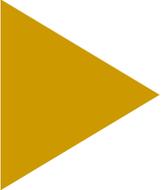




iten

Inter-American Teacher Education Network



**Third and sixth grade teachers
in Latin America and the Caribbean:
Characteristics, perceptions and relationship
with student learning achievement**



María José Ramírez (Chile) is an international consultant in education. Between 2010 and 2015, she worked as an education specialist for the World Bank, supporting countries to develop their learning assessment systems. Previously, she worked for the Ministry of Education of Chile (1998-2000 and 2005-2007), leading the Analysis and Communication team of the national assessment program (SIMCE), and implementing the international study TIMSS. Between 2000 and 2004 she was a research assistant in the TIMSS and PIRLS International Study Center, USA, where she was in charge of the analysis of questionnaires and development of educational indicators. She also was the college director of Universidad Diego Portales, Chile (2007-2010). She has published, taught, and presented on educational assessment, students's learning, and education quality in different countries. She has a PhD in Education from the Boston College, USA (2004).

▶ THE IDEA

This webinar will address the results of a study conducted by the presenter and Adriana Viteri for OREALC/UNESCO on the relationship between teacher characteristics and student learning. Policy implications will be discussed.



Research Questions

1. What kind of **pre-service training** do teachers receive?
2. Do teachers have opportunities for **professional development**?
3. Do teachers receive **teaching support** from their school leaders?
4. Is there a **classroom environment** that supports learning?
5. Is there **violence** in the schools?
6. Are teachers **satisfied with their job**?
7. Are teachers **satisfied with their salaries**?
8. What are **teachers' expectations** regarding the education level their students will reach?
9. What is the **performance level** of students from the same classrooms?
10. What do teachers think about **student assessment** in the classroom?



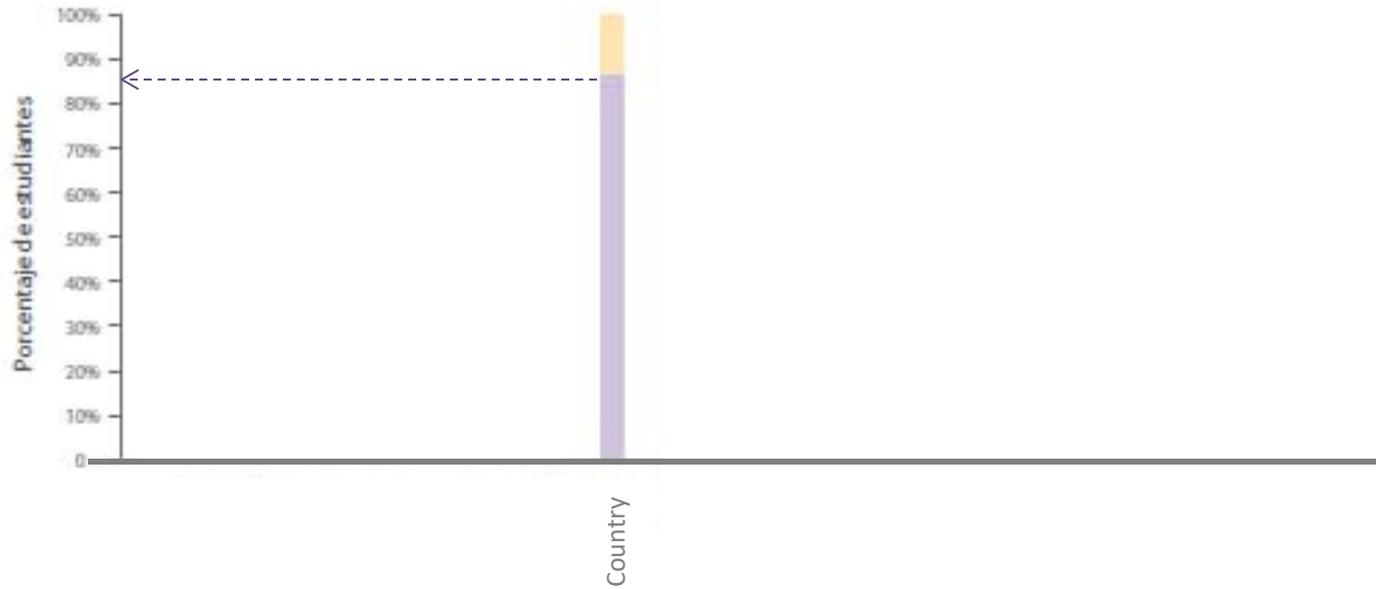
Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura



Tercer Estudio
Regional Comparativo
y Explicativo

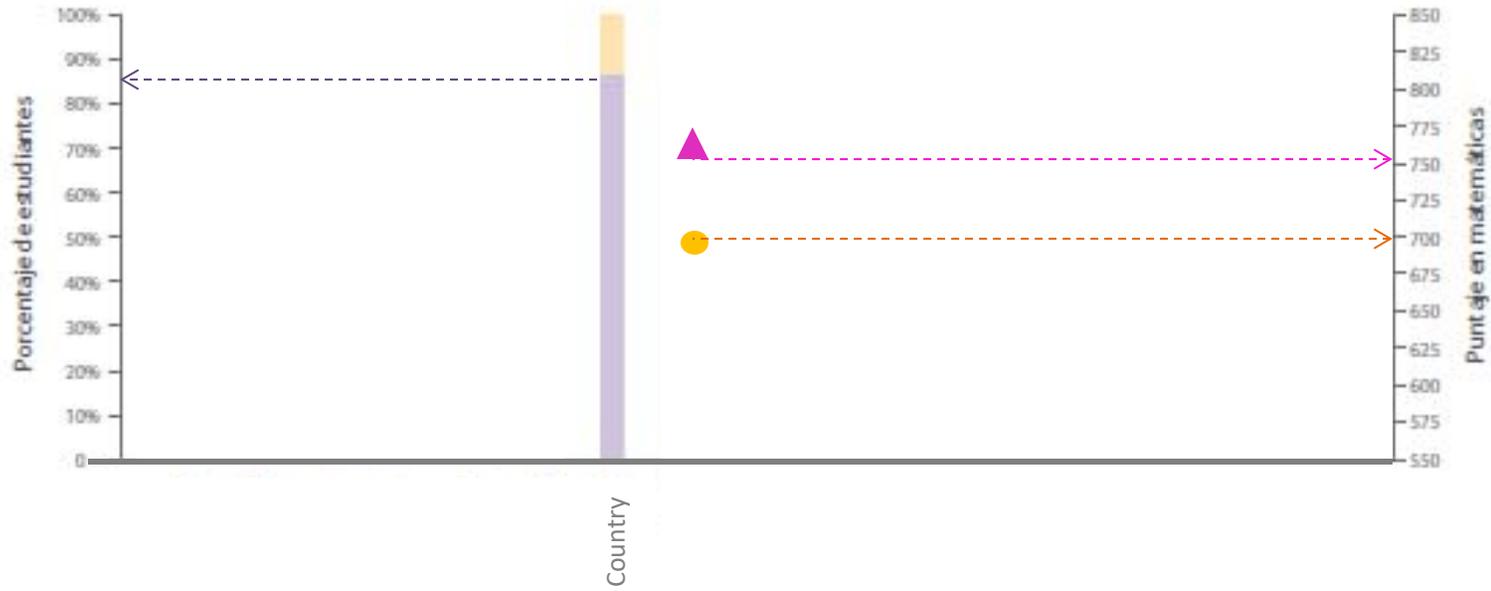
- 16 education systems: 15 countries + 1 state
- 130,000 students from grades 3 and 6
- Reading, Mathematics and Natural Sciences tests
- Background questionnaires for students, their families, teachers, and school leaders

Graphs



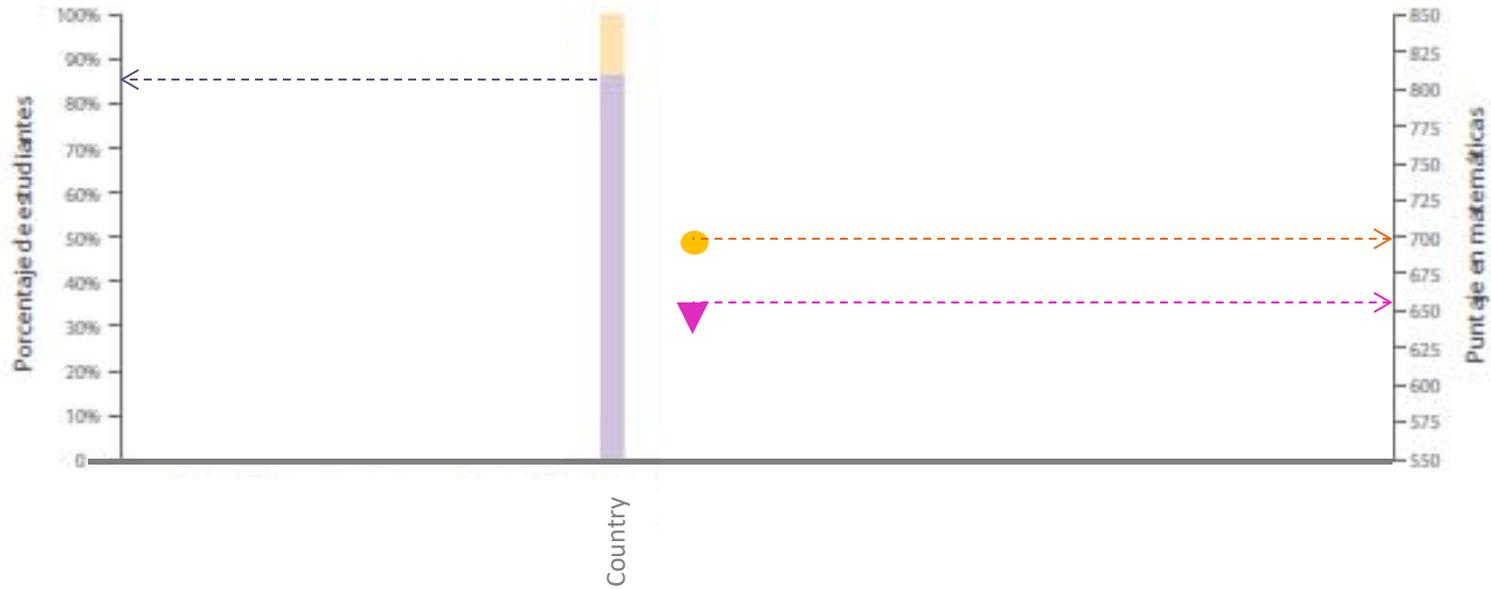
■ Porcentaje de students with a given characteristic (according to their teachers)

