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SYSTEMATIC MAPPING OF ACADEMIC LITERATURE ON PERFORMANCE MANAGEMENT IN THE FULL-TIME SCHOOL PROGRAM

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Abstract: With the expansion of the Full-Time School Program (FTSP) in the public network of the state of São Paulo and the changes resulting from the process, the aspect of performance management takes on new forms. The objective of the study was to investigate how academic production encompasses returns and/or feedbacks and the interference with the engagement of professionals participating in the Full-Time School Program of the Department of Education of the state of São Paulo and to propose actions that contribute to the improvement of their practices, favoring their commitment to their points of attention and consequently offering better performance of their duties. The chosen methodology was the systematic mapping of studies between 2013 and 2021. Four inclusion criteria and two exclusion criteria were used in parallel and serial modes to obtain the studies of interest. Favorable points in the FTSP management model, which favor engagement after the return and/or feedback process were detected, and sensitive points of relevance to the process of interference in teaching work were found.
Keywords: Full-time school program; management model; feedback.

INTRODUCTION

The Full-Time School Program [FTSP] was implemented by the Department of Education of the state of São Paulo in 2012 by Complementary Law 1164 of January 4, 2012 (SEDUC-SP, 2021), amended by Complementary Law 1374 of March 30, 2022 (São Paulo, 2022).

This program is considered an action of the Education Program – São Paulo Commitment of 2011 (SEDUC-SP, 2021). Currently, FTSP serves the three stages of basic education: Elementary Education Early Years [EEEY], Elementary Education Final Years [EEFY], and High School [HS], with two models of curriculum matrix: a single shift of 9 hours and a double shift of 7 hours.

The FTSP is designed around the ideal of producing autonomous, supportive, and competent citizens (SEDUC-SP, 2021). To achieve this, they have four principles: Youth Protagonism, Pedagogy of Presence, Interdimensional Education and the Four Pillars of Education for the 21st century, which are the foundation of the Pedagogical Model (SEDUC-SP, 2021) and guide the actions of the school team as committed educators with the integral development of students in its multiple dimensions, that is, cognitive and rational, socio-emotional, physical and cultural (SEDUC-SP, 2021).

To provide the necessary support circumstances for the progress of the Pedagogical Model, the FTSP articulates the Management Model, structured around five premises that guide school teams: Protagonism, Continuing Education, Co-responsibility, Replicability, and Excellence in Management (SEDUC-SP, 2021).

Since its implementation, the FTSP has expanded significantly from the initial 16 schools. The most vigorous years of expansion were 2020, 2021, and 2022, with a total of 664, 1,077, and currently 2,050 schools participating in the program, respectively (SEDUC-SP, 2021). According to a statement made on March 22, 2022, by the Governor of the state of São Paulo, João Dória, the target set is for 2023 to start with 3,000 schools participating in the program (São Paulo, 2022).

While the expansion of the FTSP occurred gradually, professionals who wished to join the program were selected through a qualifying interview at the respective Education Directorates [ED] (Dias, 2018). Professionals entering the program were guided, and received returns and/or feedbacks from their immediate managers when they arrived at

school units about which aspects included in the ED assessment should be improved (SEDUC-SP, 2021). Such aspects were systematized in an Individual Improvement and Education Plan [IIEP]. For professionals who are already part of the school unit's professional staff, the IIEP elaboration will be based on the results of the Performance Assessment from the previous year (SEDUC-SP, 2021).

The Performance Assessment system is referenced in the Competence Map, which lists the desired behaviors of the school team in four parameters: competencies, Management Model assumptions, macro-indicators, and micro-indicators (SEDUC-SP, 2021) that characterize the professional profile.

The Performance Assessment also consists of the 360° Assessment, where educators working under the Full-Time Dedication Service [FTDS] are evaluated and evaluators of their horizontal peers and the school unit's management team (SEDUC-SP, 2021).

The 360° assessment, according to the official materials of SEDUC-SP (2021), has formative and guiding accuracy and team members must be evaluated at all points of their performance, seeking to assist the development of the school team working in the FTSP. Direct managers will be responsible for providing returns and/or feedbacks on the results obtained from the evaluated professional (São Paulo, 2021).

As SEDUC-SP is significantly expanding the provision of school units that are part of the FTSP, including ED being 100% FTSP schools, as is the case of the Fernandópolis DE, the need to provide duly structured returns and/or feedbacks to contribute genuinely to the education (Leme, 2015) and improvement (Kotter, 2012) process of the practices of school teams, reverberating in the consolidation of the provision of quality comprehensive education to students.

