



PROPOSAL OF A MODEL BASED ON A TECHNOLOGICAL PLATFORM TO SUPPORT THE TEACHER PERFORMANCE EVALUATION PROCESS

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Abstract - The performance evaluation was regulated by Decree 3782 of 2007, governed by Decree Law 1278 of 2002, which defines that the secretariats are in charge of organizing and disseminating the process in their territorial entity, and providing technical assistance to evaluators and the evaluated. The annual job performance evaluation of teachers and teaching managers is a permanent process that allows verifying the professional performance of educators by identifying strengths and opportunities for improvement; for this purpose, their functional and behavioral competencies are assessed. The results of the annual job performance evaluation will be part of the institutional self-evaluation and will be used for the design of institutional improvement plans and personal and professional development plans for teachers and managers. The rectors of the educational institutions and the rural directors of the educational establishments are in charge of carrying out these evaluations of the teachers and teaching managers and the hierarchical superiors or the public servant designated by the nominator of the corresponding certified territorial entity, are in charge of carrying out the evaluation of rectors and rural directors. The need to develop a continuous, systematic, evidence-based and improvement-oriented evaluation process has generated the idea of thinking of a model based on a technological platform that allows the concerted formulation between evaluators and evaluated, of a Personal and Professional Development Plan, which supports the individual development of the competencies of teachers, coordinators, rectors and rural principals in the country. The methodology used was the Epistemic Model, Research Method: Holopraxic, Type of Research: Projective, Research Design: Field, transectional, contemporary, Data Collection Techniques and Instruments: Surveys- Questionnaires Data Analysis Technique: Quantitative Data. The socialization of the proposal of the model based on a technological platform generated many expectations about the treatment of the information as a generator of a collaborative and respectful environment that facilitates the personal and professional development of the evaluated teachers and teachers' managers.

Keywords: Model; Technological Platform; Process; performance evaluation

INTRODUCTION

The process of evaluation of teachers and school administrators is a process that allows obtaining information on the level of achievement and results of educators in the exercise of their responsibilities in the educational establishments in which they work, evaluating the functional and behavioral competencies of teachers and school administrators (Lozano Flórez, 2008). Functional competencies, which have a value of 70% of the total result of the evaluation, refer to the performance of specific responsibilities. Behavioral competencies, which constitute 30% of the evaluation, involve the attitudes, values, interests and motivations with which educators perform their duties.



The evaluation of teacher performance in the country has been the subject of debate in recent decades, as it is one of the tools that have been favored by the government to influence the quality of education. The debate about its relevance, its conception and its characteristics has become the meeting point for various actors who, in the search for the best option to characterize teacher performance and its evaluation, have made it possible to outline some lines of public policy in this regard (Montenegro, 2003). (Montenegro, 2003).

For the Ministry of National Education, performance evaluation is characterized as a process:

- Continuous: because it is carried out throughout the school year, to encourage ongoing reflection on the achievements and results of educators.
- Systematic: because it requires planning and organization to obtain reliable and representative information on educators' performance.
- Evidence-based: because it is based on concrete evidence and demonstrations that guarantee objectivity.
- Improvement-oriented: this process must culminate each year with the formulation, in agreement between evaluators and the evaluated, of a Personal and Professional Development Plan, which supports the individual development of the competencies of teachers, coordinators, rectors and rural directors in the country.

1. METHODOLOGY

Phase 1. Diagnosis of the level of performance evaluation of teachers and managers in the official educational institutions of Monteria, Department of Cordoba, Colombia.

A review was conducted on the level of management of the teacher performance evaluation process in the educational institutions of the municipality of Monteria. All the institutions comply with this legal requirement, it is carried out in each institution and the overall scores of each evaluated person are reported through a web application provided by the municipal education secretariat, Humano en Línea, the profile of the rectors has this option enabled for the process of capturing information on the results.

Phase 2. To describe the digital platforms and tools used by teachers and managers in the official educational institutions of Monteria, Department of Cordoba, Colombia.

The characteristics of the digital tools and platforms used in the educational institutions of the municipality of Monteria to support the evaluation process and those available in the market were determined. The institutions do not have a platform that allows the online capture of evidence in digital format and the evaluated do not have direct interactivity with the platform.

Phase 3. Relationship between the use of digital platforms and performance evaluation in official educational institutions in Monteria, Department of Cordoba, Colombia. The storage of evidences is done separately, which implies data redundancy, the formats and sizes of the different types of documents that can be evidences are not standardized, the most used device for the generation of images, audio and video format is the cell phone.

Phase 4. To explain the influence of the use of digital platforms in the improvement of the performance evaluation of teachers and principals in the official educational institutions of Monteria, Department of Cordoba, Colombia. The majority of teachers, school administrators and principals of the educational institutions in the municipality of Monteria have access to a cell phone, a computer or a tablet, and from their homes they have access to the internet, or from their data plans, the level of appropriation for the management of apps allows them to interact with educational applications, Most of the institutions have internet coverage problems within their physical spaces, some in rural areas do not have access or internet access is intermittent, which hinders the use of technological tools and platforms to support academic and administrative processes.