Graphs



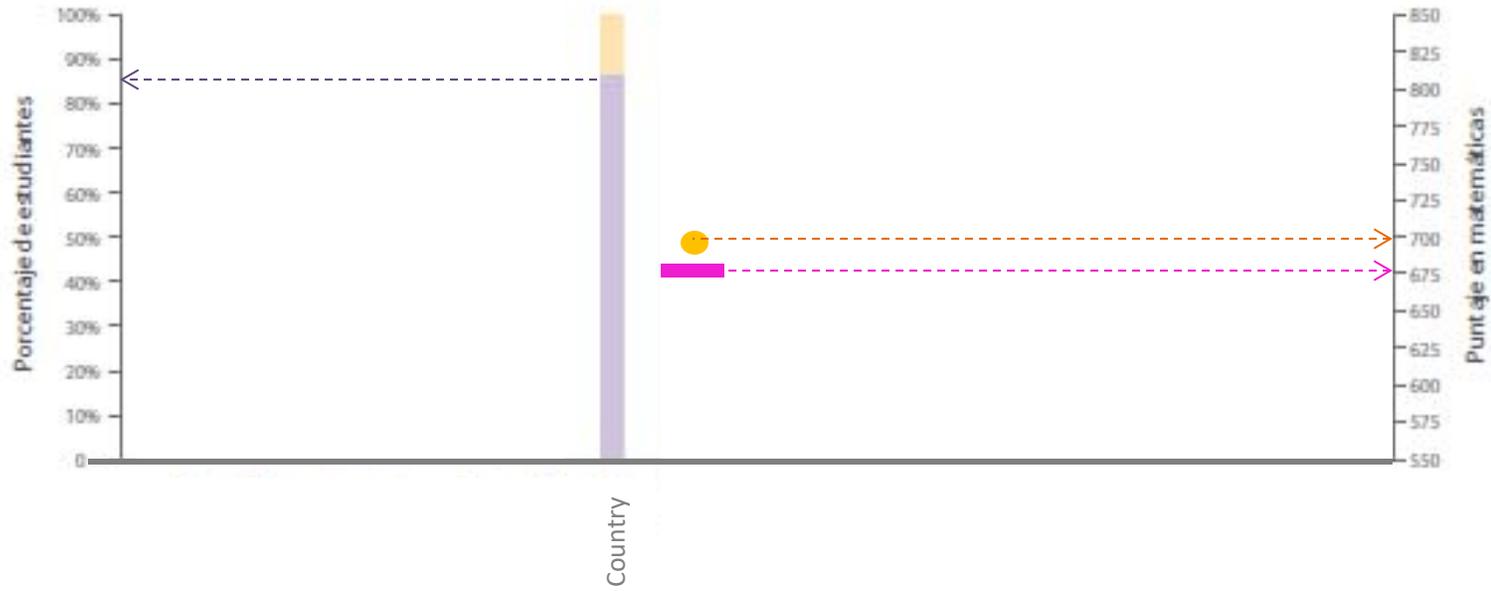
■ Porcentaje of students with a given characteristic (according to their teachers)

Graphs



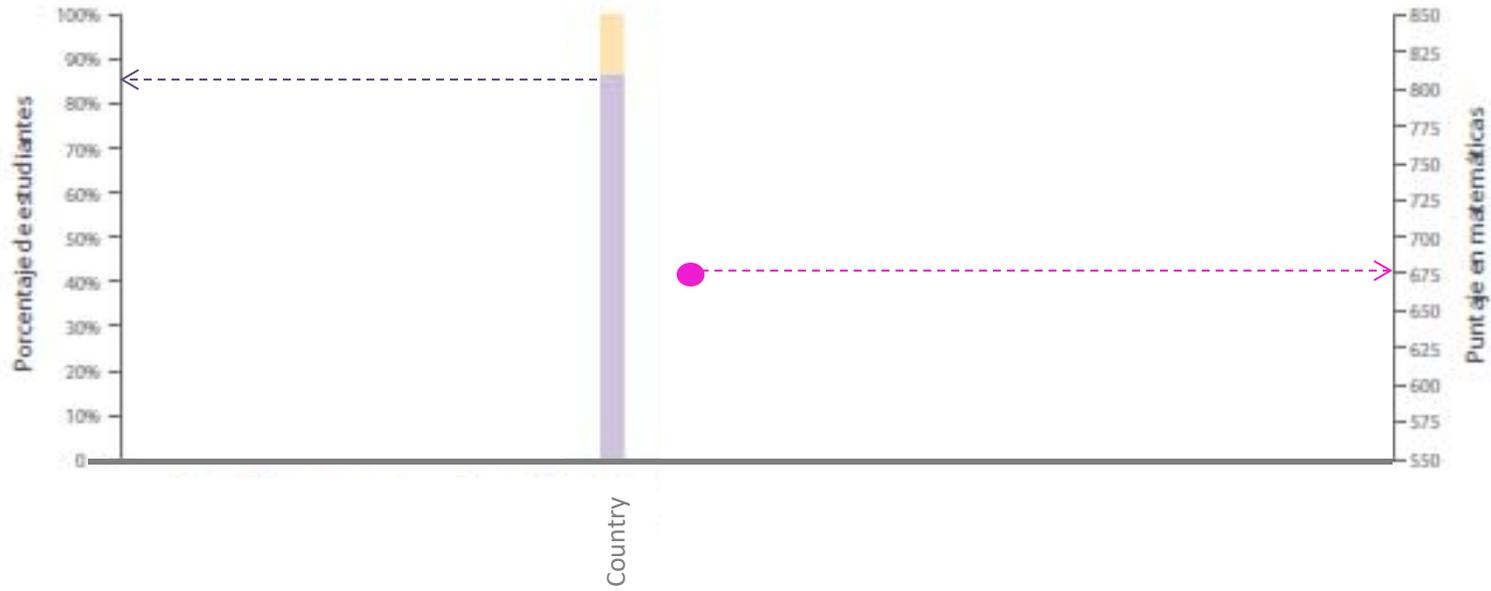
■ Porcentaje of students with a given characteristic (according to their teachers)

Graphs



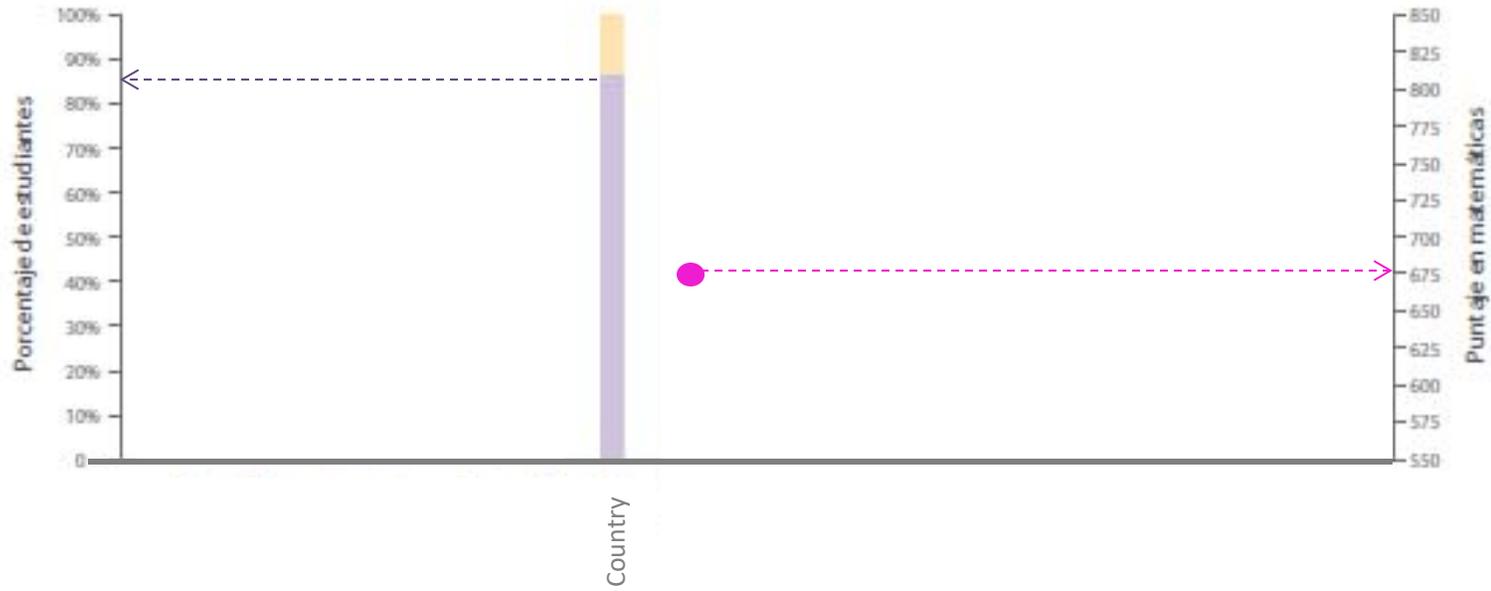
■ Porcentaje of students with a given characteristic (according to their teachers)

Graphs



■ Porcentaje of students with a given characteristic (according to their teachers)

Graphs

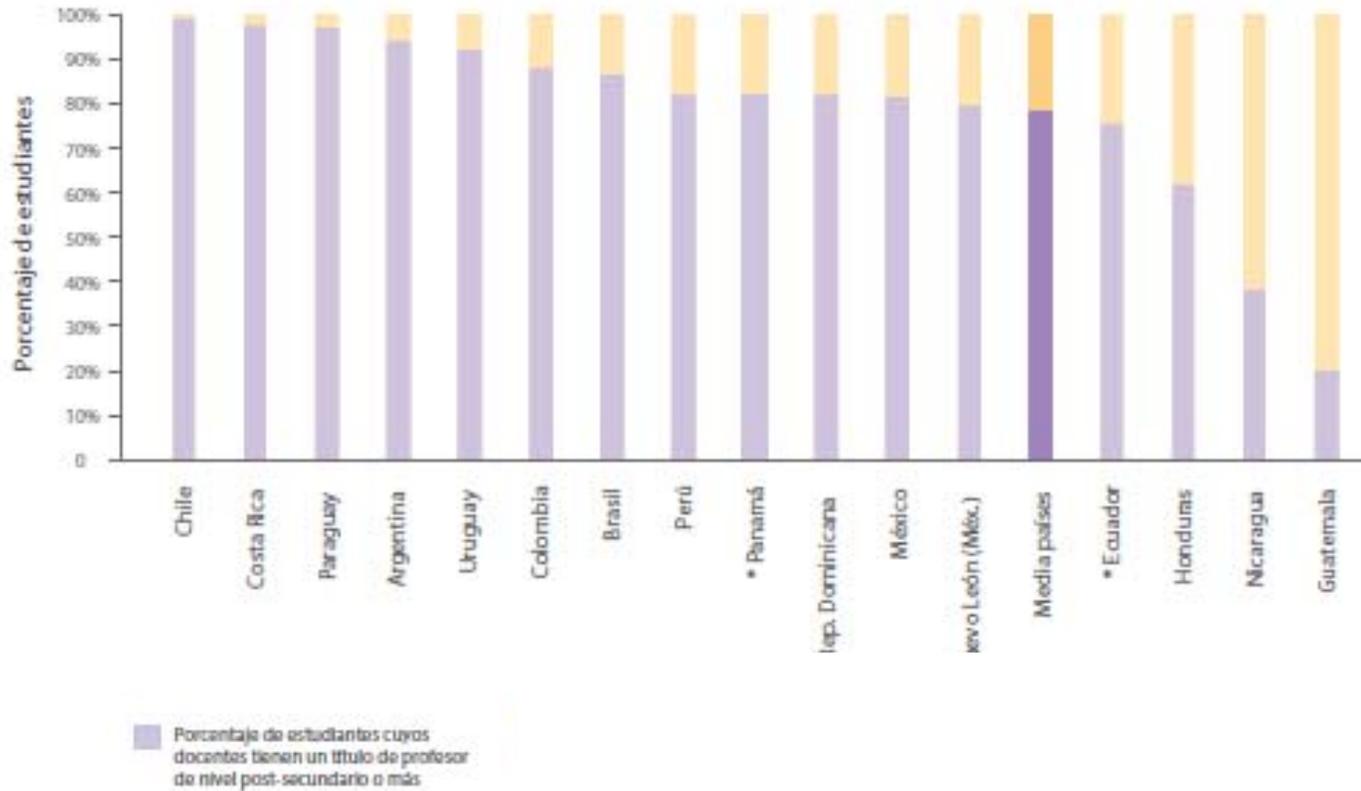


■ Porcentaje of students with a given characteristic (according to their teachers)

