

## SECTION: PAPERS

# RESEARCH ON TEACHER TRAINING IN THE NATIONAL MEETINGS OF ANPED: IS THERE A PLACE FOR EVALUATIONS?<sup>1,2</sup>

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### ABSTRACT

The present documentary research aimed to identify some evidence of the debate about the educational evaluation in teacher training. For that, we chose the texts from research published in GT8 – Teacher Training in the National Meetings of the National Association of Postgraduate and Research in Education from 2005 to 2015 as the object of our analysis. The research showed that none of the 335 texts presented in the ten editions mapped discussed the educational evaluation in the context of teacher training. This gap raises concerns since it opens space for the culture of professional training courses offered by the education systems that aim, mainly, to provide teachers and school managers with tools for the so-called appropriation of results, once again creating conditions for the evaluation of the system to gain space on classroom assessment.

**Keywords:** Teacher training. GT8 from ANPEd. Educational evaluation.

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## AS PESQUISAS SOBRE FORMAÇÃO DE PROFESSORES NAS REUNIÕES NACIONAIS DA ANPED: QUE ESPAÇO HÁ PARA A AVALIAÇÃO?

### RESUMO

O presente trabalho, de cunho documental, buscou identificar traços do debate em torno da avaliação educacional na formação dos professores. Para isso, realizamos uma pesquisa tendo como objeto de análise os textos de pesquisas publicadas no GT08 – Formação de Professores nas Reuniões Nacionais da Associação Nacional de Pós-Graduação e Pesquisa em Educação no período de 2005 a 2015. A pesquisa mostrou que nenhum dos 335 textos apresentados nas dez edições mapeadas discutiu a avaliação educacional no contexto da formação de professores. Essa lacuna é preocupante, pois abre espaço para a cultura dos cursos de treinamento profissional oferecidos pelos sistemas de ensino que visam, principalmente, a instrumentalizar professores e gestores escolares para a chamada *apropriação de resultados*. Essa apropriação cria, mais uma vez, condições para que a avaliação do sistema ganhe espaço sobre a avaliação de sala de aula.

**Palavras-chave:** Formação de professores. GT08 da ANPEd. Avaliação educacional.

## LAS INVESTIGACIONES SOBRE FORMACIÓN DE PROFESORES EN LAS REUNIONES NACIONALES DE LA ANPED: ¿QUÉ ESPACIO HAY PARA LA EVALUACIÓN?

### RESUMEN

La presente investigación, de cuño documental, buscó identificar rasgos del debate alrededor de la evaluación educativa en la formación de los profesores. Para eso, tomamos como objeto de análisis los textos de investigaciones publicadas en el GT08 – Formación de Profesores en las Reuniones Nacionales de la Asociación Nacional de Postgrado e Investigación en Educación en el período de 2005 a 2015. La encuesta mostró que ninguno de los 335 textos presentados en las diez ediciones mapeadas discutió la evaluación educativa en el contexto de la formación de profesores. Esa brecha es preocupante, pues abre espacio para la cultura de los cursos de entrenamiento profesional ofrecidos por los sistemas de enseñanza que aspiran, principalmente, a capacitar profesores y gestores escolares para la llamada *apropiación de resultados*. Esta apropiación crea, una vez más, condiciones para que la evaluación del sistema gane espacio sobre la evaluación del aula.

**Palabras clave:** Formación de profesores. GT08 de la ANPEd. Evaluación educativa.

## INTRODUCTION

The challenges in teachers' training are still numerous within the Brazilian context, and its overcoming started to be part of the educational polices' agenda, especially after the expansion scenario of basic education access, which increased since 1980. These challenges are emphasized by the data released by the Ministry of Education (MEC), which show that in 2017 44% of the teachers had an education incompatible with the activity of the course they teach (BRASIL, 2018). This means that 4 out of 10 teachers do not have an appropriate training. These data contrast with the principle of the right to quality education secured by the Federal Constitution of 1988 and ratified by the National Education Guidelines and Framework Law of 1996.