The objective of the research was to investigate how academic production encompasses returns and/or feedbacks and the interference with the engagement of professionals participating in the Full-Time School Program of the Department of Education of the state of São Paulo and to propose actions that contribute to the improvement of their practices, favoring their commitment to their points of attention and consequently offering better performance of their duties.

MATERIAL AND METHODS

The method chosen for this research was based on Falbo (2015), Systematic Mapping [SM], in the Brazilian Portuguese language, searching in the Google Scholar and Scielo search engines: final papers [TCC], specialization monographs, master's dissertations, doctoral theses, and scientific articles - mentioned as texts throughout this document - that involve the return and/or feedback process of 360° assessments for professionals working in the FTSP in the state of São Paulo.

Given that the FTSP was implemented at the Department of Education of the state of São Paulo [SEDUC-SP] from 2012 onwards, the research was limited to publications between 2013 and 2021.

Due to the objective of answering the questions of systematic mapping, questions were raised about the nature of academic production that addresses the topic of the return and/or feedback process of educators participating in the FTSP in the São Paulo state network.

The questions evolved into the set of questions that guided the research and are grouped in Table 1, which also shows what type of response is possible depending on the question.

Number of the question	Questions	Possible answer type
Q01	Are there academic publications on the performance management of school teams participating in the SEDUC-SP FTSP?	Binary: yes or no
Q02	Are there academic publications on the performance assessment of school teams participating in the SEDUC-SP FTSP?	Binary: yes or no
Q03	Are there academic publications on the 360° assessment of school teams participating in the SEDUC-SP FTSP?	Binary: yes or no
Q04	Do academic publications include the return and/or feedback process in performance assessments and/or 360° assessments?	Binary: yes or no
Q05	In which year(s) was(were) published?	Data

Table 1. Number of the question, questions, and types of possible answers used to guide the study in this systematic mapping.

Source: Original research data.

Secondary studies compile results referring to a common topic and require detailed planning to identify articles that meet the intended topic; one of the critical points of this process is the elaboration of the search string. Tools such as the search string, search fields, and recommendations for writing titles, abstracts, and keywords optimize the selection and analysis of secondary studies (Napoleão, 2009).

The "strings" used for the automatic search in the aforementioned databases are listed in Table 2. The "strings" were considered because they are directly related to terms used in the official material made available to professionals participating in the FTSP by SEDUC- SP (São Paulo, 2021) and are frequently used.

Search string
Full-time School Program
Performance assessment
360° assessment
Performance Management
Management model
Excellence in management
IIEP
Returns
"Feedback"
Educational management
Teaching assessment
Professional development

Table 2. List of "strings" used for automatic search research in the Google Scholar and Scielo databases.

Source: Original research data.

We decided to use isolated "strings" in search engines since the initial results with logical operators did not return satisfactory results.

Thus, the returns from searches with the strings were entered in a Microsoft Excel spreadsheet, in the following format: text title, date, first author. All characters were in lowercase, separated by commas. After using all strings in search engines, the spreadsheet was organized alphabetically and duplicates were eliminated.

All abstracts of the selected studies were read and the necessary information was extracted to complete the database.

The first moment of decision is the date criterion, identified as Inclusion Criteria 1 [CI1], the time frame of this MS is studies published between 2013 and 2021; therefore, at this moment the inclusion decision was made, if the study was published in the mentioned period, or the decision to exclude, if the study was before 2013 or after 2021.

With the validation of the date criterion, the text was cataloged in the database following the insertion of information from the fields

listed in Table 3. The titles of the database columns are listed in Table 3, transposed vertically, in order of appearance.

Database organization
Text number
Font
Text type
Title
Year of publication
Keyword 01
Keyword 02
Keyword 03
Main author
Coauthor 01
Coauthor 02
Coauthor 03
Coauthor 04
Does the Abstract present any CI2 descriptor?
What inclusion descriptor?
What inclusion descriptor?
What inclusion descriptor?
What inclusion descriptor?
Number of descriptors found in the abstract
Is it a CI3 primary study?
Is it derived from research in references from another text?
Text number used in the reference search
Did it derive text related to the research objective?
Number of texts derived from references
Reference number of derived texts in the database
Was CE 1 detect?
Does it meet the inclusion criteria?
Which dimension?
Does it meet CI4? [1]
Does it meet CE2? [1]
Contributions to the state of the art [1]
Observations [1]

Table 3. List of columns in the database for organizing and systematizing information.

Source: Original research data.

Note: [1] Columns used to record elements of subset W of the X∩Y intersection

The text number column was adopted to identify the entry position in the database and to facilitate referencing and organize the number of texts the database has.