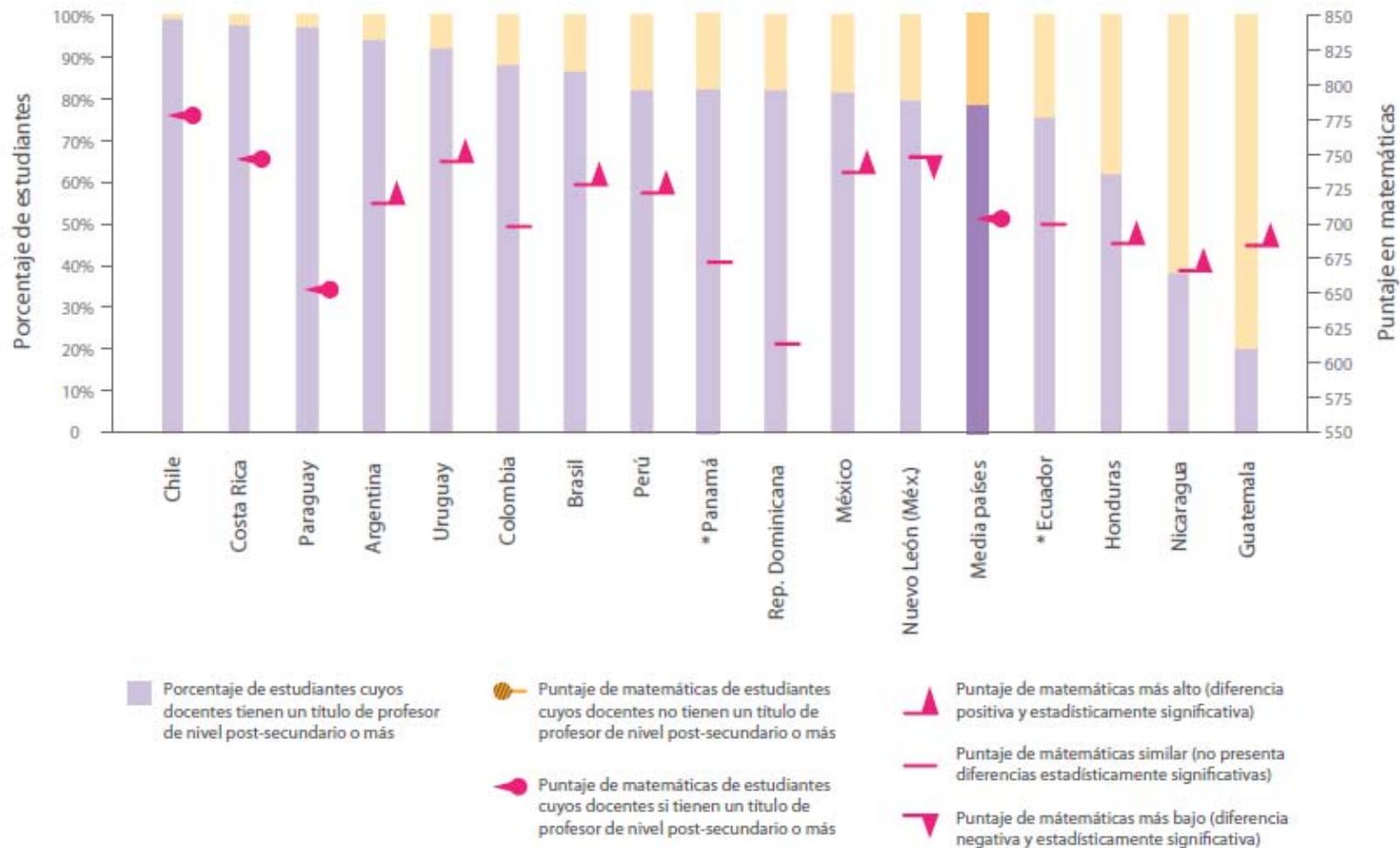
1. What kind of pre-service training do teachers have?



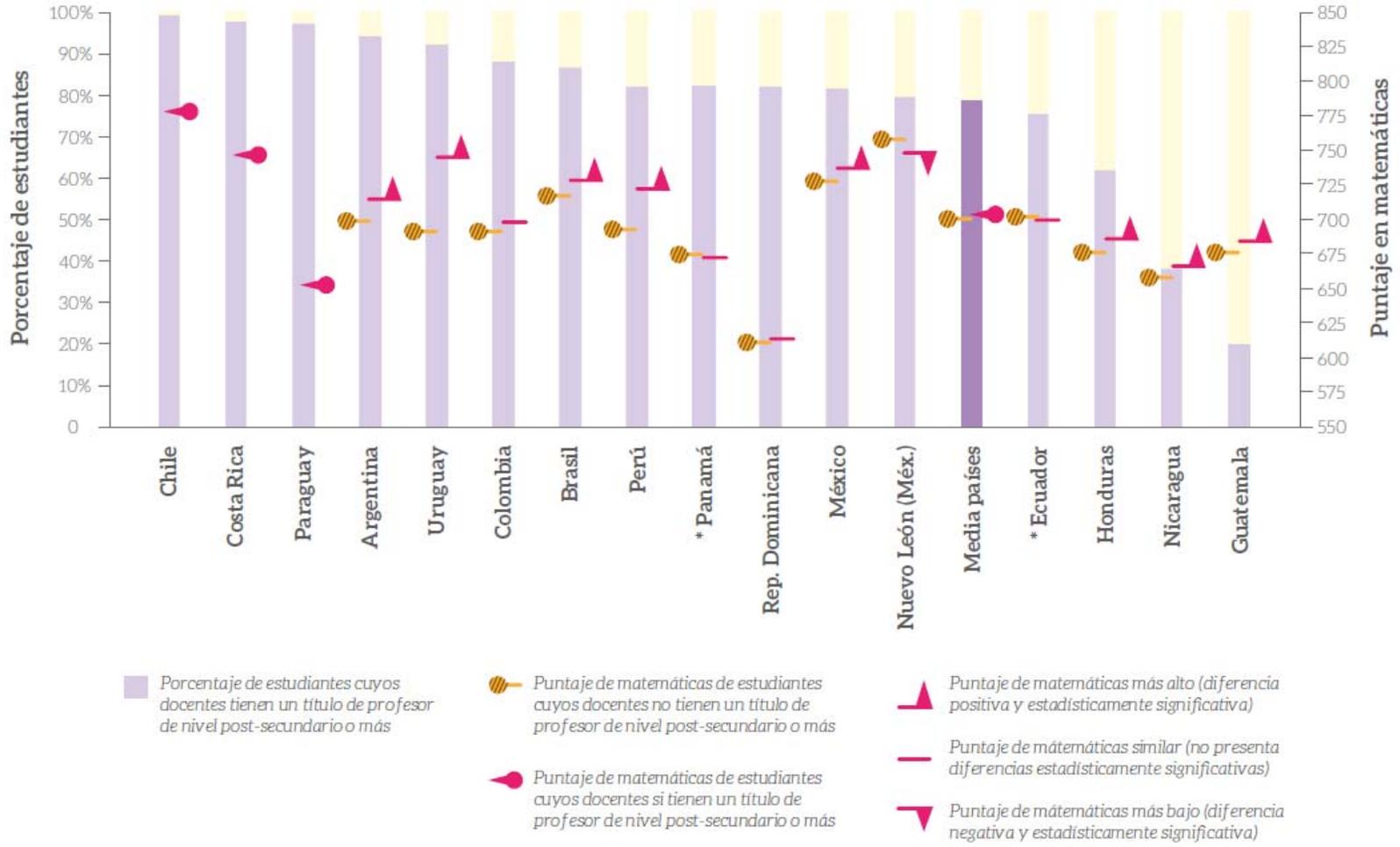
1. What kind of pre-service training do teachers have?



1. What kind of pre-service training do teachers have?



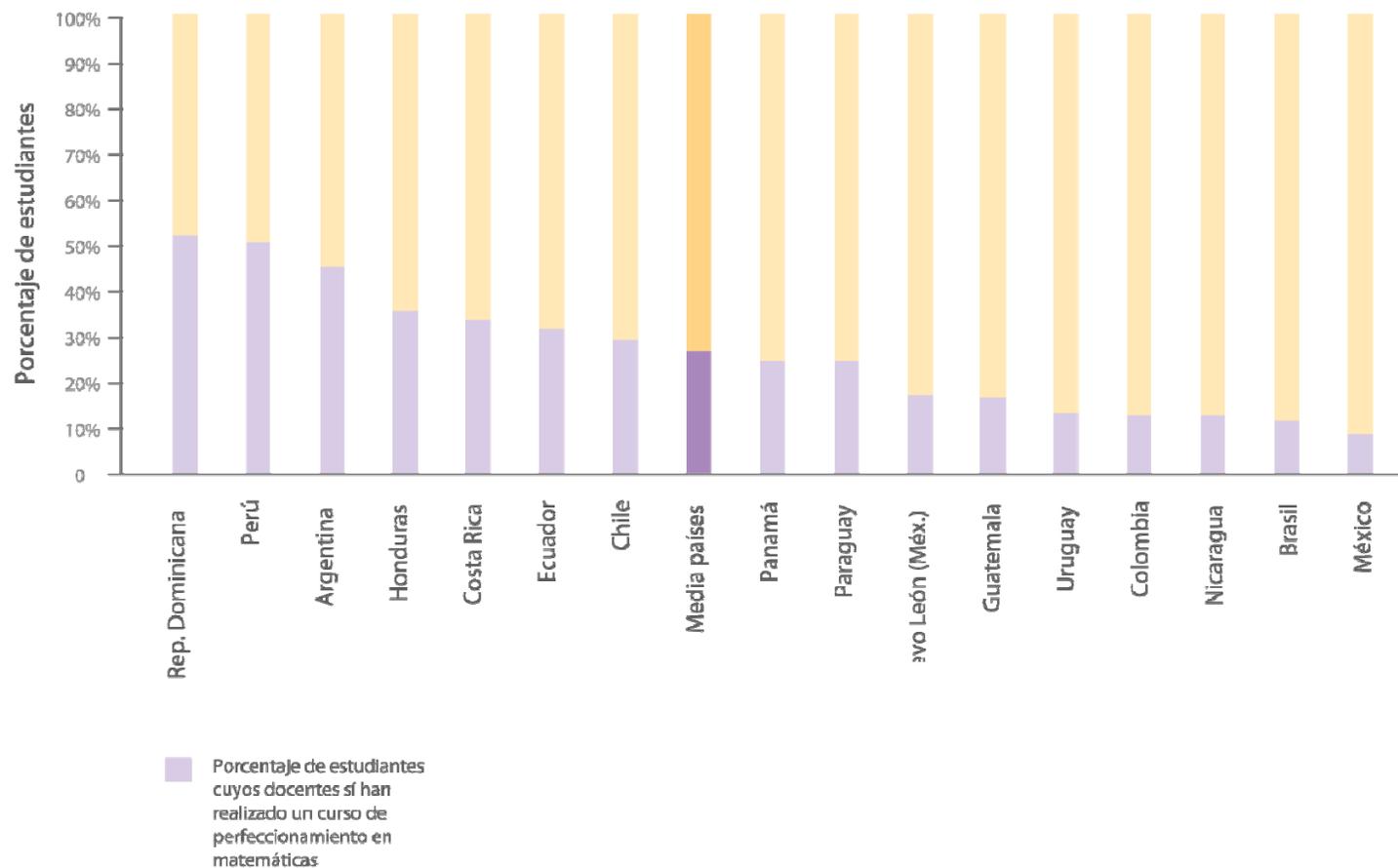
1. What kind of pre-service training do teachers have?