However, apart from higher education, several other challenges extend to the professional development of teachers, so that recent curriculum reforms experienced by graduate courses still have not been able to manage a portion of these gaps. Based on these observations, in the present article, we analyze one of the dimensions that have been constantly redefined with the agreement of a neoliberal project of national education – the educational evaluation. In general, we can state that during the last 30 years the evaluation of basic education underwent and is still undergoing a movement involving different discussions and disputes.

The national culture of large-scale assessment, increasing in Brazil since the creation of the National Basic Education Assessment System (SAEB) in the late 1980s, has generated a complex network of policies, programs, projects and initiatives, which gradually suffocate learning assessment as a key point in school processes. In this context, our hypothesis is that the initial training has not been able to qualify future teachers to handle pedagogic and political pressure represented by large-scale assessment systems. This hypothesis was formulated based on conclusions of researches developed in different educational management areas, both in the universe of large educational networks and in case studies represented by a school (PEREIRA; CALDERANO; MARQUES, 2013; SALES, 2015; SILVA, 2017; SOUZA; OLIVEIRA; ALVIM, 2018). These studies show in general that teachers: (i) are intimidated by accountability policies, especially those involving financial compensation (SALES, 2013; SILVA, 2017); (ii) cannot establish a clear and objective relation between students' performance reflected in internal school activities and evaluations (SALES, 2015; SOUZA, 2016; SILVA, 2017); (iii) and, finally, they end up prioritizing a work focusing on the main references<sup>6</sup> of evaluation systems, reducing the curriculum proposals of states and municipalities (SOUZA, 2016; SOUZA; OLIVEIRA; ALVIM, 2018).

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<sup>6</sup> The main references of large-scale assessment systems are portions of the curriculum proposal adopted and are concentrated in aspects subject to and objective evaluation, as in the case of multiple-choice tests (SALES, 2015).

Based on the above discussion, this paper aimed to identify traits of the debate on educational evaluation in the field of teachers' training, specifically in discussions and knowledge produced in the context of GT8 – Teachers' Training at the National Meetings of the National Association of Research and Graduate Studies in Education (ANPEd). For this purpose, we take as object of analysis texts of researches published as papers and posters at the Working Group 8 – Teachers' Training during the period from 2005 to 2015. Given the importance of ANPEd on the National Stage of research in education, the expectation is that the exam of the collection of studies already discussed at GT8 during the last 11 years<sup>7</sup> provides us representativeness with regard to the aspects that pervade primary education, groups of researchers and concepts on the subject addressed.

### **THE EVALUATION IN PRIMARY EDUCATION: A BRIEF OVERVIEW**

The educational evaluation has different dimensions and can be classified according to its purposes and employed method. An important fact to be highlighted is that the evaluation's primary function is the monitoring of a specific situation, be it represented by a student, a school or even a whole education system. Therefore, the evaluation generates data that must be interpreted and used within educational planning and decisions.

According to Souza (2000), based on the educational space they occupy, it is possible to recognize that:

the classroom assessment focuses on the teaching-learning process and aims to subsidize teaching practice's improvement; the institutional assessment allows the analysis of the educational institution and shows its effectiveness in carrying out its social function; the evaluation of educational programs and projects focuses its attention on the purposes and strategies conceived by a particular program envisaged to improve or correct deviations of an education system; the curriculum evaluation has its center of attention focused on the analysis of the psychosocial value of proposed objectives and contents of a course organized to graduate students and to the efficacy study of procedures provided in its implementation; system evaluation focuses on education systems aiming at supporting public policy in the educational field (SOUZA, 2000, p. 101).

Based on these definitions, we distinguish classroom assessments as internal evaluations – carried out by the teacher as a way of following the progress of his/her students – and systems evaluations as external and large-scale assessments – used to have a diagnosis of the quality of an education system or network and to support actions, also in this context.

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<sup>7</sup> 10 editions were held during a period of 11 years. Since the first ANPEd Scientific Meeting, in 1978, held in Fortaleza, the events were organized annually. However, from the meeting of 2013, it was decided that meetings would happen every couple of years.