The source column indicates whether the text comes from research carried out on Google Scholar or Scielo, using a data validation feature using a list of items. The nature of the study column indicates whether the text is a TCC, specialization monograph, master's dissertation, doctoral thesis, scientific article, book, or book chapter, using data validation using a list of items.

The title column records the name of the text as published. The year of publication column records the year the text was published, considering the period from 2013 to 2021, using a data validation feature using a list of items.

Three distinct columns were left to record three keywords per text, keyword 01, keyword 02 and keyword 03, respectively listed in the order as they appear in the original texts. In this column, data validation using a list of items was not applied as it would be unfeasible, given the diversity of possibilities.

The main author column was used to record the first author indicated in the texts, and the coauthors 01, 02, 03, and 04 columns, for the other authors. In case of more than five names in the text, coauthor column 04 would be recorded as *et al.*; however, no case with more than five names was found. In these columns, data validation features using a list of items were also not used.

The next column in the sequence brings the question: Does the abstract meet Inclusion Criterion 2 [CI2]? which defines the mandatory location of some descriptor in the abstract. Here the data validation feature uses a list of items with options yes, no, not applicable, and no abstract available. If so, four columns were used to record which descriptors appeared in the abstract. Table 4 presents the list of descriptors associated with the scope of the MS.

List of descriptors of inclusion criterion 2[1]
360° assessment
Performance assessment
Teacher assessment
Professional development
Returns
Excellence in management
Feedback
Performance Management
Educational Management
Management model
Not applicable
None
IIEP
FSTP

Table 4. List, in alphabetical order, of the descriptors that characterize the CI2 of the research protocol.

Source: Original research data.

Nota: [1] The list of descriptors in inclusion criterion 2 is directly associated with the FTSP universe, and is commonly used in the vocabulary of professionals working in the program, and is the official language of SEDUC-SP (São Paulo, 2021).

A column was made available to record the number of descriptors identified in the abstract. If not, the descriptor cells were filled in as not applicable. The identification of descriptors in the abstract was defined as inclusion criterion 2. If no descriptors were found in the abstract, the text was excluded from the selection.

The sequential columns recorded whether the text in question was located in the references of another article, using the list of items since it is a binary option: yes or no, what is the reference number of the text within the database, if the text derived new texts for the database, again using data validation feature using a list of items since it is a binary option: yes or no. And finally, the number of studies derived from references in the text in question.

Inclusion Criterion 3 [CI3] was defined as the need for the text to present a primary analysis, so a column was designated to record this condition, also employing a data validation feature using a list of items, with options: yes, no, and not applicable. This is another moment of decision for inclusion or

Descriptors for CE1 and CE2
Excluded - Addresses another dimension of FTSP[1]
Excluded - Study at a higher level
Excluded - Does not address FTSP
Excluded - Does not present any descriptor in the abstract
Excluded - Not a primary study
Excluded - Not focused on SEDUC-SP
Excluded - State network is not from São Paulo
Excluded - Municipal education network
Excluded - Private education network
Not applicable

Table 5. List, in alphabetical order, of descriptors for CE1 and CE2 testing. Source: Original research data.

Note: [1] When the study was classified as excluded – addresses another dimension of the FTSP, an attempt was made to identify which dimension belonging to the specific universe of the FTSP was covered. If decided to use the list of pre-determined items that professionals have already appropriated: excluded - 4 pillars of education, excluded - co-responsibility, excluded - interdimensional education, excluded - excellence in management, excluded - continued training, excluded - program implementation, excluded - pedagogical model, excluded - diverse part/training itineraries, excluded - pedagogy of presence, excluded - action plan, excluded - educational policy, excluded – adherence process of schools, excluded - life project, excluded - youth protagonism, excluded - senior protagonism, excluded – replicability, excluded – mentoring, not applicable.

exclusion, if the study had a primary nature, it would be included, otherwise it would be excluded.

The texts that fit the logic of CI2 (yes) "AND" CI3 (yes), that is, the intersection of the sets CI2 and CI3, were submitted to Exclusion Criterion 1 [CE1]. When locating the CE1 descriptors in the abstract, the text was considered excluded for the next stage of the research protocol. Table 5 presents the descriptors for CE1 and Exclusion Criterion 2 [CE2].

After rigorously developing the entire detailed research protocol, a list of studies validated in the inclusion and exclusion criteria was obtained for full reading of the documents.

The result produced by reading the texts in full was the collection of additional data and information: contributions to the state of the art of the MS object, number of times that the words: feedback and/or returns were located in the texts.

The number of times the words: return and/or "feedback" were found in each text was used as Inclusion Criterion 4 [CI4]. If, throughout the text, the mentioned words were ever found, the text was included. If they were not found once, the text was excluded.

