Chapter 10
Evaluation of Teaching Competency-Based Performance in Middle School Education

María Elena Zepeda Hurtado
Instituto Politécnico Nacional, Mexico

ABSTRACT

The research analyzes the problem of teachers’ evaluation of Middle School Education at the Instituto Politécnico Nacional (IPN, for its acronyms in Spanish), which has been practiced using the same instrument since the assessment process started until now. From this approach, the National Education Model of high-schools, and, consequently, of the Instituto Politécnico Nacional is competency-based. There are eight competencies assigned to teachers’ development, which are included in the Comprehensive Reform of Middle School Education. The eight teaching competencies are unfolded as attributes that are displayed as performance and/or products, which make up: knowledges, skills and attitudes that are applied in the classroom in order to generate learning environments and to have students develop their own competencies to achieve the high-school degree profile. The general aim of the research is to design an evaluation instrument of middle school education at the IPN, so that students determine the teachers’ development according to the model of competencies.

INTRODUCTION: CHARACTERISTIC OF EDUCATIONAL EVALUATION

Not until the problems faced by the Middle School Education were identified in matter of quality, equity and permanence, the Comprehensive Reform of Middle School Education is foreseen (SEP, 2008a), where the identified challenges are addressed, and the levels for landing the reform are sought. In contrast to a traditional practice, there is a special interest in teaching as it promotes the development of generic, disciplinary and professional competencies in students and increases the academic performance in order to meet the degree profile.

DOI: 10.4018/978-1-5225-0457-3.ch010
In the Comprehensive Reform of Middle School Education the teachers’ role is strengthened by their own competencies: knowledges, skills and attitudes that are put into practice to generate learning environments, so that the students develop their competencies and meet the degree profile of Middle School Education. Therefore, it is demanding to know which are the limits and possibilities of the teaching professional competencies to establish the aspects that need to be fortified.

Nonetheless, from the implementation of the reform and through the competence-based approach, the instruments to evaluate the teachers’ performance of Middle School Education of the (IPN) have not been up-dated: students’, academic partners’ and authorities’ instruments. They do not evaluate the performance of the eight competencies and their related attributes. Furthermore, neither the information drawn by the current instruments on the teachers’ performance is up-dated, nor the opportunity areas are certainly identified to improve teaching quality. As a result, the proposal of this work is the design of an instrument for teachers’ evaluation.

In any activity, process or procedure, the evaluation is an important stage to establish performances, achievements, deficiencies at a certain period and context. It is focused on decision-making, changes in necessary areas or aspects and the strengthening of those aspects that generate good results.

In the administrative or management process, the evaluation is considered in the stages of: planning, organization, leadership, control and evaluation. In this regard, the evaluation points out the process weaknesses and strengths, and mainly verifies the objectives and goals are met. These administration or management stages are also applied in several education areas: local, national, international; and diverse aspects: students, teachers, curriculum, plans and study programmes, equipments, material, etc.

DEFINITION OF EVALUATION

Evaluation can be defined by the Spanish Royal Academy (2014) as assessment. (From French. évaluer). It also means to exhibit the value of an object, to estimate, to appreciate, and to calculate the value of something. As education concerns, under the IPN’s educational model, the competency-based evaluation, according to Tobón (2006), is the process by which evidence is gathered and a judgment or trial is made with pre-established criteria in order to offer a feedback that improves suitability.

Institutionally (IPN, 2004:120-121) the evaluation is considered as a process that contributes to quality improvement, offers information to express value judgments and to make decisions. It can be relied on it for an everyday reflection about teaching practices and it will help define the necessary changes and trends for accomplishing the goals and mission of this educational level at the IPN.

Narrowing, the evaluation is perceived as process to assess that a performance or evidence meet the pre-established attributes or parameters, through evidence and instruments that draw information for the decision making process.

EVALUATION FUNCTIONS: TYPES AND PURPOSES

It is considered again Tejeda’s proposal (1998) to identify the characteristics of evaluation from questioning, as observed in the Figure 1.