Classroom assessments are an element intrinsic to the school environment since its earliest organization. Despite being also used as a form of expression of teacher's authority, the evaluations have their role recognized in that they allow the school support of the student (SOUZA, 2000). Gatti (2003) points out that some studies have focused on the evaluation carried out by teachers in the classroom, but in general this have slightly affected teacher training courses. The author also draws attention to the fact that

This evaluation aims to monitor school learning processes, to understand how they are being accomplished, and to offer relevant information for the development of classroom teaching in everyday life, for continuous planning and replanning of teacher and student's activities, as well as for the calculation of degrees (GATTI, 2003, p. 99).

In addition, the author (GATTI, 2003) adds that to be meaningful the evaluation in classroom shall be consistent with teaching philosophy and methods of the teacher.

In order to subsidize a dialogue between internal and large-scale assessments, we move on to an overview of the establishment of a national culture of large-scale assessment.

Although the increasing of the large-scale use of educational tests on the international scene may be observed especially from the 1960s of the 20th century, since the 1930s we found evidence of an interest in public policies of external evaluation. These first policies, idealized in the United States, were aimed especially at evaluating education system's efficiency (BROOKE; CUNHA, 2011). In Brazil, however, the assessment became part of the framework agreement on governance practices only in the late 1980s, when the National System of Basic Education Assessment was created. SAEB has already experienced many changes and currently it evaluates the fields of languages, mathematics and science. The federal government announced that in this year of 2017 the Prova Brasil of high school will be applied for the first time according to census statistics, representing another change to the system.

Based on the transit of evaluative movements that were presented up to the present moment, we can identify what Bonamino e Souza (2012) call the three generations of basic education assessment in Brazil. The first generation consists of programs with diagnostic purposes of the quality and whose results are of public disclosure and access, without implying any burden or benefit to those involved in it. The second generation implies, apart from public disclosure, the return of performance results to those involved in the process. Due to the entailment of symbolic consequences to schools, since there is ownership of the results of evaluations by parents and society, such policies are also called low stakes (flexible accountability). When sanctions or actions of rewards occur due to the results of students and schools, these are evaluations of third generation. Since they involve direct consequences, they are also called high stakes (rigid accountability).

Based on the results of large-scale assessments, the accountability programs have been adopted by state educational systems since the 1990s, as in the case of Minas Gerais, Amazonas, São Paulo, Ceará, Rio de Janeiro, among other states (BONAMINO; SOUZA, 2012; SALES, 2015; SOUZA, 2016). Without an appropriate training of basic education professionals to the understanding of how to work in their diagnosis and planning of those results and indicators, there is a risk mainly of a narrowing of the curriculum, as previously mentioned (SOUZA; OLIVEIRA; ALVIM, 2018).

Some important characteristics can be highlighted when it comes to the relation between classroom assessments and educational systems assessments. One of them is the position occupied by the teacher in both: while in the internal evaluation the evaluator (the teacher) is at the same time the direct responsible for the process he/she is going to evaluate, in large-scale evaluation the educator plays a different role, that of evaluated person, because it is an external agent who plan, apply and provide the results. Thus, it is possible to observe the displacement of the control over the teaching practice results to an agent external to the educational context (GATTI, 2003). It is generally based on this factor that teacher's resistances to the large-scale evaluative systems tend to emerge. It is also necessary to consider that a series of variables internal and external to the educational space have direct and indirect influences on system evaluations, and the teacher alone cannot and should not be held responsible for students' low performance (FETZNER, 2014).

Another characteristic that calls attention in a disturbing way is the replacement of some classroom assessment procedures by activities simulated based on the main references of external evaluations towards the improvement of students' performance: it is like training the student to perform a task by which the teacher feels pressured. About that Souza (2000, p. 104) argues that

Over recent years in Brazil the frequent implementation of system evaluations and the use of objective tests, characteristic of this type of assessment, have led many teachers to suppose that they should develop their evaluation process by using the same methodology and type of tools recommended for large-scale evaluations. With that they lose the chance to improve procedures and tools that allow deeper analysis of their students, within classroom context (SOUZA, 2000, p. 104).