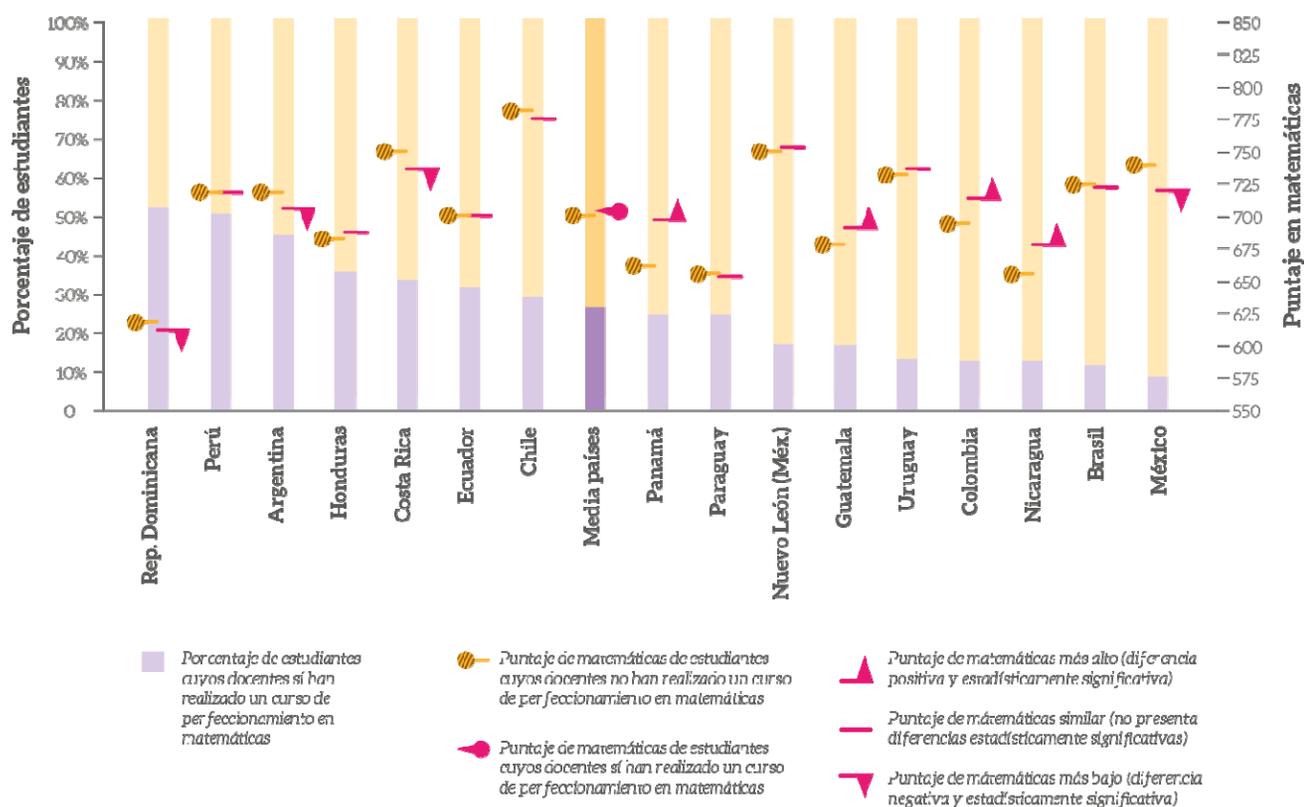
2. Do teachers have opportunities for professional development?



2. Do teachers have opportunities for professional development?



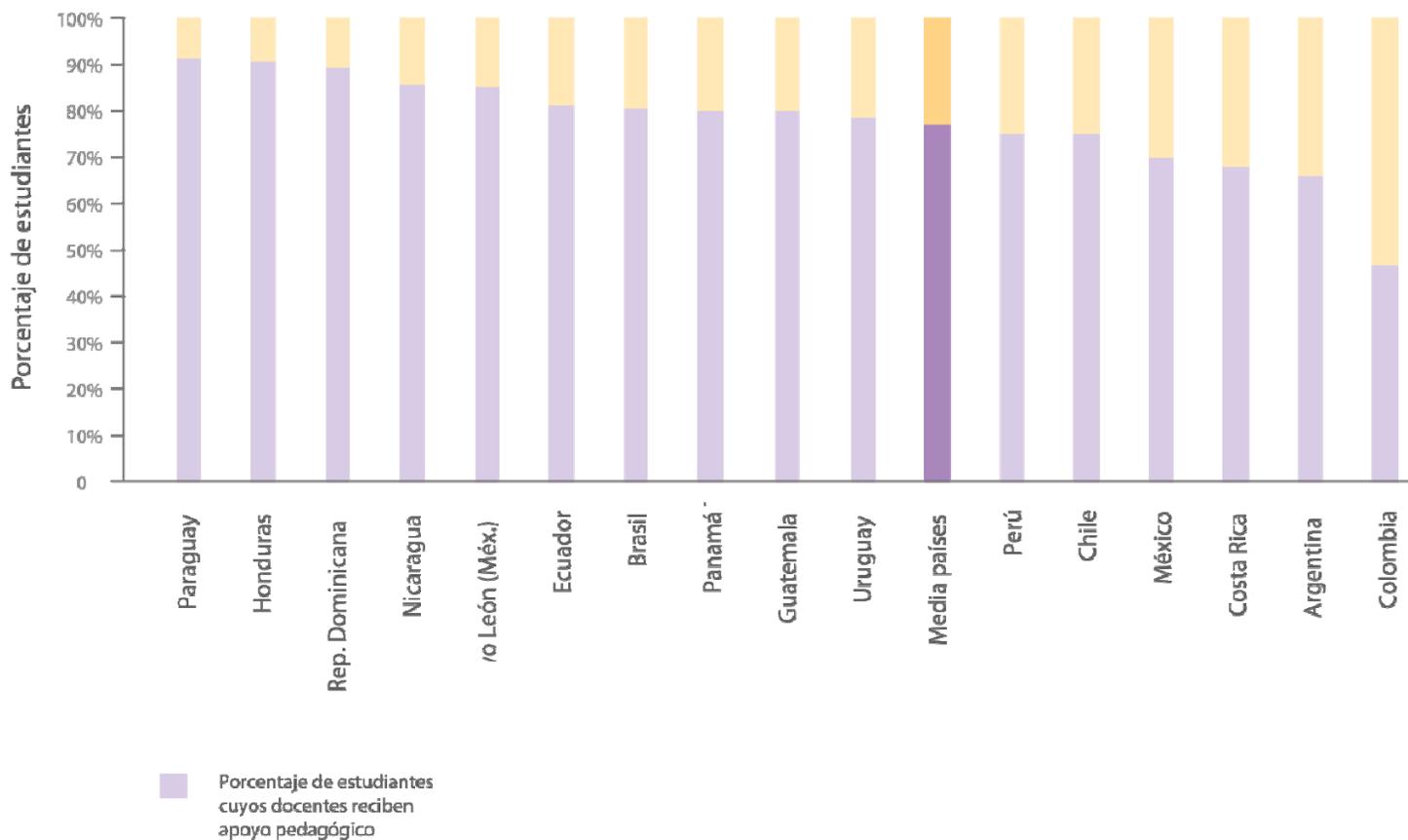
2. Do teachers have opportunities for professional development?



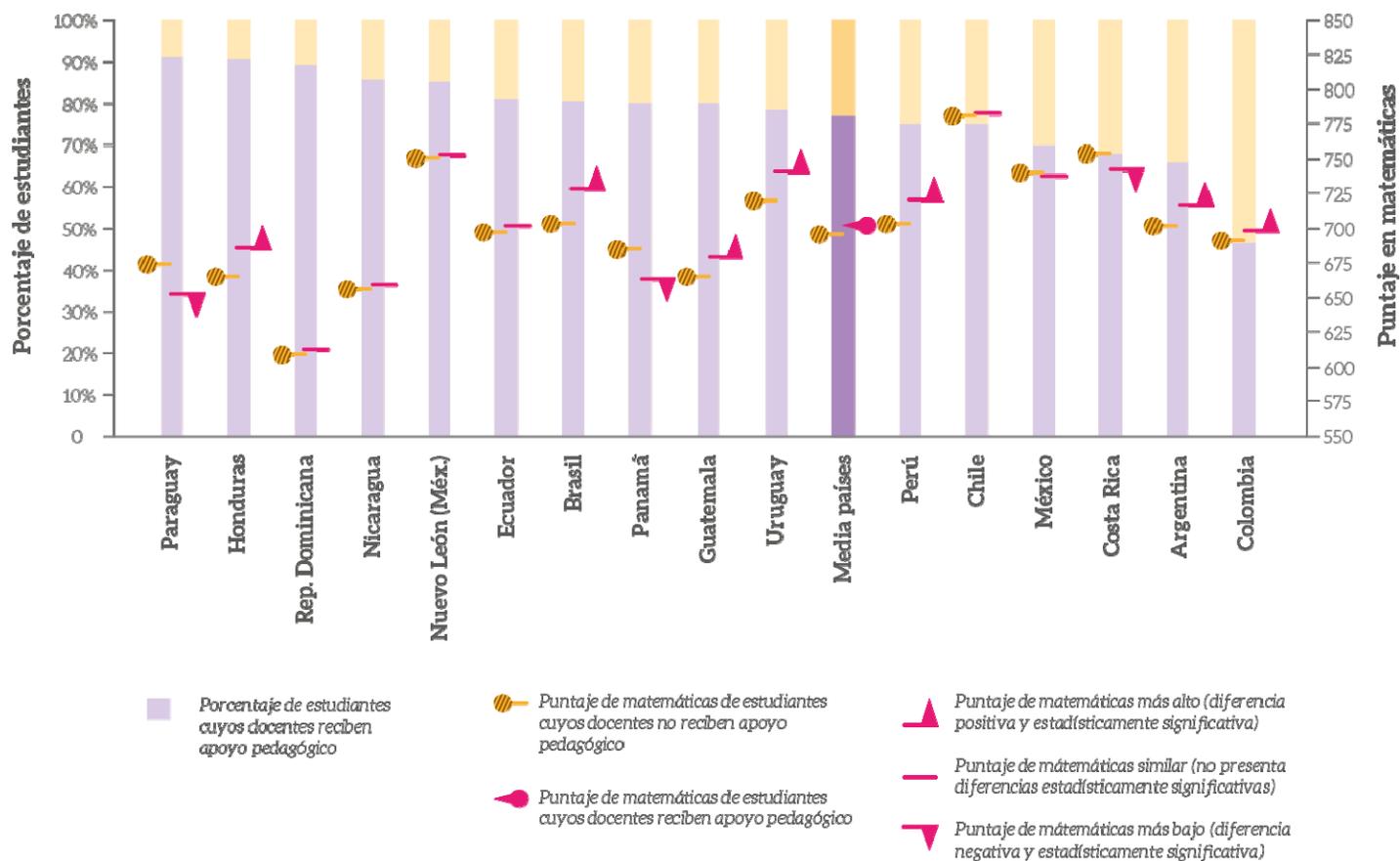
3. Do teachers receive teaching support from their school leaders?