At this point, a preventive measure was adopted, to submit the text, now read in full, again to the descriptors used in CE1; however, named within the protocol flowchart as Exclusion Criteria 2 [CE2].

The texts that fit the affirmative (yes) logic for CI4 and negative for CE2 (not applicable) were chosen as the studies of interest for the MS developed.

The initial selection of texts was made as described in Falbo (2015), with verification of the aforementioned exclusion and inclusion criteria. The selection review took place by reading the abstracts and identifying descriptors related to the research objective and also possible new exclusion criteria since the complexity of the MS task develops throughout the activity (Falbo, 2015).

Figure 1 illustrates the flowchart of the protocol defined for the acquisition and selection of documents that were used in the MS.

RESULTS AND DISCUSSION

The process began with the application of "strings" in search engines, cataloging the returns, removing duplicates, and excluding studies that did not correspond to the first decision-making filter, relating to the time window between 2013 and 2021 as reported in the previous section. Table 6 summarizes the results of the number of texts that entered the database from each search engine.

The database to analyze the MS object has seventy-two cataloged studies[1], spanned between 2013 and 2021. Table 7 presents the catalog of the type of studies in the database distributed by year of publication.

In an attempt to elucidate the questions listed in Table 1, the CI2 inclusion criterion filter for identifying descriptors was applied in the abstracts[23] of the seventy-two studies, and the following conditions presented in Table 8 were observed.

Criterion answer alternatives	Number of studies
Yes	48
No	23
No abstract available	1
Total	72

Table 8. Results after applying the CI2 inclusion criterion filter for identifying descriptors in the abstract in the database.
Source: Original research data.

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1. At the time of writing this monograph.

2. Second decision-making following the research protocol flowchart established and detailed in the Material and Method section.

3. The filter presents three predetermined options: yes, no, and no abstract available; in a list of items.
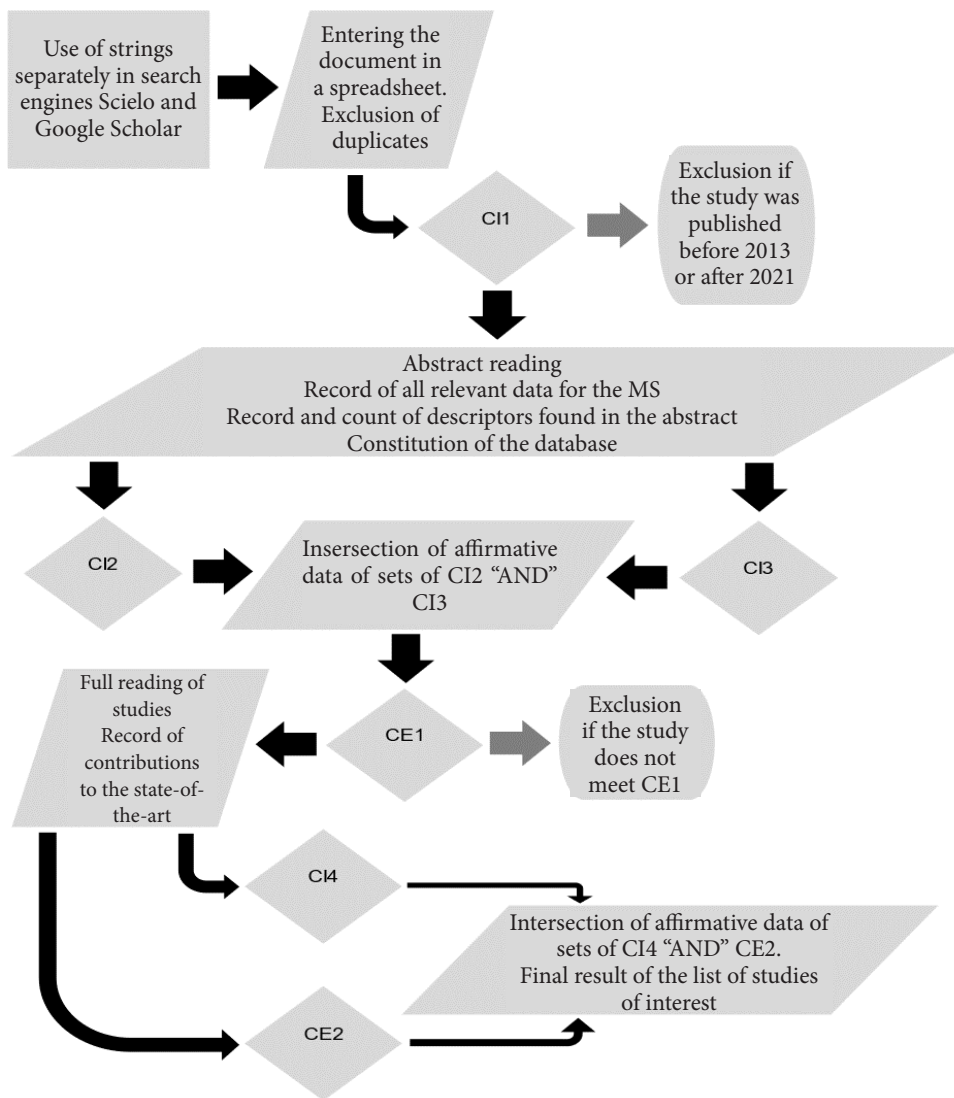
Figure 1: Flowchart of the protocol used to acquire and select documents that would make up the database in the development of systematic mapping. Source: Original research data.

