

THE EVALUATION OF THE TEACHING FUNCTION IN THE ACTION PLANS OF THE EDUCATION INSPECTORATE OF THE COMMUNITY OF MADRID

LA EVALUACIÓN DE LA FUNCIÓN DOCENTE EN LOS PLANES DE ACTUACIÓN DE LA INSPECCIÓN EDUCATIVA DE LA COMUNIDAD DE MADRID

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Resumen

En este artículo, se analiza el papel que desempeña la Inspección Educativa en la evaluación de la función docente. Se examina, en primer lugar, la Ley Orgánica 2/2006, de 3 de mayo, de Educación, donde se constata una clara indefinición en la regulación respecto a la citada evaluación. Frente a ello, se enumeran las disposiciones normativas de la Comunidad de Madrid, en las que se atribuye esa función a los inspectores de educación. Se presenta, por último, el modelo de evaluación de la función docente que se está llevando a cabo en la Comunidad de Madrid y las futuras líneas de desarrollo.

Palabras clave: *evaluación, función docente, Plan General Plurianual de Actuación, indicadores, sistema educativo, Inspección Educativa.*

Abstract

This article analyzes the role of educational inspection in the evaluation of the teaching role. Firstly, it examines the Organic Law 2/2006, of May 3, 2006, of Education, where there is a clear lack of definition in the regulation

of the mentioned evaluation. In contrast, it lists normative provisions of the Community of Madrid, in which this role is attributed to education inspectors. Finally, it presents the method of evaluation of the teaching role that is being carried out in the Community of Madrid and the future lines of development.

Keywords: *5802.02 Organization and Management of Educational Institutions, 5803.01 Teacher Careers and Status 5803.02 Teacher Preparation.*

1. Introduction

The consideration of teachers' activities as a quality factor in educational systems is commonly recognized in numerous international studies and has been and continues to be the subject of ongoing analysis (McKinsey, 2007; López Rupérez, 2014; Valle et al., 2023). However, state regulations do not clearly specify how it is evaluated and who administratively exercises this competence. In this article, it is explained how the Educational Inspection of the Community of Madrid has legally established the evaluation of teaching practices among its functions and systematically carries it out in its actions. This is reflected in Decree 61/2019, of July 9th, and in Order 732/2021, of March 24th, which regulate the functioning of the Educational Inspection, as well as in the General Action Plan (2021-2025) and in the subsequent annual plans.

2. Vagueness in the LOE

The Organic Law 2/2006, of May 3, 2006, on Education (hereinafter LOE), includes teaching practice as a quality factor in its own preamble and throughout several articles. However, the responsibility for its evaluation, which is essential to promote this quality, is not specifically assigned to any faculty, body, or institution, but rather is diluted in a confusing and even contradictory manner.

In fact, the LOE recognizes the relevance of evaluation in article 1.ñ, considering it one of the inspiring principles of the educational system. Title III, Teachers, dedicates article 106 to the evaluation of the teaching function: it states that plans will be established for this purpose, with the participation of teachers, with public criteria, that voluntary evaluation will be encouraged and that the results will be considered in professional development. But it does not specify who is responsible for this evaluation. In other articles of

the LOE, there is talk of self-evaluation of teaching practice (article 102, Continuing Education); of the principal's participation in teacher evaluation (article 132. Competencies of the principal); or of the voluntary evaluation of the teaching function (Sixth Additional Provision of the LOE).

It is striking that Title VI, Inspection of the educational system, does not explicitly assign the evaluation of the teaching function to the corps of education inspectors, contrary to what happens with the evaluation of the management function, which is assigned to this teaching corps in article 146. Only a very indirect reference is made in article 151, Functions of the Inspectorate, when it includes the supervision of teaching practice (but not evaluation) in letter b, and then, in letter c, establishes another function of the inspectorate: to participate in the evaluation of the educational system and the elements that comprise it, which would implicitly include the evaluation of the teaching function.

The legislator's lack of precision in assigning such a crucial responsibility for the quality of the education system must be noted. The only occasion where this competence is mentioned is in the Forty-Eighth Additional Provision, Change in the functions of teaching staff, which states that teaching officials may be removed from their positions with a negative evaluation conducted by the Educational Inspection. This mention is unfortunate as it is the only one and limits the role of inspection in evaluation to punishment rather than improvement, enhancement, or providing guidance to teachers.

3. The regulatory framework for the evaluation of the teaching function in the Community of Madrid

On the other hand, the Community of Madrid included in its Decree 61/2019, of July 9, establishing the organization, structure, and operation of

the Educational Inspection, in its article 3.b among the functions of the Inspection "To supervise and evaluate the teaching practice, the directive function and collaborate in its continuous improvement".