3. Do teachers receive teaching support from their school leaders?



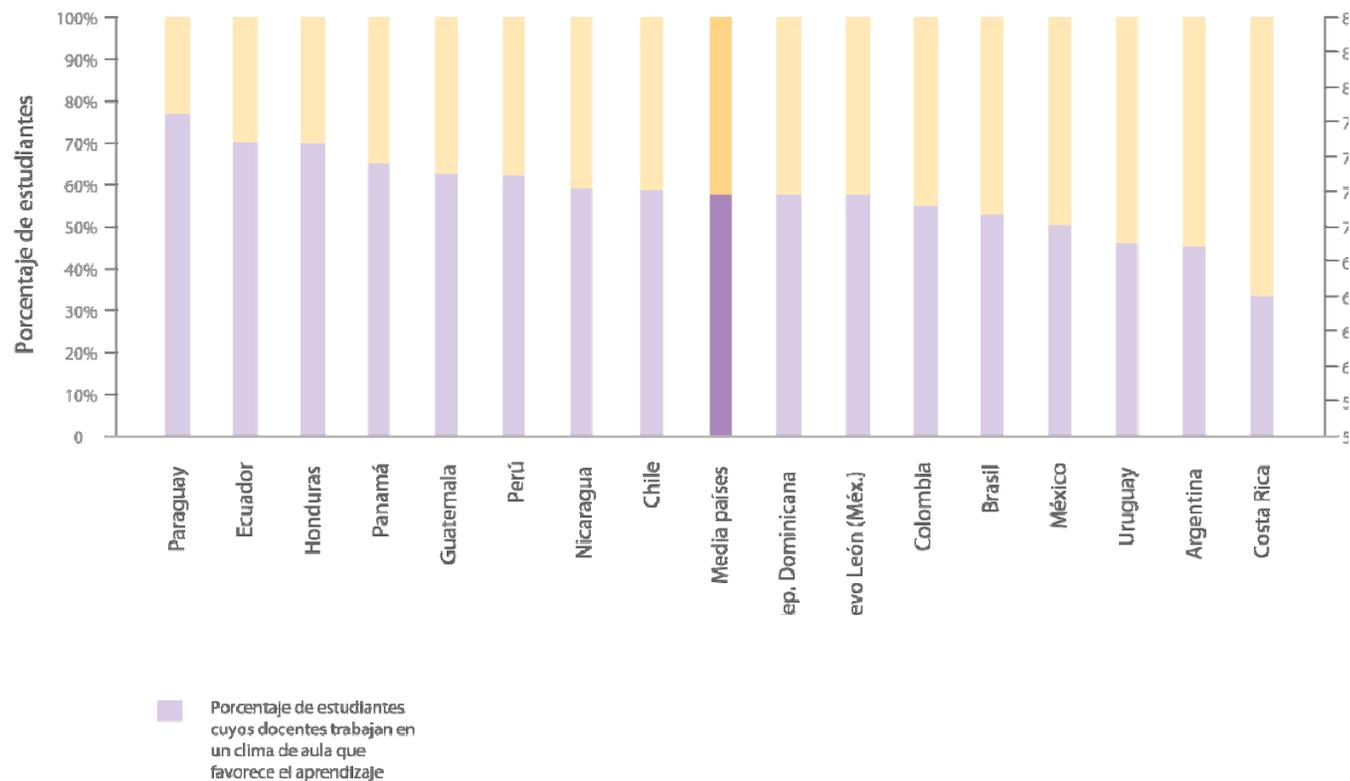
3. Do teachers receive teaching support from their school leaders?



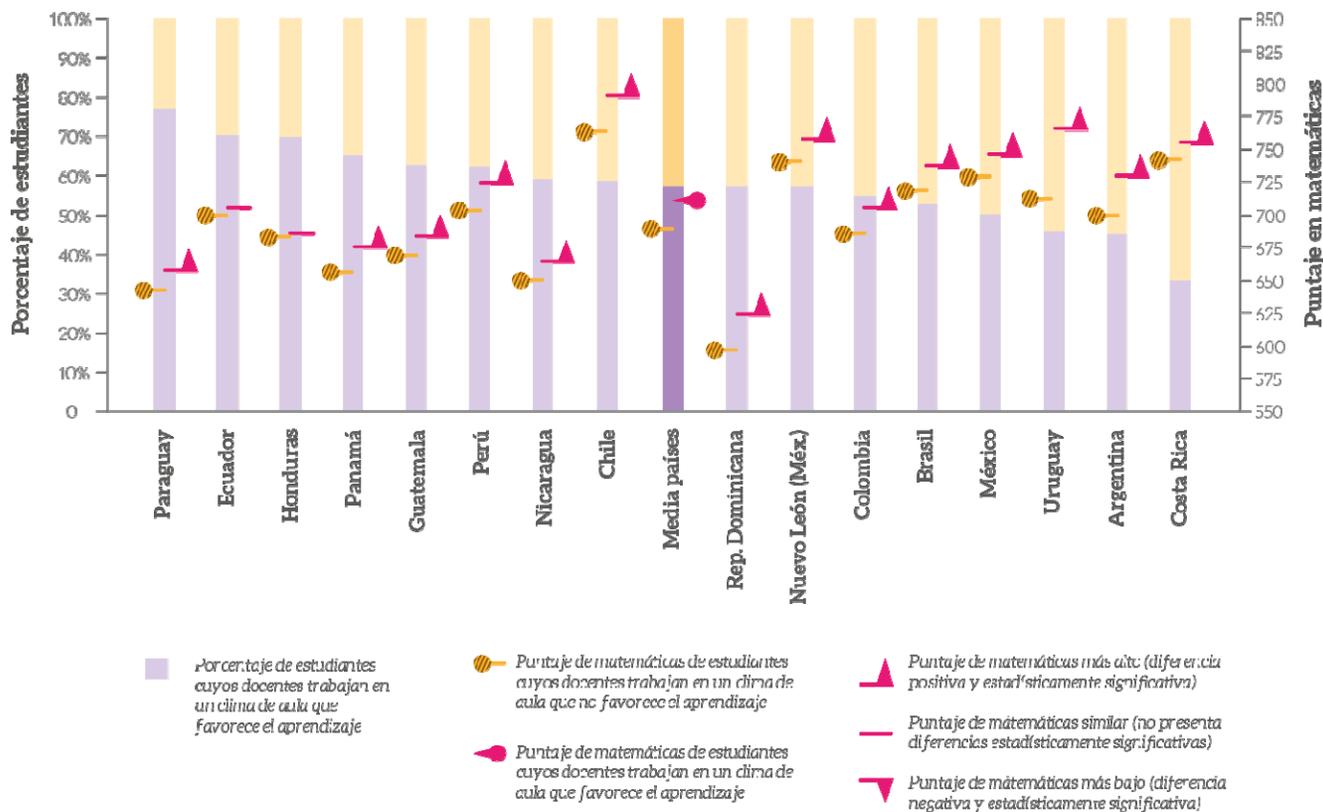
4. Is there a classroom environment that supports learning?



4. Is there a classroom environment that supports learning?



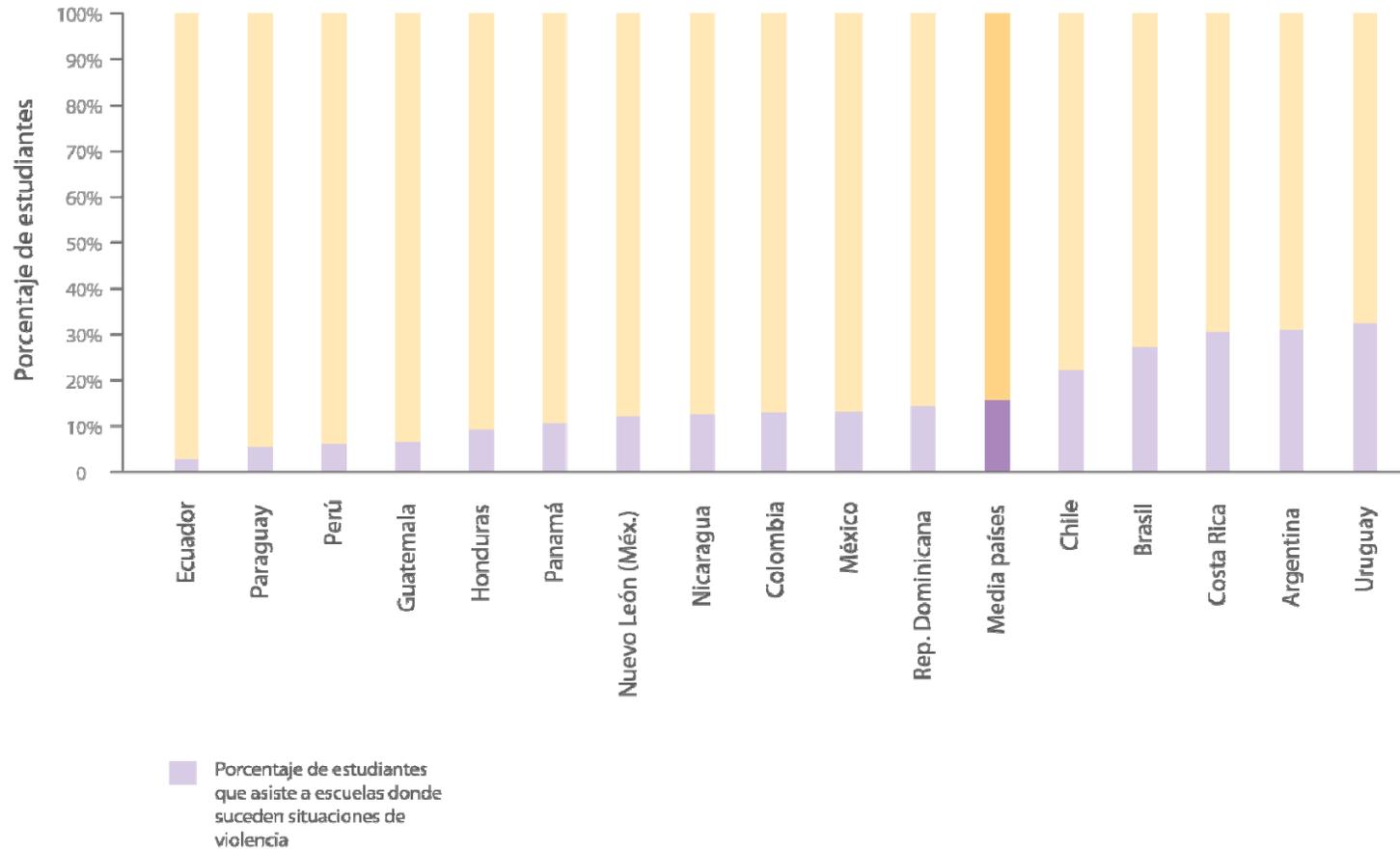
4. Is there a classroom environment that supports learning?