Note: Rectangles indicate process, diamonds indicate decision-making, rounded polygons indicate completion and parallelograms indicate data processing.

The protocol for validating texts in studies of interest imposes the condition of another decision, the obligation to characterize a primary study.

This stage again constitutes a moment of decision, whether the text will be included or excluded from the list of studies of interest; therefore, the CI3 inclusion criterion of being a primary study was established. When applying the filter to the seventy-two texts, the following result was obtained, described in Table 9.

Criterion answer alternatives	Number of studies
Yes	66
No	5
Not applicable	1
Total	72

Table 9. Results after applying the CI3 inclusion criterion filter - mandatory to be a primary study, in the database.

Source: Original research data.

Search engine	Type of study						Total
	Scientific articles	TCC	Specialization monograph	Master's dissertation	Doctoral thesis	Book chapter	
Scielo	19			3			22
Google Scholar	26	2	1	13	7	1	50
Total by type of study	45	2	1	16	7	1	72

Table 6. Distribution by search engine of the type of studies registered in the database.
Source: Original research data.

Year of publication	Type of study						Total annual production
	Scientific articles	TCC	Specialization monograph	Master's dissertation	Doctoral thesis	Book chapter	
2013	2			2			4
2014	3			2			5
2015	3			1			4
2016	14			3	2	1	20
2017	5			3	1		9
2018	4		1	1	1		7
2019	8			3	1		12
2020	4	1		1	2		8
2021	2	1					3
Total by type of study	45	2	1	16	7	1	72

Table 7. Distribution by year of publication of the catalog of the type of studies registered in the database.
Source: Original research data.

Inclusion or exclusion criteria applied	Type of study					Total of criteria applied
	Scientific articles	TCC	Specialization monograph	Master's dissertation	Doctoral thesis	
CI2	26	2	1	12	7	48
CI3	40	2	1	16	7	66
CI2∩CI3	23	2	1	12	7	45
CE1	11	1	1	6	4	23[1]

Table 10. Results after applying filters CI2, CI3 and CE1 distributed by type of study.
Source: Original research data.

Note: [1] The book chapter was considered a doubt and included according to Falbo(2015).

The next stage of information processing was to extract the intersection between the results of applying CI2 (yes) "AND" CI3 (yes) to obtain a set of data that had been validated by the protocol. The result of the described operation was a set of 45 texts.

This set of resulting texts was subjected to the following filter, exclusion criterion CE1, as described in Table 5 of the material and methods section; and the subset obtained has 24 studies. Table 10 shows the results distributed by type of study.

Within the logic established by the research protocol, the 24 texts[4] resulting from the described combinations were read in full and the contributions of these studies to the state of the art of the MS object were synthetically recorded. During reading, filters CI4 and CE2[5] were applied as described in the material and method section.

4. See note [1] of table 10.

5. The importance of submitting the studies to CE2 emerged as the process advanced as reported by Falbo (2015), since in the full reading of the studies, it was clear that the focus was not on the FTSP and/or the relevance of the return and/or "feedback" process in school team performance management/assessments.

The final subset of studies of interest was obtained by the serial intersection of subsets arising from the systematic and rigorous application of the inclusion and exclusion criteria validated by the research protocol. Table 11 brings together the information obtained.

Inclusion or exclusion criterion applied	Type of study			Total of the criterion applied
	Scientific articles	Master's dissertation	Doctoral thesis	
CI4	3	3	3	9
CE2	3	4	3	10
CI4∩CE2	3	3	3	9

Table 11. Distribution by type of the study subset resulting from the application of CI4 and CE2. Source: Original research data.

The general perspective of the results obtained quantitatively was grouped in Table 12, numerically summarizing the effect of applying each inclusion and exclusion criteria filter of the MS protocol developed.

