

International Journal of Human Sciences Research

THE EVALUATION OF TEACHER PROFESSIONAL PERFORMANCE, ENGINE OF PERFORMANCE

Paco Joselito Estévez Borja

``Instituto Central de Ciencias Pedagógicas``

Scientific degree: Master in Educational

Management, Graduate in CC.EE.,

Professor in Secondary Education

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: This scientific reflection on “The evaluation of teacher professional performance, principle of student performance”, has the purpose of supporting teacher awareness about the overwhelming impact of the evaluation of teacher professional performance, as a mechanism to promote academic activity of the education professional to renew his efforts in search of the long-awaited academic improvement in his students, beginning and end of the teaching work, analysis extended to the teacher eager to update his professional conceptions on a topic of permanent relevance.

Keywords: Teacher evaluation, Professional performance, Teacher

INTRODUCTION

There is a marked tendency to apply evaluation systems in all areas of human endeavor, motivated by the constant need to increase performance or production depending on the approach applied to the object of research, however, in the topic that is addressed, evaluation education professional, two aspects must be differentiated: teacher evaluation and evaluation of teacher professional performance.

These trends, although different, have a common goal of generating new opportunities for professional growth and of these promoting a consequent improvement in student performance.

DEVELOPMENT

The constant search for methods, technologies, strategies and other theoretical and scientific elements that empower teachers are studied throughout the world, sharing these advances proven through exhaustive validation processes are vital for the increase in educational scientific knowledge.

In this framework, the analysis of documents from different researchers allows

us to opt for new techniques to improve processes already defined and applied in various scenarios.

Teacher evaluation is a current topic in Ecuador, which looks at the teacher as the source that generates a significant change in the learning processes evidenced in school performance.

“Teacher evaluation is then understood as a control instrument that in any case inhibits professional freedom and influences the good morale of the teacher for the optimal performance of their academic tasks, becoming a mechanism that raises ethical, political, economic and social.” P.171

In this sense, teaching evaluation focuses the teacher on his objective and practice, avoiding ambiguity in his activities, it can be conceived as a predetermined and rigid procedure, focused on the absolute objectivity of his work, leaving subjectivities in second place.

But, how objective can this background be with a teacher who omits different realities or does not contrast contrary elements in human endeavor to motivate critical, analytical thinking in the student?

It is understandable then that the work of teacher evaluation must take as its object of action the conceptualizing or theorizing, other mechanisms to strengthen its activity, taking it to a broader approach, a liberating education, which breaks with the established canons that thought of the individual and in the case of the education professional, presenting fear of the evaluation process.

The evaluation of teaching professional performance is a professional concern collected from the experiences of teachers lived in the application of the requirements of the relevant educational standard that they submitted to it, raising several questions or observations to the processes applied, which have caused in to a large extent rejection of the evaluative theme.

Puig Delgado, M. A., Martínez Ruiz, M. T., & Valdés García, N. (2016) maintains: "The professional performance of the teacher, in most cases, is linked to the functions performed by the professional in the activity he or she performs, to the actions of their professional practice and to the results achieved by the students."

Then, an additional element arises, in the issue that arises from the application of the evaluation model, it is not only about raising the student's performance, through a more realistic process of evaluating the professional teaching performance, it is about generating in the professional an attitudinal change towards the subject, so that it is accepted as part of the evolution of teaching practice.

This is also considered by Urriola López, K. M. (2013). "Evaluating teachers is an activity that guides the strengthening of the quality of teaching and what its protagonists tell us about it will be useful to us to continue advancing on this long and difficult path whose purpose, among others and in the very long term, is to enhance a teaching evaluation culture." P. 32

From these considerations, the following axes of analysis are proposed:

1. The evaluation of teaching professional performance is not a topic of broad discussion in the Ecuadorian academic environment, educational improvement being an aspiration.
2. The teacher's personal conception of professional performance evaluation is reduced to a sanctioning moment that limits professional growth.
3. The apparent apathy of the teaching staff towards evaluation limits the obtaining of important inputs for the identification of potential threats to professional practice.