For these and other reasons, criticism has been leveled at large-scale assessment systems and policies and here they are not ignored. About that Davis (2013) points out that although indicators such as the Basic Education Development Index (IDEB)<sup>8</sup> guided important public policies, they have also caused different kinds of problems to teachers and managers, as well as to students, indirectly. The studies carried out by Sales (2015), Souza (2016) e Silva (2017),

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<sup>8</sup> The calculation of IDEB is done on the basis of two variables: educational stream and students' performance in SAEB assessments.

respectively in the states of Amazonas, Ceará and Minas Gerais, have showed that school management is not prepared for the articulation between external evaluation indicators and results, and planning, which are customary in schools. Furthermore, these studies also suggest that teachers find it difficult to start out from a result calculated by an external agent as a basis for planning and teaching work. It is important to note that 'measuring' is different from 'evaluating' and we will only have an evaluation when the results of the 'measuring' are used for the planning replanning of teachers activities, in a continuous movement that feeds itself. (GATTI, 2003; PEREIRA; CALDERANO; MARQUES, 2013).

Keeping all these aspects in mind, it is important to highlight that there is no way to separate evaluation from teaching, and teacher's training cannot dispense with an discussion that is able to establish the complex relations that these dimensions involve and, mainly, that is able to grasp the political nature that each of them involve. It is in search of the evidences on how this reflection has occurred in teachers' training that we go for the meta-analysis of GT8 production – Teachers' Training in the period from 2005 to 2015.

### **THE RESEARCH AND THE MAIN METADATA**

The present research represents a part of a larger study, developed by the first author in collaboration and guidance, respectively, with the other authors, in the Graduate Program in Education, from the Federal University of Juiz de Fora. This study – a doctoral thesis still in development – deals with different aspects of teachers' training, including discussions on large-scale evaluations in degree courses. Thus, the study presented by now, of documentary nature, was carried out as part of the bibliographic research that supports the thesis. In a qualitative perspective, the analysis aimed to understand how the discussions on large-scale evaluations have developed within the context of debates and reflections of GT8 – Teachers' Training of ANPEd.

The justification for the selection of GT8 – Teachers' training rather than other GTs that could also comprise this discussion is done to the extent that the interest of the above mentioned larger study is to understand how this theme is taken as study object under the field of 'teachers training'. ANPEd-GT8, created in 1983 under the name of GT degree courses (ANPEd, s/d), has been highlighted since then as a significant context of knowledge discussion and production in the field of teachers' training.

The definition of time cutting, covering the period from 2005 to 2015, was intentional: we believe that the ten editions of the National Meeting provide conditions for the representativeness of researchers and topics. Therefore, papers and posters submitted and presented in the following ANPEd National Meetings were analyzed:

- 28<sup>th</sup> National Meeting, held in Caxambu/Minas Gerais, 2005.
- 29<sup>th</sup> National Meeting, held in Caxambu/Minas Gerais, 2006.
- 30<sup>th</sup> National Meeting, held in Caxambu/Minas Gerais, 2007.
- 31<sup>th</sup> National Meeting, held in Caxambu/Minas Gerais, 2008.
- 32<sup>th</sup> National Meeting, held in Caxambu/Minas Gerais, 2009.
- 33<sup>th</sup> National Meeting, held in Caxambu/Minas Gerais, 2010.
- 34<sup>th</sup> National Meeting, held in Natal/Rio Grande do Norte, 2011.
- 35<sup>th</sup> National Meeting, held in Porto de Galinhas/Pernambuco, 2012.
- 36<sup>th</sup> National Meeting, held in Goiânia/Goiás, 2013.
- 37<sup>th</sup> National Meeting, held in Florianópolis/Santa Catarina, 2015.