Order 732/2021, of March 24, which developed the aforementioned Decree 61/2019, of July 9, consolidated this attribution of functions. Firstly, article 42.1.b assigns to the General Sub-Directorate of Educational Inspection, the highest management body of the Inspectorate, the function of coordinating the technical aspects of the different evaluations to be carried out on educational centers and, specifically, on the exercise of the management function and the teaching function.

Secondly, in Article 36 of the aforementioned Order 732/2021, of March 24, three areas were established: supervision, evaluation and coexistence in the school environment, with the aim of promoting specialization in the performance of the Educational Inspection. The General Action Plan specified the operation of these areas in specific teams, nine in total, four of which correspond to evaluation in general and three to the evaluation of the teaching function in different schools and centers: Team for the evaluation of the management function, Team for the evaluation of the teaching function in centers providing early childhood and primary or special education, Team for the evaluation of the teaching function in centers providing compulsory secondary education, baccalaureate or vocational training and Team for the evaluation of the teaching function in centers providing special regime teachings.

The most explicit attribution of the function of evaluating the teaching function to the Education Inspectorate is embodied in article 3 of the General Action Plan, which has four objectives: to increase efficiency in the organization and operation of educational centers, programs and services; to improve the strategic results of the centers; to strengthen the management

function and its leadership; and to evaluate teaching practice in order to improve it.

Further on, article 7 of the General Action Plan states the following: "The General Action Plan may include actions to monitor and evaluate teaching practice, with criteria that must correspond to the functions of teachers established in Article 91 of Law 2/2006, of May 3, on Education, and to the rights and duties of public employees established in Title III of Royal Legislative Decree 5/2015, of October 30, approving the revised text of the Law on the Basic Statute of the Public Employee".

4. A model for the evaluation of the teaching function

Within this regulatory framework, the Education Inspectorate of the Community of Madrid has developed in the last three years an evaluation procedure of the teaching function that has involved the entire staff of inspectors, all public schools and that has served or will be used for the assessment of more than five thousand teaching staff.

During the 2021-2022 academic year, the three specific teams for the evaluation of the teaching function, headed by their respective coordinators, drew up the evaluation protocols for the assessment of the internship phase of teachers and professors from different teaching bodies who had passed the competitive examination phase of their selection processes. In short, the aim was to systematize and unify a process that is usually assigned to the Education Inspectorate, such as the internship phase, and, at the same time, to provide evaluation tools that could be applied in general to the evaluation of the teaching function.

In the 2022-2023 academic year, 2,500 civil servants from the teaching corps were evaluated through these protocols and, in the 2023-2024 academic year, 2,700 civil servants from the teaching corps of Secondary Education, Artistic Education and Official Language Schools will be evaluated. In addition to the inspectors, other agents, such as school

principals and tutors, will participate in the evaluation procedure. For each of them, different evaluation protocols were designed, but coinciding in their structure.

Since the aim was to obtain a multipurpose tool, two areas were established in the evaluation: "Teaching-learning process" and "Other teaching functions". Within each of these, dimensions were identified, which are in turn assessed by means of indicators. The structure of the evaluation protocol for the inspector is as follows:

AREA I. TEACHING AND LEARNING PROCESS

Dimensions: Mastery of the subject matter; scheduling and planning; inclusive classroom organization and management and group coexistence; methodology; assessment of learning; evaluation of the teaching process.

AREA II. OTHER TEACHING FUNCTIONS.

Dimensions: Guidance and attention to students; attention to families; performance in collegiate bodies; functions and tasks in cycle, teaching team; participation in programs and plans; fulfillment of obligations as a teaching official.

In each of the dimensions of the protocol designed for the inspector, the competencies that the teacher must develop, the guidelines for evaluation and the possible evidence with which to assess the different indicators are described. In turn, the indicators describe what the teacher's performance should be like to be positively assessed.

Each of the indicators is evaluated dichotomously, in terms of favorable or unfavorable; to obtain an overall positive evaluation, the favorable evaluation of all the indicators must be obtained from the three evaluating agents, namely, the inspector, the director and the tutor. In case of disagreement, a joint meeting should be held to analyze the case and reach a common decision.

The assessment guides or protocols are published in the Resolution of the General Directorate of Human Resources of September 12, 2023, but the rubrics and specifications of each dimension and indicator can be consulted openly on the web page of the General Sub-Directorate of Educational Inspection.

The following is a concrete example of the Inspector's Guide, within Area I, Teaching and learning process, specifically the dimension "Inclusive classroom organization and management and group coexistence". This Guide was prepared by the three teams of education inspectors of the Community of Madrid mentioned above, with their respective coordinators at the head, and coordinated from the General Subdirectorate of Educational Inspection. In short, it is an institutional document, the result of a collaborative and collective work, the result of a shared effort for the sake of an objective, such as the improvement of the evaluation of the teaching function. It was used for the first time in the evaluation process of the internship phase of civil servants in the 2022-2023 academic year and is being used again in this academic year.

