: Preparation for student learning within the Framework for Teacher Good Performance seeks to promote the teacher awareness, reflection and commitment through the directive accompaniment for the improvement of learnings.

The Teaching Performance Evaluation Model for Domain 1: Preparation for student learning within the Framework for Teacher Good Performance contributes to strengthening the pedagogical management, since it seeks to promote solutions from the educational institution.

The Teaching Performance Evaluation Model for Domain 1: Preparation for student learning within the Framework for Teacher Good Performance contributes to setting guidelines in order to improve learnings from the educational institution by setting short-term goals.

Below there is the modelling implementation.

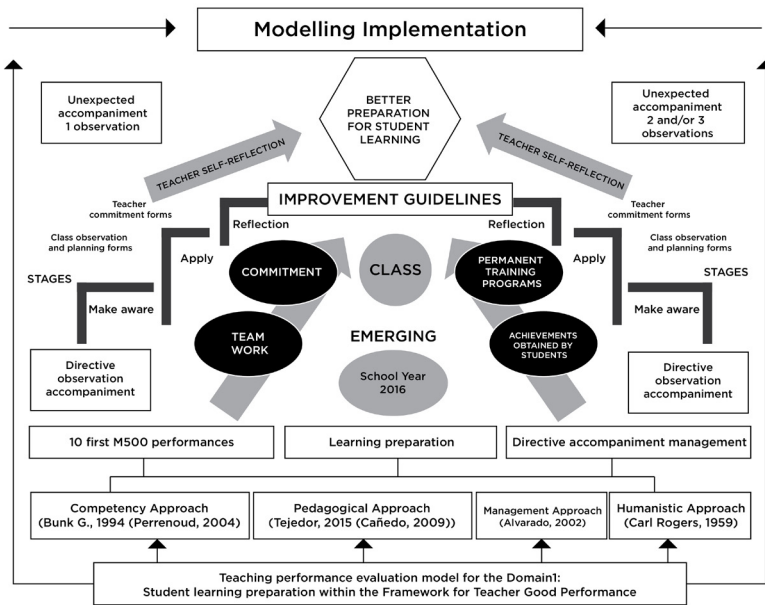


Figure 1: Modelling Implementation (prepared by the authors).

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