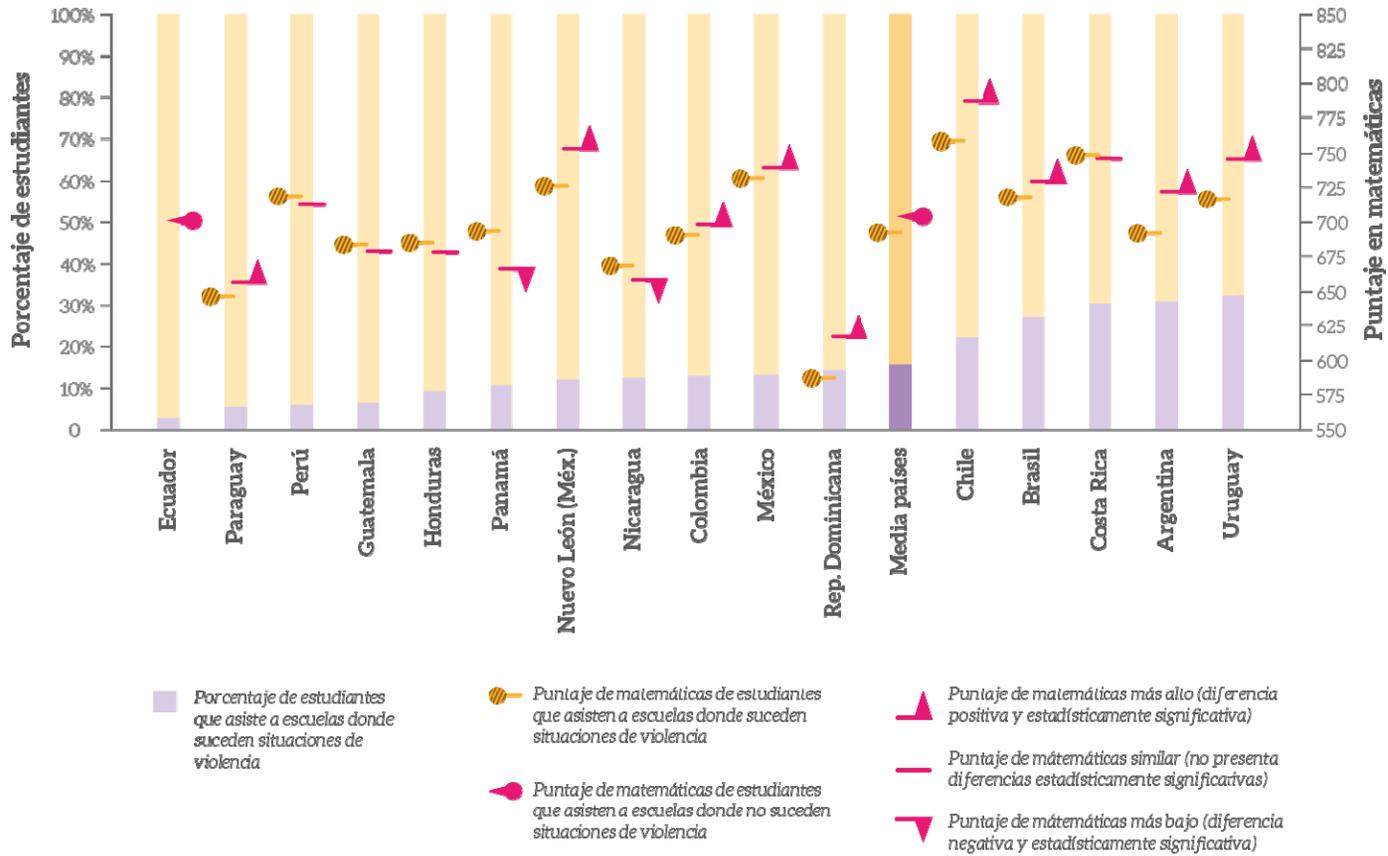
5. Is there violence in the schools?



5. Is there violence in the schools?



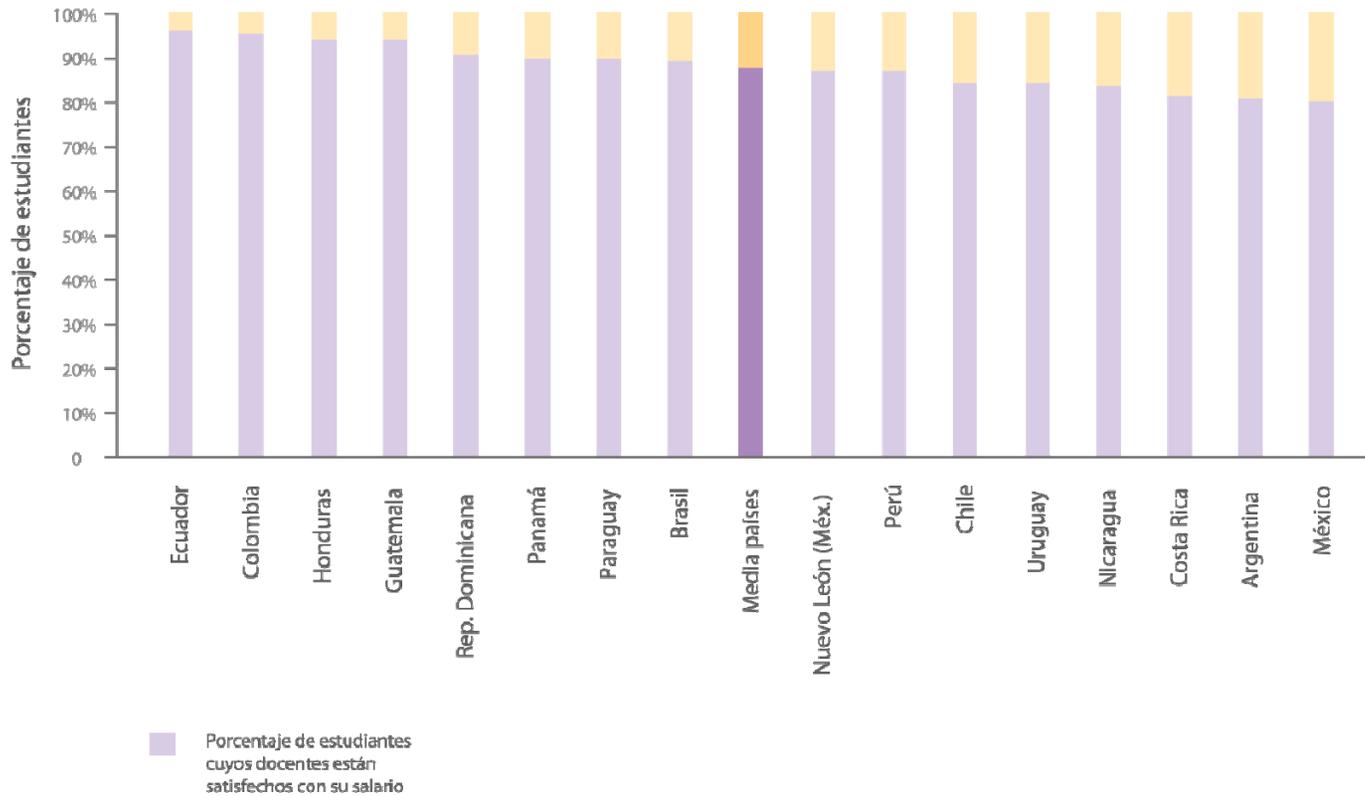
5. Is there violence in the schools?



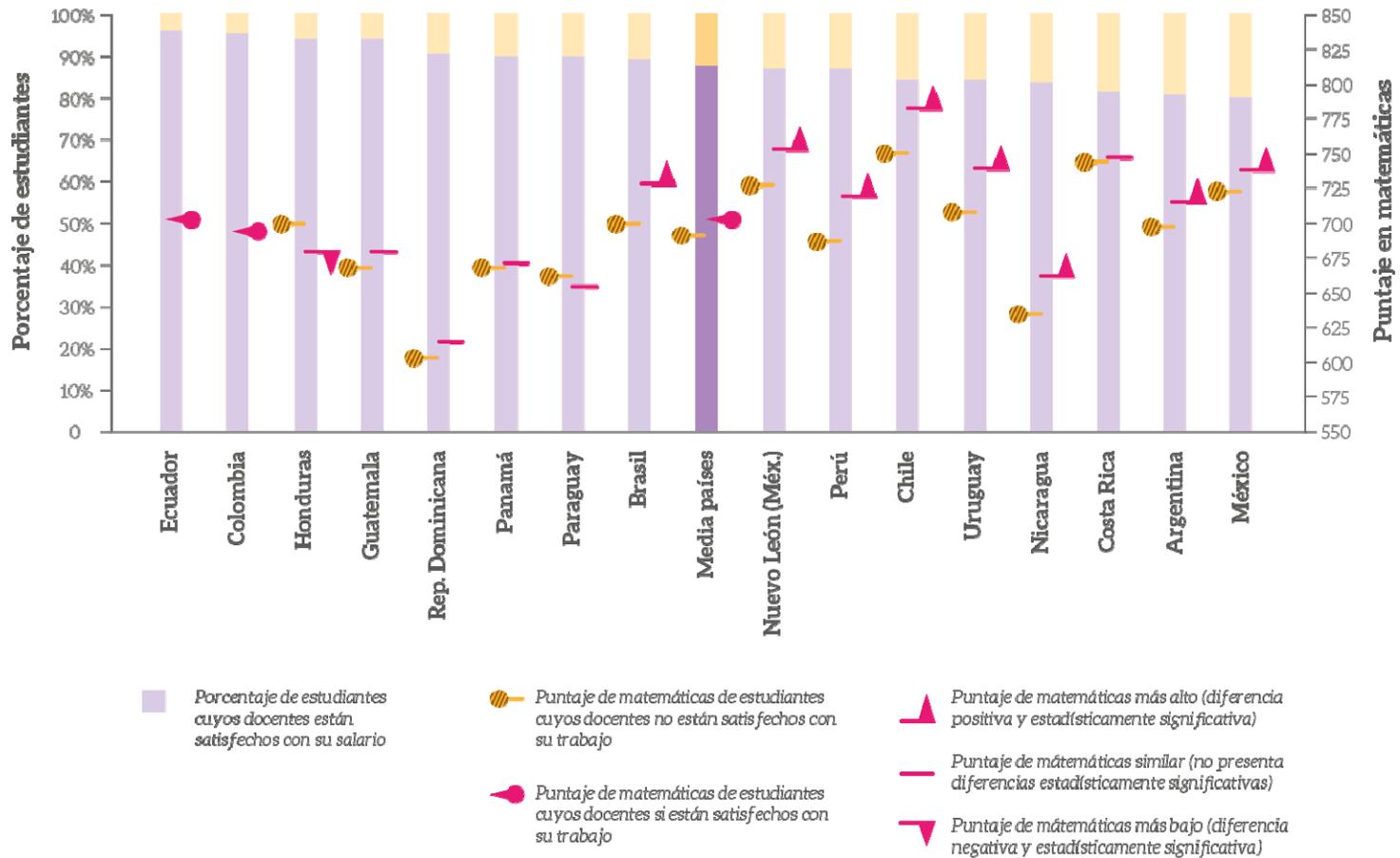
6. Are teachers satisfied with their job?