We chose to investigate all papers and posters submitted and presented at GT8 – Teachers’ Training, in the ten editions of the scientific event. According to the official documents of the 38th ANPEd National Meeting, ‘essays (distinct from literature review) and studies with partial or final conclusions, approaching new or already established topics in the field of Education, which show theoretical elaboration and conceptual rigor in the analysis’ (ANPEd, 2017, p. 8) are configured as works. On the other hand, these posters include ‘schematized and illustrated presentations of certain aspects of an ongoing research’ (ANPEd, 2017, p. 10).<sup>9</sup>

The analyzed data were collected through an empiric search that was constituted of three stages: (i) the visit to ANPEd website, in the locus of Scientific National Meetings, in order to observe the overall number of texts (papers and posters) presented in the period from 2005 to 2015; (ii) the establishment of a diagnosis of the presented texts at GT8 – Teachers’ Training in the same period; and (iii) the examination of texts in order to recognize which discourse on the evaluation in basic education have circulated in the researches on teachers’ training and which also constitute the collection of ANPEd-GT8 in the last 11 years.

Aiming at the identification of possible works related to the subject chosen for this paper, the title, abstract and keywords of all texts were read, considering the proposed objective of each. The idea, then, was to recognize works whose main purpose has been the comprehension of any element related to discussions of any nature about the dimensions of educational evaluation in the training of basic education teachers. In case of any doubt at the inspection of these elements, one proceeded with the reading of the full text. The full text reading occurred in two different moments of the research, when the word ‘evaluation’

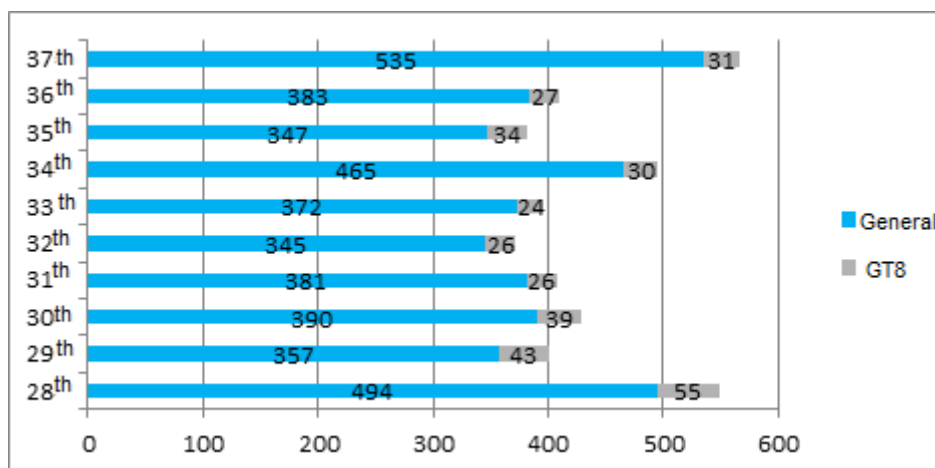
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<sup>9</sup> Such characterization regarding the nature of the texts submitted, presented and published as papers and posters may have changed over the editions of the scientific event.



was in the title and in the keywords of the texts, but it was not clear from the abstract how the evaluation would be taken into consideration.

Metadata reading showed that from a total of 4404 texts submitted and presented at the ten National Meetings above mentioned, 335 texts (or 7.6%) belong to GT8 – Teachers’ Training. The following graphic 1 aims to illustrate the proportionality between the overall production of each National Meeting and the production of GT8 – Teachers’ Training.