The evaluation of teacher professional performance is conceived by (Tejedor F. 2010) "Performance means fulfilling a

responsibility, doing as best as possible what one is obliged to do; "It is the way in which responsibility is fulfilled at work; it involves in an interrelated way the knowledge, skills, attitudes and values (competences) that each person accumulates, making it possible to improve them and achieve increasingly higher levels." p.441

It is therefore understood as an implicitly necessary process to determine the scope of the teacher in terms of quality of work, it is necessary to recognize that one of the purposes is to increase performance in their professional tasks, requiring their skills to remain interconnected to establish more connections between their scientific knowledge that, consequently, also involves bringing the student closer to a greater source of knowledge.

"However, he has also been the subject of criticism and his pedagogical work and professional preparation have been questioned due to the inconsistent achievement results of his students in national and international tests (Martínez, 2016)."

Although the aforementioned observation refers to the teachers of Yucatán-Mexico, it is also a reality in Ecuador, the results of the pedagogical processes are handed down to the teacher, this being only the entity that operationalizes the educational policies emanating from the central level in the classroom.

The educational quality of students will be boosted if the professional improvement needs of teaching staff are met. This could be achieved by identifying their weaknesses in relation to specific contexts of their immediate reality. Educational centers receive standardized guidelines, but the realities are different.

The same happens with teaching staff, despite belonging to the same system, each one requires differentiated attention to improve their professional practice. The evaluation

of teaching professional performance is a valuable way to obtain real information on these requirements.

However, if the process of evaluating professional teaching performance is not well focused or confuses its purposes, the information it provides will no longer be reliable and the problem will remain in the educational environment, wasting the opportunity to reveal a part of this reality.

From this perspective, building adequate instruments to obtain inputs is vital for improving professional and student performance, in this sense "Evaluation, states Santos Guerra (1993), must be: independent and therefore committed; qualitative and not merely quantifiable; practical and not merely speculative; democratic and not self-critical; procedural, not merely final; participatory, not mechanistic; collegial, not individualistic; and external although of internal initiative."

The characteristics of teacher evaluation in general terms, largely collect the needs of the system and the requirements of teachers in this regard, conceive a system that includes the criteria of the protagonist of the educational process, the teacher, all of this placing it in a scenario Concrete and not speculative, it creates an environment very different from that traditionally applied, taking it to the field is what has not been possible.

It is essential to evaluate the teacher's performance in the classroom, since it is in this space where knowledge, methods, concepts, models and other elements of teacher training converge. Classroom activity also reveals the ways in which the teacher interrelates these elements to materialize the planned learning, it is additionally a time to collect feedback from your students assessing their perceptions about the learning experience.

Hence, it was necessary to implement methods such as experiential methods that provide real experiences of other actors to

characterize the concepts and definitions of various experts used in this document.

Currently, just commenting on the issue of evaluation of teaching professional performance is a cause of tension, controversies and debate, however, the constant is the same confusion and fear; The bibliography consulted provides varied points of view on the topic and often coincides in the same scenarios, but in different cultures and contexts. When systematizing the data from other authors, they report how current and controversial the topic is along with the demand for its constant analysis.

"For its part, the figure of the teacher has been referenced by various authors as a central element in improving educational quality and the academic achievement of their students (Schmelkes, 1996, Rockoff, 2004, Peña et al., 2009). In other words, the teacher has been identified as a key factor within the national educational system to ensure educational quality (INEE, 2015a)."

To improve the academic performance of students involves effective mediation by the teacher, but if the teacher is not at his or her professional peak, understood as the ability to technically handle knowledge, techniques and other professional elements in his or her specific field and deliver it conveniently in the classroom, the results obtained so far cannot be improved.

Which leads us again to link the two variables, evaluation of the teacher's professional performance and the student's academic performance, and therefore the prevailing need to delve deeper into the independent variable that drives the expected consequence, there are other factors that intervene in school performance. But the teacher's attitude and classroom performance have a powerful impact on this goal.