Phase 5. Design a model based on a digital platform to improve the performance evaluation of teachers and administrators in the official educational institutions of Monteria, Department of Cordoba, Colombia. Proposal of a model based on a technological platform that allows for a continuous, systematic, evidence-based process oriented to continuous improvement.

2. PROPOSED MODEL

The proposed model is guided by the protocols and documents issued by the Ministry of National Education.


Articulation of contributions, criteria and evidence articulated to the competencies.

Figure 1. Functional competencies

FUNCTIONAL COMPETENCIES					
Area	Competencies	%	Individual Contributions	Evaluation Criteria	Evidence of the Process
Academic Percentage Defined by the evaluated	Domain Curricular	Defined by the evaluated	Curricular Updating and Renovation, pertinent to the teacher's area.	Updated curricula according to their academic assignment. Articulation with reference matrices, DBA and other curricular guidelines. Participation in the development of the area plan.	Updated Curricular Curricula according to academic assignment. Updated Area Plan. Minutes of Meetings
	Planning and Organization Academic	Defined by the evaluated	Diagnostic evaluation. Analysis of the results of the diagnostic evaluation. Proposal for improvement. Classroom plans according to academic. Organization and realization of academic events assignment.	Presentation of the documents. Critical success factors are contemplated within the improvement proposal such as the social and cultural context of the students. Classroom plans show learning activities articulated with the Institution's pedagogical model.	Diagnostic Evaluation Improvement Proposal. Classroom Plans Photographic record Evaluation of the event.



FUNCTIONAL COMPETENCIES					
Area	Competencies	%	Individual Contributions	Evaluation Criteria	Evidence of the Process
	Pedagogical and didactic	Defined by the evaluated	Innovation in the use of pedagogical and didactic strategies supported by ICT Development of pedagogies that contribute to the institution's educational purpose.	Articulation of strategies articulated with the pedagogical model and with the educational purpose of the institution.	Photographic record. Results in external events. Participation in spaces of social appropriation of knowledge, among others.
	Learning Assessment	Defined by the evaluated	Use of questions articulated with the learning evaluated in the standardized tests by the Ministry of National Education. Analysis of the consolidation reports provided by the academic platform.	Timely feedback on the learning assessment process. Differentiated remedial and leveling activities.	Reports by period. Repository of articulated questions with their respective learning. Promotion and evaluation committee minutes.
Administrative Percentage Defined by the evaluated	Use of Resources	Defined by the evaluated	Adequacy of learning environments and common spaces of the institution.	Encouragement for the good use of the institution's physical infrastructure, its teaching materials and its technological park. Encouragement for the conservation of the environment.	Photographic record



FUNCTIONAL COMPETENCIES					
Area	Competencies	%	Individual Contributions	Evaluation Criteria	Evidence of the Process
		Definido por el evaluado	Process Tracking	Completely fill out the information required on the school tracking form.	Fully completed school monitoring form. Minutes of dialogue Commitment minutes Minutes of home visits
Community Percentage Defined by the evaluated	Institutional Communication	Defined by the evaluated	<i>Support for the development of pedagogical projects</i>	Demonstrates an assertive attitude towards the difficulties of diverse shortages of the Institution. Assumes a proactive attitude towards the difficulties that arise.	General report of activities carried out in accordance with the Institutional Annual Operational Plan. Photographic record Organizational chart of each activity
	Community and Environment	Defined by the evaluated	Interact with parents and/or guardians to support the integral formation of students.	Demonstrates commitment and sense of ownership for the integral formation of students.	List of calls Minutes of commitments Meeting minutes Home visit minutes

Source: Own elaboration

In this phase of the model, the evaluated person individually defines the contributions articulated to the competencies and is provided with possible evaluation criteria and possible evidence of these contributions, in the different areas to be evaluated. The model allows to grow in evaluation criteria and evidence as required by the Institution, that is, it is open.



Figura 2. Competencias comportamentales

BEHAVIORAL COMPETENCIES				
Competencies	%	Individual Contributions	Evaluation Criteria	Evidence of the Process
Leadership	Defined by the evaluated	Encourage the organized participation of the members of the educational community in the activities in charge	Demonstrates ability to convene and organize the activities in which he/she leads and/or participates. Organizes co-workers to manage the implementation of activities.	Checklist of activities carried out. Photographic record. Content published on social networks.
Communication and interpersonal relationships	Defined by the person evaluated	Interacts adequately with the members of the educational community in their daily work.	Maintains a respectful attitude towards co-workers, parents and students. Respects the word and opinions different from their own in the different spaces of interaction with members of the educational community. Addresses others with tone of voice and gestures appropriate to the respect that everyone deserves.	Report of the activities carried out with and for the educational community.
Social and institutional commitment	Defined by the evaluated	Fulfill teaching functions in accordance with institutional dynamics.	Assumes a responsible attitude towards the fulfillment of their workday. Contributes to the dynamics of institutional processes by fulfilling assigned tasks and responsibilities.	Attendance at institutional meetings and trainings. Photographic record of attendance at events where you are delegated to represent the institution.