Sets	Filtered texts	
	Number	%
Database[(1)]	72	100
Results of interest from the CI2 filter - X	48	66.66
Results of interest from the CI3 filter - Y	66	91.66
Intersection between filters CI2 "AND" CI3 - X∩Y	45	62.5
Results of interest from CE1 - W	24	33.33
Results of interest from CI4[(2)] – K	9	37.5
Results of interest from CE2[(2)] – H	14	58.33
Final studies of interest[(3)] - K∩H	9	12.5

Table 12. Distribution of the number of results of interest from each set obtained by applying the respective inclusion and exclusion filters established by the research protocol.
Source: Original research data.
Note: [(1)] Total number of texts inserted into the database after CI1. [(2)] As CI4 and CE2 were applied to 24 texts, 24 were considered the total to calculate the percentages. [(3)] The percentage was calculated on the total texts entered in the database.

Figure 2 illustrates the process of applying the filters described in the database set.

As a requirement of CI4, during the reading of the texts, contributions to the state of the art of the MS research object were summarized. The final analysis includes the type of study, place of publication, date of publication, title, main author, and contributions to the state of the art of the systematic mapping research object. The result is presented in Table 13 below.

All work developed was guided by the desire to answer the questions listed in Table 1 (Q01 to Q05).

Q01 - ARE THERE ACADEMIC PUBLICATIONS ON THE PERFORMANCE MANAGEMENT OF SCHOOL TEAMS PARTICIPATING IN THE SEDUC-SP FTSP?

R01 – Yes. All 9 studies of interest from the K∩H subset located by the research protocol address the topic of performance management of schools participating in the SEDUC-SP FTSP. Table 11 lists all the keywords found in the studies of interest, from the set K∩H, in the database, in alphabetical order, and the number of times these keywords appeared in the texts.

Keywords found	Repetitions
360° assessment	3
Teacher Assessment	1
Teacher Working Conditions	1
School curriculum	1
Professional and organizational development	1
Full-time school	1
High school	2
Teacher Education	1
Full Education	1
Performance Management	2
Educational management	1
Process Homology	1
Working Hours	1
São Paulo Education Policy	1
Full-time school program	7
Full-time dedication service	1

Table 14. Keywords associated with studies of interest in the K∩H subset obtained by applying the research protocol.
Source: Original research data.

In particular, the protocol isolated 2 studies of interest, Santos (2017), which has the keywords FTSP, performance management, and 360° assessment, and Fodra and Nogueira (2017), which has the keywords performance management, professional and organizational development, and process homology.

In Santos (2017), efforts were focused on analyzing the performance of the principal of the school unit participating in the program and discussing possible consequences of the 360° assessment on students' academic performance. Fodra and Nogueira (2017) also present arguments from the perspective of positive results. Grund (2019) relates aspects of the discourse on valuing educators who participate in the program with FTDS and IIEP.

Q02 – ARE THERE ACADEMIC PUBLICATIONS ON THE PERFORMANCE ASSESSMENT OF SCHOOL TEAMS PARTICIPATING IN THE SEDUC-SP FTSP?

R02 – Yes. All studies of interest in the K∩H subset mention the performance assessment of school teams participating in the SEDUC-SP FTSP. As an example of a debate relevant to the object of study of the MS, Santos (2017) revealed worrying evidence regarding the purely speculative ranking confabulated by teachers, questionable decisions by the management team based on the unilateral analysis of students' performance in large-scale evaluations, and highlighted the need for returns that engages those involved.

The protocol isolated 2 studies of interest that, although they did not present the performance assessment "string" as a keyword, did display the performance assessment "string" in their abstracts: Barbosa (2019) and Ferreira (2020).

Ferreira's (2020) contributions address overcoming adversities both at the point of implementation and advancement of the program in school units and point to the co-responsibility of the community served by the school unit as a factor that demands specific considerations. These aspects were also considered by Fernandes and Baptista (2018) in the analysis of situations reported at the same points of implementation and related tribulations.

Q03 - ARE THERE ACADEMIC PUBLICATIONS ON THE 360° ASSESSMENT OF SCHOOL TEAMS PARTICIPATING IN THE SEDUC-SP FTSP?

R03 – Yes. In the K∩H subset of studies of interest, the 360° assessment keyword appears three times. As a "string" in the abstracts, 360° assessment was found five times.

Considering the object of study of this MS, the study of interest of Barbosa (2019) brings reports of experiences from educators exposed to the complete 360° assessment process. Rades (2020) even reports inappropriate and misaligned behaviors between institutional guidelines, where the 360° assessment is distorted and appears as a punitive instrument. Silva and Ramos (2020) discuss in depth the laws that governed the FTSP until the date of publication of the scientific article and the developments of the 360° assessment process, considering some ethereal conformations of the moment of calibration.