6. Are teachers satisfied with their job?



6. Are teachers satisfied with their job?

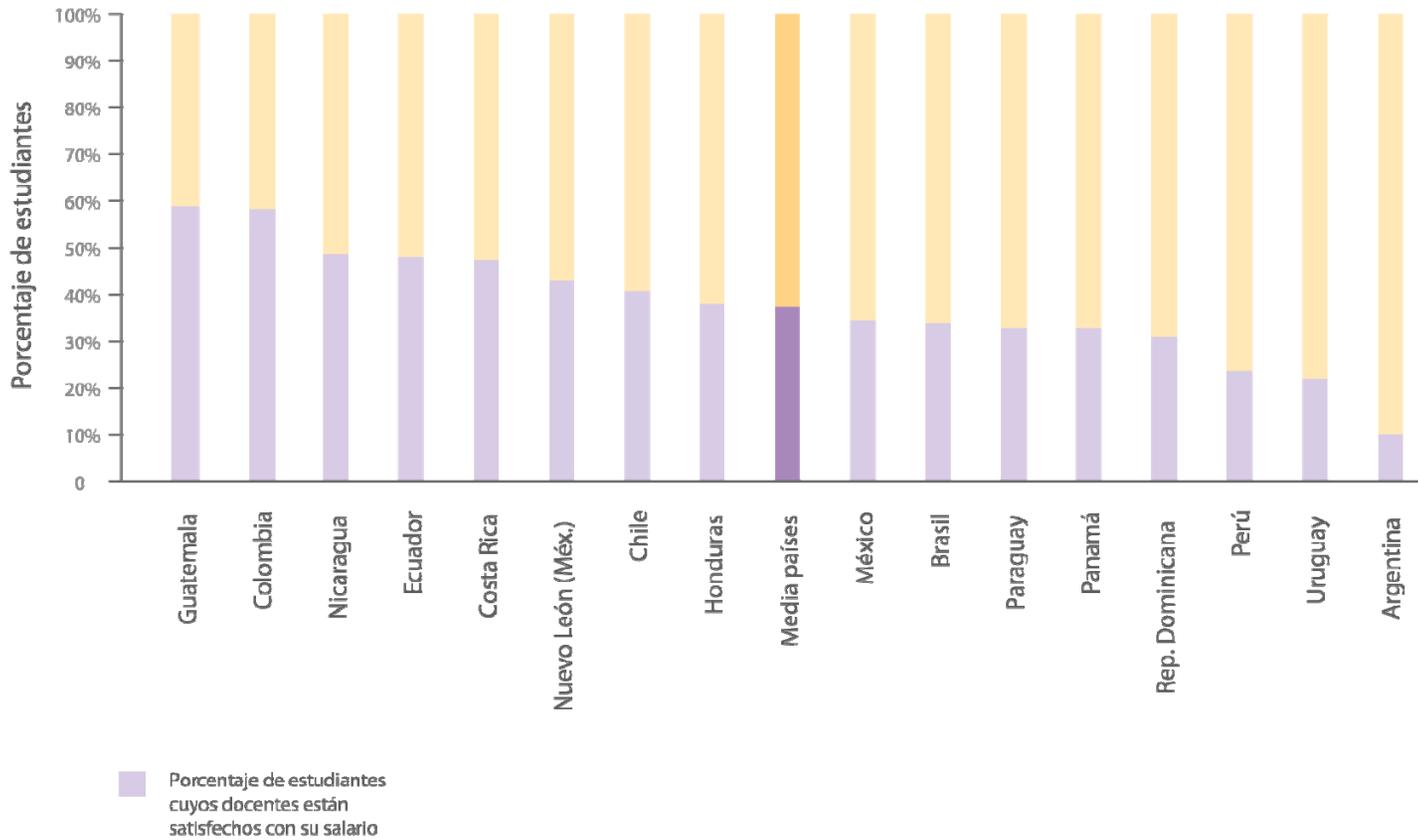


7. Are teachers satisfied with their salaries?



Translation: Fair salary for teachers!

7. Are teachers satisfied with their salaries?



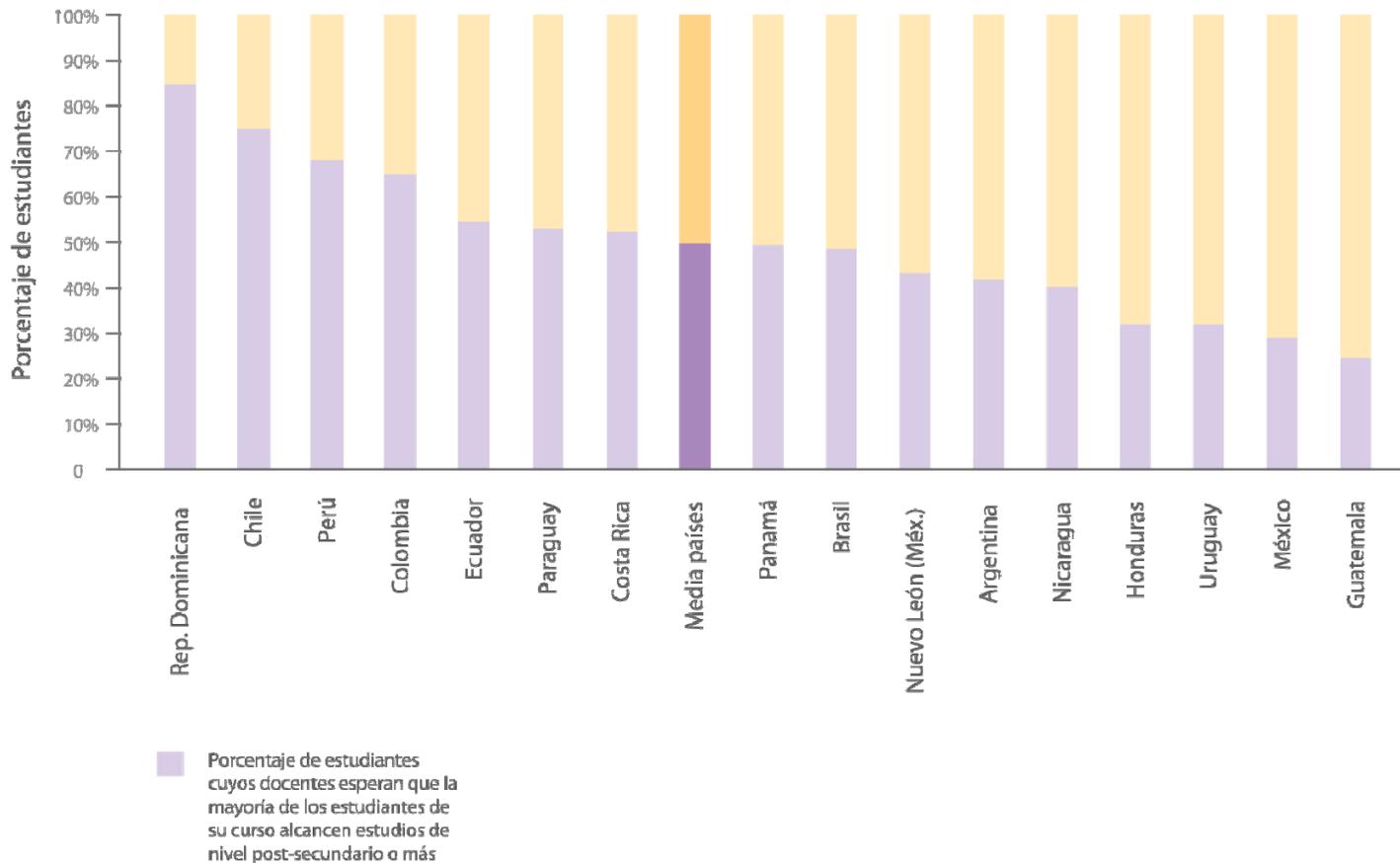
7. Are teachers satisfied with their salaries?



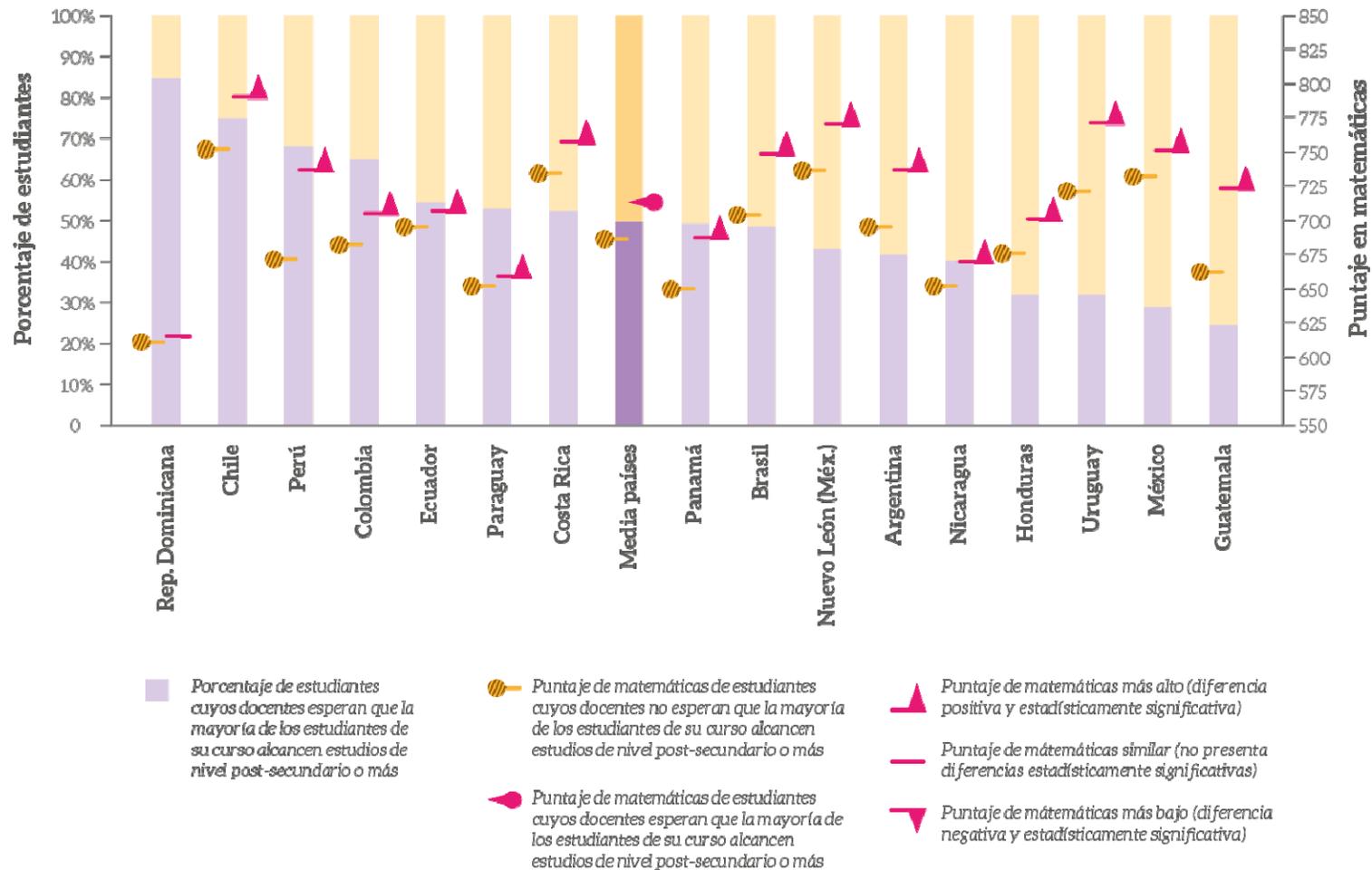
8. What are teachers' expectations regarding the education level their students will reach?