There are several authors such as Chaparro G. (2008) who explain that:

“The evaluation for teacher professional development must be taken as an essential factor for improving education and, consequently, improving the quality of life of the educational community, and must be consistent with the needs of the context and with the demands that the “Today’s society demands”

It is clear, consequently, how valuable evaluation is for the growth of a healthy educational community, in continuous progression, driven by the inertia of its own knowledge, establishing new goals and purposes as its reality changes and demands it.

The educational process therefore remains linked between its internal and structural components, but without leaving aside the immediate and mediate community that expects education to respond to its demands.

Objective: to contribute with new reflections about the evaluation of teaching professional performance, seen from the perspective of the evaluated teacher, and their change of perception regarding future professional performance evaluation processes.

The intervention is projected to a focus group in a small city in Ecuador, with the purpose of determining the level of impact and its possible long-term implications.

CONCLUSION

Reversing the current conception that Ecuadorian teachers maintain about the evaluation of professional teaching performance, as punitive, despite being an implicit characteristic of it, requires constant and patient influence on conceptualizing this process as the opportunity for improvement

in practice. professional and its consequent potential improvement in the academic performance of its students.

Taking the evaluation of teaching professional performance as an opportunity for growth and recognition of educational work implies permanent work of support and accompaniment to teachers to rescue the benefits of the process applied from a perspective of enrichment and strengthening of the image and work of the teacher. changing the paradigm of apathy to one of participation and contribution to the pedagogical process to train the critical and reflective students that society needs.

The evaluation of teaching professional performance is linked, because properly applied it generates in the education professional the desire to enhance their skills, the permanent desire for self-improvement and self-preparation, and from this change in attitude it follows as a consequence that this new professional approach finds in the classroom the space to offer new learning experiences to students, enriched by the evaluative demand, awakening in the student group a renewed desire to appropriate knowledge.

Mateo, j. (2000) says: “It is not possible to give significance to teacher evaluation if it is not inserted into the processes of improving the quality of teaching in the context of the educational center.” P.10, therefore implies contextualizing teacher evaluation, not through homogeneous systems, but through heterogeneous processes that consider teacher diversity, in an environment that is equally diverse due to its economic, social and political elements.

REFERENCES

de Chaparro, G. J., ROMERO, L. J., Rincón, E., & Jaime, L. H. (2008). Evaluación de desempeño docente. *Cuadernos de lingüística hispánica*, (11), 167-178.

Urriola López, K. M. (2013). Sistema de evaluación del desempeño profesional docente aplicado en Chile. Percepciones y vivencias de los implicados en el proceso. El caso de la ciudad de Concepción.

Tejedor, F. J., & García-Varcárcel, A. (2010). Evaluación del desempeño docente. *Revista española de pedagogía*, 439-459.

Hernández, O. E. K., & Cibrián, W. J. P. (2017). Evaluación del desempeño docente en Yucatán: un análisis a partir de las características de los docentes. *Journal of Behavior, Health & Social Issues*, 9(2), 105-110.

Dimaté Rodríguez, C., Celis, O. T., González Rodríguez, C. I., Rodríguez Rodríguez, R., & Arcila Cossio, M. A. (2017). La evaluación del desempeño docente. *Folios*, (46), 83-95.

de Chaparro, G. J., ROMERO, L. J., Rincón, E., & Jaime, L. H. (2008). Evaluación de desempeño docente. *Cuadernos de lingüística hispánica*, (11), 167-178.

Mateo, J. (2000). La evaluación del profesorado y la gestión de la calidad de la educación. Hacia un modelo comprensivo de evaluación sistemática de la docencia. *Revista de investigación educativa*, 18(1), 7-34.

Puig Delgado, M. A., Martínez Ruiz, M. T., & Valdés García, N. (2016). Consideraciones sobre el desempeño profesional del profesor. *Revista Cubana de Enfermería*, 32(3), 0-0.