The study of interest in the theoretical foundation of what the 360° assessment process is and how to apply it is authored by Marques (2017).
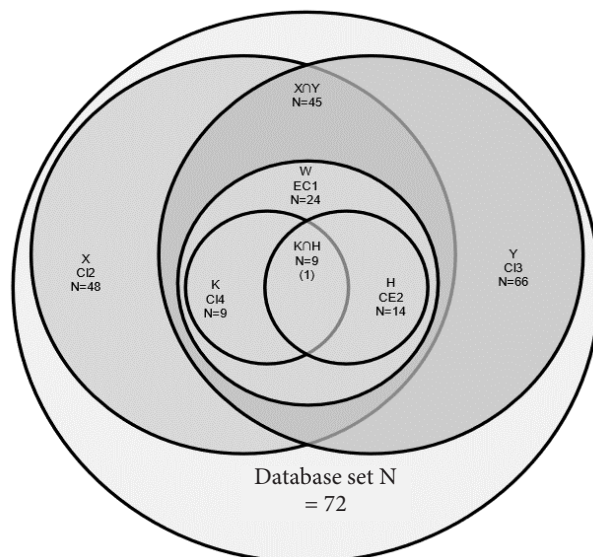
Figure 2. Subsets determined with successive applications of inclusion and exclusion criteria filters according to the research protocol.

Nota [1] Subset K∩H are the studies of interest in Table 13.

Authors	Date	Title	Type of study	Place of publication	Contributions to the state of the art
Fodra, S.M. Nogueira, M.E.C.	2017	O Modelo de Gestão de Desempenho do Programa Ensino Integral (PEI) - formação em contexto	Scientific article	Journal Hipótese Itapetininga	Possibility of significant advances in the overall quality of the school unit and the relationship with the school community
Santos, C.G.B.	2017	Análise do processo de avaliação do desempenho docente nas escolas do Programa Ensino Integral (PEI) de São José do Rio Preto	Master's dissertation	PUCSP São Paulo Professional master's degree in education	Focus on the performance of the FTSP principal. 360° assessment as a perspective for professional improvement and with implications for student performance
Marques, S.	2017	Tempo Escolar Estendido - Análise do Programa Ensino Integral (PEI) da Secretaria de Estado da Educação de São Paulo (SEE-SP) Gestão Geraldo Alckmin (2011-2017)	Doctoral thesis	PUCSP São Paulo Doctorate in Education	Conditions that resulted in the implementation and initial expansion of the FTSP in practice during Geraldo Alckmin's administration
Fernandes, R.S. Baptista, F.F.C.M.E.	2018	A Educação Integral e a Gestão Escolar - (Contra) Tempos	Scientific article	Journal Contrapontos - Eletrônica Itajaí	Speaks in accordance with SEDUC-SP materials on Returns, Calibration, IIEP
Barbosa, M.L.C.S.	2019	A Avaliação 360°: Percepções dos professores do Programa Ensino Integral	Master's dissertation	UNESP Rio Claro Institute of Biosciences	Reports of experiences from educators exposed to the complete FTSP performance assessment process
Grund, Z.C.	2019	Jornada de Trabalho Docente - Regime de Dedicação Plena e Integral (RDPI) na Rede Estadual de Ensino de São Paulo	Master's dissertation	UNESP Presidente Prudente School of Science and Technology	The implementation of the FTDS. FTSP's contributions to the appreciation of educators
Silva, A.J.; Ramos, G.P.	2020	O docente no modelo de Avaliação 360° do Programa Ensino Integral paulista: de herói a vilão	Scientific article	Journal Cadernos de Pedagogia UFSCAR São Carlos	Analysis of the laws that governed the FTSP. 360° assessment and its consequences

| Ferreira, C.R. | 2020 | O Modelo de Gestão na Ótica do Diretor de Escola do Programa Ensino Integral | Doctoral thesis | UNESP Araraquara School of Sciences and Letters | Challenges in implementing and advancing the FTSP from the perspective of school principals participating in the program |
| Rades, T.C. | 2020 | Caminhos da Formação Continuada de Professores no Programa Ensino Integral - Percursos, Possibilidades e Desafios | Doctoral thesis | PUCSP São Paulo Graduate program in Educational Psychology | Analysis of the FTSP structure, focusing on the Management Model and management instruments. Criticism regarding the fact that the results are linked to large-scale assessments. |

Table 13. Details of the results of the research protocol applied in the preparation of the proposed systematic mapping.

Source: Original research data.