Firstly, this guide describes the specific actions expected of the professor:

The teacher manages relationships in the classroom and creates a "learning culture" environment:

- He creates an environment of respect and empathy through interaction with his students and by the relationships he fosters and cultivates among them. In this environment all students feel valued, safe and comfortable to take intellectual risks because they do not fear being humiliated or ridiculed, either by the teacher or by peers.
- He values hard work and perseverance. Conveys to his students that his expectations are high for everyone.

- Establishes routines and procedures that allow students to feel confident about what is expected of them.
- He makes the students respect the rules of behavior of the school and the classroom, and in case of conflict he intervenes and seeks resolution.
- Organizes the physical space to create the best learning situations among students and between students and teacher.

Secondly, the evaluation guide provides the inspector guidance and possible evidence, which is related in parentheses to the evaluation indicators:

- Observe the following aspects during the classroom visit: classroom rules defined and displayed in a visible place, organization of furniture and materials, arrangement of students, teacher-student, and peer interaction **(3.1, 3.2, 3.3, 3.4)**.
- Analyze in the didactic programs the existence of sections referring to classroom organization: space, time, grouping, etc. **(3.3, 3.4)**.
- Ask the teacher for observation guides, checklists, records, incident notebooks, anecdotes or any document that collects aspects of classroom coexistence with students, families, other teachers, or counselor **(3.1, 3.5)**.
- Supervise the disciplinary procedures applied by the teacher to the students and those processed by other teachers to students under his/her supervision (if any), analyzing their correspondence with the Coexistence Plan of the center **(3.1, 3.5)**

Lastly, the inspector is provided with the formulation of the indicators, accompanied by a description of the teacher's actions that would lead to a favorable evaluation:

INDICATORS	Favorable	Not favorable
3.1. Applies the rules established for classroom organization and rules of coexistence.		
<ul style="list-style-type: none"> - Maintains control of the class by creating an appropriate working atmosphere. - Students know and comply with the rules of behavior in the classroom. - The session unfolds through a sequence of various activities without any noticeable time wastage because students are familiar with routines and know what is expected of them. - Communicates instructions to students for carrying out various activities. 		
3.2. Fosters a classroom climate that allows for the good development of the teaching-learning process.		
<ul style="list-style-type: none"> - Addresses students in a respectful manner and ensures respect and courtesy among students and between students and the teacher. - Shows an open, interactive, and responsive attitude to the needs of the students. - Uses different strategies to maintain the attention of the students in the classroom. - The vocabulary and tone used are appropriate to the age and characteristics of the students. - Motivates students by expressing high expectations in relation to their achievements and recognizes their efforts through positive messages. 		
3.3. The classroom organization is adapted to the different activities and needs of the student body		

<ul style="list-style-type: none"> - Organizes the classroom with an inclusive approach to respond to the diversity of students. - It facilitates the work of students in different groupings to undertake different types of activities: individual, group, cooperative, research, etc. - The classroom structure contemplates differentiated spaces that facilitate the development of different activities. - The materials are in an accessible and organized place to facilitate their use. - Adequate use is made of the classroom conditions in terms of connectivity, lighting, acoustics, exposure of contents, students' productions, among others, to stimulate learning. 		
3.4. Encourages student participation and collaboration		
<ul style="list-style-type: none"> - The dynamics proposed in the session encourage active listening and collaboration among peers. - Proposes diverse activities that encourage the participation of all students. - During the development of the class he/she guides and reviews the students' productions. - There is a distribution of responsibilities/classroom tasks among the students. 		
3.5. Manages conflict appropriately		
<ul style="list-style-type: none"> • Manages conflict situations through different means (coexistence rules, mediation, or others) to resolve them, encouraging the student to explain his position, treating everyone equally, exercising his authority fairly. • - Effectively resolves disruptive behavior, in accordance with classroom rules and applying the coexistence plan of the center. 		

5. Proposals for the future

Having consolidated this evaluation system and the competence of the Education Inspectorate in its planning and execution, it has been

considered necessary to make proposals to improve the procedure. Therefore, over the next few years, the teams of inspectors in the field of evaluation will improve the guides by establishing, firstly, several levels of specificity for each of the indicators, on a scale of 1 to 4.

The result of all this work will allow us to have proven, standardized, and high-quality tools for evaluating the teaching function. These tools will be made available to the Department of Education, especially for the increasingly necessary voluntary assessment processes of the teaching function, mentioned in various laws and regulations but never implemented. If an education system possesses the level of quality of its teachers, it should not overlook the evaluation of these teachers and assign it to those who can best carry it out: its Educational Inspection.

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