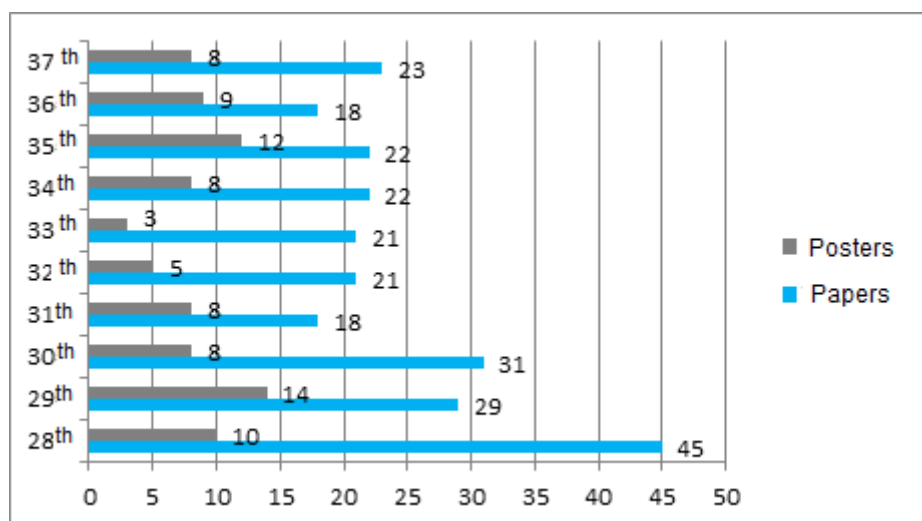
**Graph 1** – Ratio between researches presented at ANPEd National Meetings and researches presented at GT8 – Teachers’ Training (from 2005 to 2015)

Source: Made by the authors.

In general, we can state that the average of GT8 works compared to the overall production of each Meeting remained stable, which may be explained by a policy of the very Membership of allocating a proportional number of quotas to works accepted for presentation at each GT.

Graph 2 shows the relation between posters and papers at GT8 in each of the ten editions of the National Meeting.

We observe that the number of papers is substantially higher than the number of posters, which also probably derives from a rule established a priori, that determines a smaller number of posters presentation than papers.



**Graph 2** – Ratio between papers and posters presented at GT8 – Teachers' Training (from 2005 to 2015)

Source: Made by the authors.

When examining each of the 335 texts of GT8 by the reading of their abstracts, and also both texts already mentioned, we do not recognize any research presented in the ten editions of ANPEd National Meeting, held between 2005 and 2015, that aimed to discuss educational evaluation within the context of teachers' training. This scenario draws attention, especially when contrasted with the result of researches that indicate the need to conceive teachers' training within the context of educational results management, like those presented here (PEREIRA; CALDERANO; MARQUES, 2013; SALES, 2015; SILVA, 2017; SOUZA; OLIVEIRA; ALVIM, 2018). Thus, we highlight how timidly, not to say absently, the field of teachers' training has been working the pedagogical application and limits of the use of large-scale evaluations systems results.

### ANALYSIS OF GT8 PRODUCTION – TEACHERS' TRAINING

The initial and continued training of basic education teachers is in constantly analysis in the production of ANPEd-GT8 during the analyzed period. It is possible to note demands that were presented at a Meeting and increased at further meetings, suggesting the emergence of new paradigms of the teachers' training field. A clear example of this are the studies related to gender and sexuality, which have timidly appeared and were consolidated in these 11 years.

In general, we can identify eight aspects that excelled in the production of GT8 during the analyzed period: the life history methodology (or life history method) to find distinguishing traits of teacher identity; the research focused on determining teachers' training need; the concern with the internship as being the moment of training that provides the opportunity for contact of future teachers with their field of action; the relevance of Institutional

Program of Teaching Initiation (PIBID) to initial teachers' training; the monitoring of teaching initial years and its challenges; the gap between teaching training experiences and teaching practice experiences; the reflection on teachers' professional development; and basis to think the responsibilities of the educator as teachers-trainer.

Each of these subjects is important in the discussion on teachers' training and somewhat they are all in dialogue. However, the absence of any hint about teachers' knowledge on the dimensions of evaluation in basic education caused us concern. If the ANPEd does not have a specific GT for educational evaluation, what would have kept this discussion away from the field of teachers' training? Based on what has been currently observed in the spaces for reflection on assessments, we can think about some hypothesis to this fact, and three of them are presented below.