Q04 - DO ACADEMIC PUBLICATIONS INCLUDE THE RETURN AND/OR FEEDBACK PROCESS IN PERFORMANCE ASSESSMENTS AND/OR 360° ASSESSMENTS?

R04 – Yes. With the results obtained from the research protocol, 3 studies of interest were obtained in total, 2 studies of interest from 2017, Santos (2017) and Fodra and Nogueira (2017), respectively a master's dissertation and a scientific article. The other is a master's dissertation by Barbosa (2019).

Santos (2017) reports and evaluates the return system and highlights some negative aspects, given its institutionalized and delicate format to be measured accurately, considering the aggregate subjectivity. Fodra and Nogueira (2017) indicate that professionals see the importance of returns but do not delve deeper into the debate.

Barbosa (2019) adds a speech about the influence of New Public Management [NGP] wrapped in a discourse of collaboration with teacher education. Within the specific scope of this MS, Barbosa (2019) was the study of interest with the greatest contributions to the state of the art of the object, the main objective of this study, including the words return appearing nineteen times in the text and "feedback" twenty-three times.

Q05 – IN WHICH YEAR(S) WAS(WERE) PUBLISHED?

R05 – In the set of studies of interest in 2017, 3 texts were published, 1 scientific article, 1 master's dissertation, and 1 doctoral thesis. In 2018, only one scientific article was published. In 2019, 2 master's dissertations were published and in 2020, 2 doctoral theses and 1 scientific article were published. Table 11 presents the results of the distribution by year of the number of publications according to the type of the study.

Year of publication	Type of study			Total annual production
	Scientific article	Master's dissertation	Doctoral thesis	
2017	1	1	1	3
2018	1			1
2019		2		2
2020	1		2	3
Total by type of study	3	3	3	9

Table 15. Distribution by year of the number of publications according to the type of the study that met all inclusion and exclusion criteria.

Source: Original research data.

PUC São Paulo is the institution with the most studies of interest in the final set, 3 texts. UNESP also had 3 texts, but 1 from the Rio Claro campus, 1 from the Presidente Prudente campus, and 1 from the Araraquara campus.

The other texts were published in scientific

journals from Itajaí located in the state of Santa Catarina, Itapetininga, and São Carlos located in the state of São Paulo. All studies of interest in the final set are by different authors, with no repetition of anyone involved.

FINAL CONSIDERATIONS

In the context of the research objective of investigating how academic production includes returns and/or "feedbacks", the protocol for systematic mapping returned, quantitatively, few studies of interest, which may compromise the extrapolation of considerations; however, it also signals the need for more academic investigations on the topic.

Concerning the interference in the engagement of professionals participating in the Full-time School Program of the Department of Education of São Paulo, the results of the systematic mapping indicate that educators understand the importance of return and/or feedback after the evaluation process, including in the check and action stages of the "Plan", "Do", "Check", "Act" [PDCA] cycle. However, they recognize that this moment must be planned to produce the desired effects.

In the educators' reports, some examples contradict the ethical foundations of education assessments when conducting returns, which suggests the urgency of education for educators on the topic of being the interlocutor who makes a return and/or "feedback" after an assessment process and also in the interlocutor who receives a return and/or feedback after the process.

An obstacle detected that contributes to the delicacy involved in the process of interference in teaching work is the fact that, historically and culturally, it is carried out individually, hence the reluctance of some educators to join the process.

The desired engagement to transform the moment of return and/or feedback is linked to the feeling of belonging.

Within the premise of FTSP's co-responsibility, the socio-emotional factor of a feeling of belonging to everyday activities and mainly a community vision of the future makes it possible to articulate actions aimed at dispelling the veil of isolation of teaching work. Just as constant alignment meetings appear as opportunities to structure relevant meetings for returns and/or feedback.

Given the extent that the FTSP has taken, contributions to education from the São Paulo State network can have a positive impact if used with the required seriousness and subtleness.

A possible solution strategy that would validate and legitimize FTSP's performance assessment system in the eyes of educators participating in the program is the collaborative construction of an assessment that would absorb certain specificities of school units, giving more autonomy and positive visibility, incorporating requests of educators. As a presumed effect, engagement and acceptance of the evaluation process and consequently the dynamics of return and/or feedback could be better received.

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APPENDIX

During the full reading of the studies, some aspects of the collected academic literature became more evident, which required the insertion of an additional exclusion criterion, as in some studies the words returns and/or "feedback" were located in the text and interesting contributions on the resulting engagement of the feeling of belonging were evident, but the text did not address the FTSP context at any time, therefore it was excluded. Figure 2 exemplifies the situation described.

Figure 2. Screenshot of the database exemplifying the need to adopt an additional criterion for the final selection of studies of interest.

Source: Original research data.