3. FOLLOW-UP ON THE FULFILLMENT OF CONTRIBUTIONS

As the school year progresses, teachers and school managers to be evaluated must record the evidence in digital format on the platform, a process that could be done from their computers or mobile devices, this allows to establish the progress of the results in each of the competencies by the evaluator who can confirm the progress and through a traffic light system that allows to indicate: green color the compliance process is fine, orange color worrisome status red color the evaluated must immediately address and resolve the situation. The main actor of this stage is the evaluated and the evaluator participates by confirming and the platform could allow notifications via email or via SMS text messages or Whats App.

Qualification. This phase can be carried out as the evidence is reported by those evaluated, or in the final phase, the ideal is to do it continuously, this quantitative assessment in each of the competencies, allows assigning an overall score.



Improvement plans. Depending on the overall score of the evaluated, the platform suggests the need to establish an improvement plan, the platform interactively delivers reports by institution and by evaluated, and allows to establish which competencies would be below the assessment levels, which would allow to undertake improvement actions focused on groups of evaluated.

Follow-up and evaluation of improvement plans. The platform would allow for the follow-up and evaluation of improvement plans and their impact on academic results and training and improvement programs for teachers and school administrators.

CONCLUSION

The proposal of the model based on a technological platform to support the evaluation of functional and behavioral competencies of teachers and teachers' managers in the official educational institutions of the municipality of Monteria, will contribute to undertake by the Municipal Secretary of Education, improvement actions for a better performance of the work of the evaluated teachers. The platform will manage the historical evaluations by teachers, which will streamline the process of information retrieval and generation of statistical reports, graphs by year. (Domínguez & García, 2018). With the information on the platform, each institution will be able to generate information, via reports or flat files, to the entities involved in the evaluation system that require information. With the conjugation of all these services, educational institutions will be able to have their evaluation memory at the click of a button and this will contribute significantly to the implementation of improvement strategies based on consultation.

Contribution to solving the challenges defined in the Mission-Oriented Policy. Convinced that knowledge ensures the dynamics of the transformation of society towards equity and sustainability, (Ordóñez et al., 2007), the model based on a digital platform to strengthen the performance evaluation of teaching managers and teachers in the official educational institutions of Monteria, Department of Cordoba, Colombia, becomes a support to strengthen quality education at the preschool, elementary, middle and high school levels, where the future professionals and leaders of the country are formed, a better quality of education at this level of schooling is a critical success factor for higher education institutions to train professionals with better performance in their different fields of action, which help to increase productivity, i.e., greater production in a reasonable working day that allows more free time for personal and professional development of both the worker and his family. (Alcoba & Hernández, 2014) Given the growing importance of intellectual capital in companies in today's world, its management acquires particular relevance, and due to its association with the process of creation and management of knowledge, the expressions intellectual capital management or knowledge management are often used interchangeably. Therefore, it can be stated that knowledge management is the set of processes and systems that lead to increase the intellectual capital in an organization (del Socorro López et al., 2005).

Contribution to the development of the region and the country. Through the configuration of a model based on a digital platform to strengthen the performance evaluation of teaching managers and teachers in the official educational institutions of Monteria, Department of Cordoba, Colombia, seeks to support continuous evaluation throughout the school year, encourage reflection on academic results and comprehensive training, planning to generate reliable information based on evidence, which will serve as input for the concerted formulation between evaluators and the evaluated, of a personal and professional development plan, which allows the individual development of the competencies of teachers (Roys-Romero, 2016), as well as coordinators, rectors and rural directors of the country. All this is expected to be reflected in the improvement of the quality of teaching. The significant improvement of the teaching practice will allow obtaining results in the Saber 11 tests that allow access to higher education to a high percentage of students in official institutions, whose students are from low socioeconomic strata and some live in conditions of vulnerability, access to higher education and the completion of their studies would become an opportunity to improve the quality of life of countless families.



Productivity improvement. The evaluation of the work performance of teachers and school administrators is part of a national commitment to the quality of education, which should promote permanent reflection, both individually and collectively, on the possibilities for personal and professional growth of the human talent in charge of managing educational institutions and leading the teaching and learning processes in Colombian classrooms.

Improvement of the quality of life. With an environment of collaboration and respect, it facilitates the personal and professional development of the evaluated teachers and school administrators, allowing the construction of improvement plans, which result in the improvement of the teaching practice that would be reflected in the graduates of the educational institutions with a greater option of entering higher education.

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