8. What are teacher expectations regarding the education level their students will reach?



8. What are teacher expectations regarding the education level their students will reach?



9. What is the performance level of students from the same classrooms?



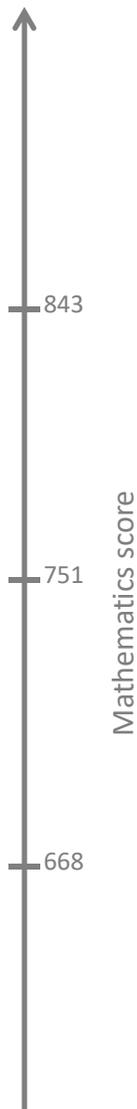
TERCE Performance Levels

Performance level IV: Corresponds to students that can solve more complex problems with natural numbers and geometric figures, and can solve problems involving comparison and conversion of measurements.

Performance level III: Corresponds to students that can identify more complex sequences; solve problems with natural numbers, fractions and geometric figures; compare and estimate measurements; interpret information from tables and graphs.

Performance level II: Corresponds to students that can read and write natural numbers, interpret simple fractions, identify units of measurement, identify relative positions of objects on maps, identify elements in geometric figures or flat representations of geometric shapes, and extract information from tables and graphs.

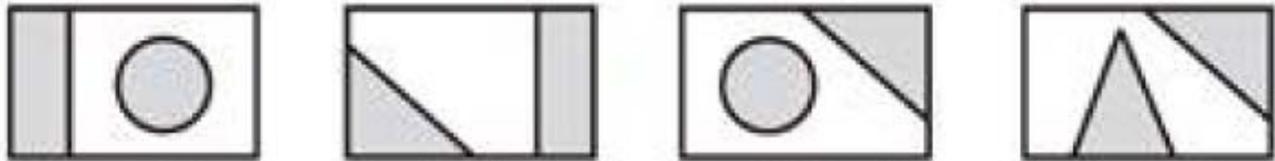
Performance level I: Corresponds to students that can order numbers, identify basic geometric shapes, identify missing elements in simple sequences, and read explicit data in tables and graphs.



9. What is the achievement level of students from the same classroom?

Performance level I: example

¿Cuál de estas banderas tiene un círculo y un triángulo?



Bandera 1 Bandera 2 Bandera 3 Bandera 4

A) Bandera 1
B) Bandera 2
C) Bandera 3
D) Bandera 4

Fuente: Informe de Resultados TERCE, Cuadernillo 2

Translation:

Which one of these flags has a circle and a triangle?

9. What is the achievement level of students from the same classroom?

Performance level IV: example

Observa las bolsas que tiene Elsa:



Ella quiere juntar 100 semillas para hacer un collar. ¿Cuántas bolsas iguales a las anteriores le faltan?

A) 3
B) 5
C) 40
D) 60

M3N3236C

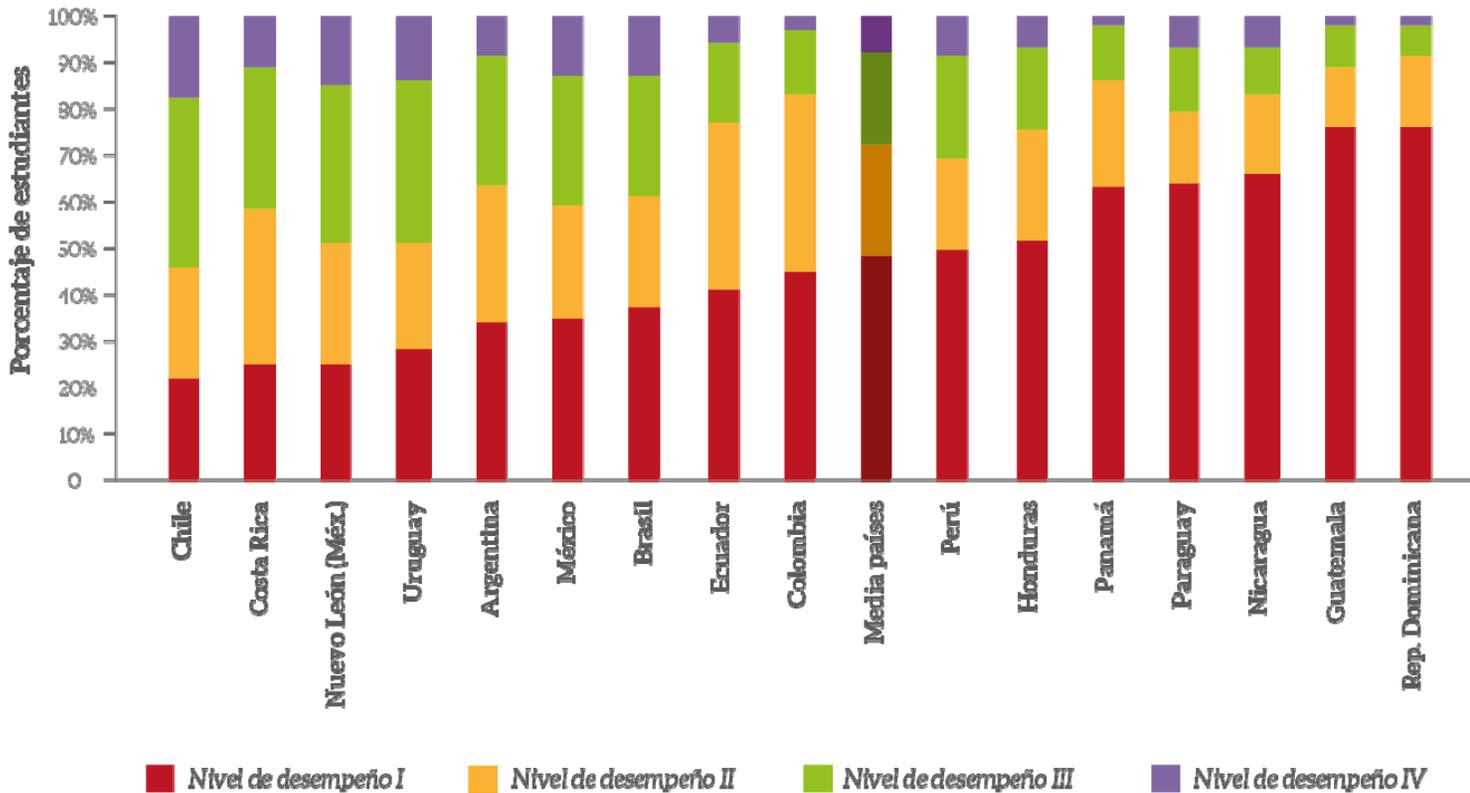
Translation:

Elsa has the following bags with seeds:

She needs 100 seeds to make a necklace. How many more bags does she need?

Fuente: Informe de Resultados TERCE, Cuadernillo 2

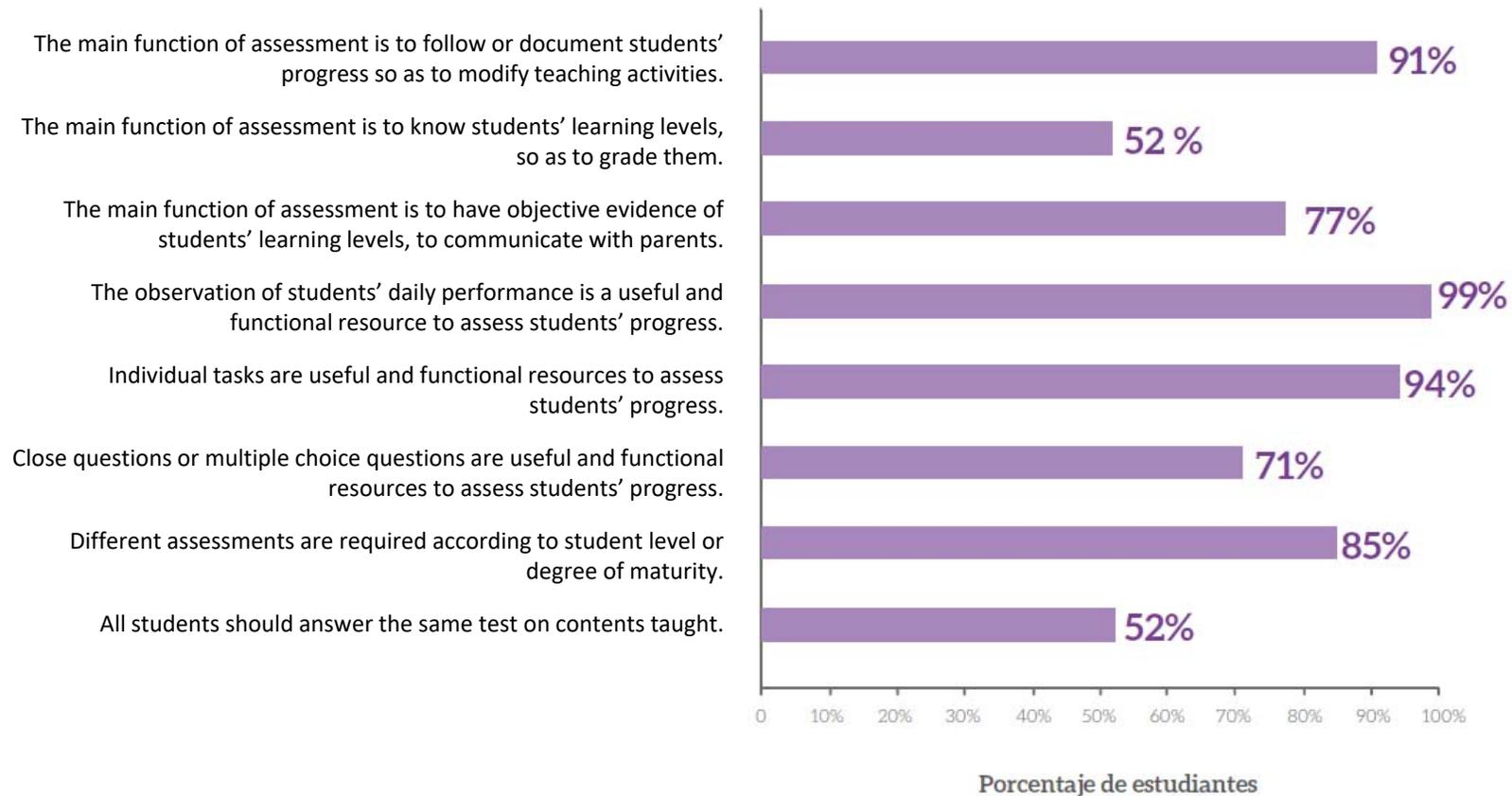
9. What is the performance level of students from the same classrooms?



10. What do teachers think about student assessment in the classroom?



10. What do teachers think about student assessment in the classroom?



Conclusions

Conclusions

Students learn more when:

- They attend non-violent schools
- They attend schools with positive classroom environment
- Their teachers have high expectations
- Their teachers are satisfied with their salary

Challenges

- That all teachers have a teaching degree
- Improve the quality of pre-service and in-service professional development

Improve teacher training



Challenges: Address diversity in the classroom

I hope that someday we could work with all the results of our students in the school, and not just the average results, knowing that the real achievement gap is here in my classroom.

*Comment from a teacher
about the results of standardized tests*



¡MANY THANKS!

For further information, please contact:

María José Ramírez (mjr.chile@gmail.com)

Adriana Viteri (a.viteri@unesco.org)

Report in English:

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/docentes-tercer-sexto-grado-LAC-ENG.pdf>



Thank you for your participation!

Access the **materials** used during this webinar and **learn more** about this topic with your peers in the **ITEN Inter-American Collaboratory on the Teaching Profession (Co-TEP)**.

<https://www.oas.org/cotep/library.aspx?lang=en>

Follow us!

Facebook: iten.oas | Twitter: iten_ried | Youtube: itenried



OAS | ITEN