Many of the comments on evaluation dimensions, or even on the relation that should be established between classroom assessments and education systems assessments, have been made under the discussions on public policies. On that basis, it is expected that the texts which were submitted and presented to the National Meetings during the period evaluated and which deal with any element that we search for could have been addressed to GT05 – Educational State and Policy. Furthermore, the researches specifically on literacy assessment and mathematics literacy assessment should also have been presented at GT10 – Literacy, Reading and Writing, and at GT19 – Mathematics Education, respectively. It is noteworthy that this does not substitute the discussion that should be conducted in the field of teachers' training, especially considering that researches in the field of educational assessment and management have shown that there are critical absences of teachers initial training. From the suggested gap in teachers' training, the initiatives of continuing education are increasingly common in the field of results management and classroom management, even though these proposals end up alleviating and detailing the complexity of the context (SALES, 2015; SOUZA; OLIVEIRA; ALVIM, 2018). With that in mind, we reiterate the argument that these policies of large-scale evaluation, and all complexity that the theme comprises, should take place as subject matter in the field of teachers' training.

A second possibility for the observed absent has its root in the reality previously detailed by Gatti (2003): there is little room in teachers' training courses for the study of educational evaluation. This can also be noticed in researches on educational evaluation: little is verified from the reflection on the constitution of teachers' knowledge about educational evaluation in their training process. As if this was not enough, this gap makes room for the culture of professional training courses offered by education systems, which are aimed mainly at prepare teachers and school managers for the so-called appropriation of results, once again creating conditions for system evaluation to gain momentum over classroom assessment.

Finally, there is also the hypothesis that the lack of studies reflects the finding that the evaluation is, in general, a difficult knot to untie in the educational field. Through the perspective that conceives it as part of the complex teaching and learning process, there is resistance to take it as an isolated object of study, considering that it is inserted and monitoring the process itself. Thus, a cycle that feeds itself is created, in the sense that teachers with an inadequate training tend to also expose problems in an inadequate manner.

We acknowledge that other interpretations are viable for the situation observed in the study, but for now, these are the most coherent explanations that we investigate.

## **CONCLUSION**

This paper aimed to contribute to the field of teachers' training by means of the reflection on teachers' knowledge regarding the dimensions of educational evaluation. We can state that the production of GT8 – Teachers' Training is incipient as far it concerns to the researched subject. However, the silence should not be ignored in studies in the educational field: it shows us a gap that should be investigated more carefully. It is possible that this overview may be a reflection of the manner top down<sup>10</sup> how educational policies have featured in the regional and national scenarios. Thus, firstly, the understanding that in large-scale evaluation initiatives teachers are the executors of the policy in its implementation in their classrooms has shown to be relevant. On the other hand, teachers are generally also the actors ignored in the policies formulation agenda. Therefore, we have a double silencing: teachers are silenced during the process of formulation of public policies, as well as the academy seems to have difficulty in giving voice to them.

The ascertained absent combined with the overlap of the themes observed in the texts presented at the last ten editions of ANPEd National Meeting suggests a tendency in the field of teachers' training to develop in itself, discreetly absorbing the movements that surround it. The inconvenience, at least regarding the problem addressed here, is that while we discuss the same problems, the school is being bombarded with programs, projects, policies and ideas with which teachers are not always able to dialogue. This reinforces the well-known distance between university and school.

Considering the use of educational evaluation that was and is still made, its study demands special attention in that it is an inseparable part of teaching and learning process, and its uses may entail the aggravation of the exclusion.

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<sup>10</sup> According to Condé (2012), *top down* public policies have as main feature the institution of power from the top down.

Apart from the concern about how the relation between internal and external evaluations (classroom and system evaluations) has been established by basic education teachers, it is in fact fundamental the understanding of how this dialogue also has been established at universities. The three presented hypothesis for the lack of researches on the dimensions of educational evaluation at GT8 in the period from 2005 to 2015 need studies to their corroboration, but they are an undeniable starting point for those who are interested in this subject.

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**ADDENDUM**

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