

THE ROLE OF PEDAGOGICAL COORDINATION IN THE REGULATION OF LEARNING ASSESSMENTS WITH TEACHERS

O PAPEL DA COORDENAÇÃO PEDAGÓGICA NA REGULAÇÃO DAS AVALIAÇÕES DE APRENDIZAGEM JUNTO AOS DOCENTES

EL PAPEL DE LA COORDINACIÓN PEDAGÓGICA EN LA REGULACIÓN DE LAS EVALUACIONES DEL APRENDIZAJE CON LOS PROFESORES



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ABSTRACT: In the last decade, large-scale external assessments have assumed the leading role in Brazilian educational policy, so that schools' pedagogical projects begin to gravitate around the results of these exams. This article analyzes a set of questions from the pedagogical coordinator form (Q6.9; Q6.11; Q6.12; Q18.1 to Q18.8; Q19.1 to Q19.4) about your participation in assessment processes, including large-scale assessments and the relationships he builds with teachers and school management. The approach is descriptive and explanatory, and the analysis was stratified by state, considering characteristics specific to the two education networks. The results point to the dubious role of this professional who not only meets the demands of school management but also needs to work alongside teachers who are continuously monitored and responsible for developing a wide range of initiatives aimed at improving student performance.

KEYWORDS: Pedagogical Coordinator. External assessments. State network. Piauí. Holy Spirit.

RESUMO: Na última década, as avaliações externas e em larga escala tem assumido o protagonismo na política educacional brasileira, de modo que os projetos pedagógicos das escolas passam a gravitar em torno dos resultados desses exames. Este artigo analisa um conjunto de questões do formulário do coordenador pedagógico (Q6.9; Q6.11; Q6.12; Q18.1 a Q18.8; Q19.1 a Q19.4) sobre sua participação nos processos de avaliação, incluindo as avaliações em larga escala e que relações ele constrói junto aos professores e a direção escolar. A abordagem é descritiva e explicativa e a análise foi estratificada por estado, considerando características próprias das duas redes de ensino. Os resultados apontam para a dubiedade de papel deste profissional que não apenas atende demandas da gestão escolar, como necessita atuar junto aos docentes, que são monitorados de forma contínua e a quem compete desenvolver um amplo conjunto de iniciativas com vistas a melhoria de desempenho dos alunos.

PALAVRAS-CHAVE: Coordenador Pedagógico. Avaliações externas. Rede estadual. Piauí. Espírito Santo.

RESUMEN: En la última década, las evaluaciones externas a gran escala han asumido un papel protagónico en la política educativa brasileña, de modo que los proyectos pedagógicos de las escuelas comienzan a gravitar en torno a los resultados de estos exámenes. Este artículo analiza un conjunto de preguntas del formulario del coordinador pedagógico (Q6.9; Q6.11; Q6.12; Q18.1 a Q18.8; Q19.1 a Q19.4) sobre su participación en procesos de evaluación, incluidos grandes -Evaluaciones a escala y las relaciones que construye con los profesores y la dirección escolar. El enfoque es descriptivo y explicativo y el análisis fue estratificado por entidad federativa, considerando características propias de las dos redes educativas. Los resultados apuntan al dudoso papel de este profesional que no sólo atiende las exigencias de la gestión escolar, sino que también necesita trabajar junto a los docentes, quienes son monitoreados continuamente y quienes son responsables de desarrollar una amplia gama de iniciativas encaminadas a mejorar el desempeño de los estudiantes.

PALABRAS CLAVE: Coordinador Pedagógico. Evaluaciones externas. Red estatal. Piauí. Espiritu Santo.

Introduction

This article examines aspects related to the activities of pedagogical coordination developed around large-scale assessments in the state education networks of Piauí and Espírito Santo, based on a sample of schools selected to participate in the research “*Práticas de Gestão, Liderança Educativa e Qualidade da Educação em Escolas de Ensino Médio no Brasil*”³. The interest in the work of this subject within the scope of external evaluation initiatives is justified by the fact that this policy has been producing significant changes in school routines, altering teaching practices, and influencing curriculum choices. This points to the influential power exercised by this figure in shaping the pedagogical dimension of school management, occupying the role of mediation between what the educational system management aims for in terms of student performance and the teachers who work in classrooms, whose interests are often different and diverse.

Of a quantitative nature, the study analyzed data collected from 155 pedagogical coordinators, 76 from Espírito Santo and 79 from Piauí, from June to September 2023, through a questionnaire administered via electronic device for subsequent data input. The article selected for analysis a set of questions (Q6.9; Q6.11; Q6.12; Q18.1 to Q18.8; Q19.1 to Q19.4) regarding their participation in evaluation processes, including large-scale assessments, and the relationships they build with teachers and school management. The approach is descriptive and explanatory (Dalfovo; Lana; Silveira, 2008), and the analysis was stratified by state, due to the unique characteristics of each of the education networks. Considering the total of 292 and 502 high schools in the state networks of Espírito Santo and Piauí, respectively, the sample sizes, with a confidence level of 95%, present margins of error of 9.69% and 10.13%. The work was developed using Excel® spreadsheets from the Microsoft Office suite and applied descriptive statistics.

The article is organized into three sections the Introduction and the Final Remarks. The first section presents a brief literature review on external assessments, the pedagogical coordinator, and their role in this scenario; the second provides a contextualization of the educational offer in the two states, including their respective state assessment systems; and the third analyzes the data collected in both states.

³ For more detailed information about the Research, please refer to Oliveira et al. (2024) in the opening article of this dossier “*Práticas de Gestão, Liderança Educativa e Qualidade da Educação em Escolas de Ensino Médio no Brasil*” published in this issue.

The Pedagogical Coordinator and External Assessments

Large-scale assessments have established themselves in the Brazilian educational landscape since the early 1990s. Their trajectory has been analyzed in various studies and research, which have pointed out their contributions and contradictions, as well as their impacts on public education networks (Bonamino; Sousa, 2012; Machado, 2021; Perboni, 2016). State assessment systems were built at different moments in the educational policies of the last 30 years (GAME, 2011; Lopes, 2007; Machado; Alavarse, Arcas, 2015; Sousa; Oliveira, 2010).

With the creation of the Basic Education Development Index (IDEB), the evaluation culture expands with the creation of initiatives at the state (Bertagna; Borghi, 2018; Machado; Alavarse; Arcas, 2015; Schneider, 2017; Sousa; Oliveira, 2010;), and municipal levels (Bauer *et al.*, 2017). Observing the creation date of each state assessment system, of the 23 states that have their own assessments, eighteen were created from 2007 onwards, the year the Basic Education Development Index (IDEB) began (Bertagna; Borghi, 2018).

In the case of municipalities, a survey conducted in 2014 by Bauer *et al.* (2017), in which 4,309 municipalities responded, 1,563 (36.3%) stated that they had their assessments, and 905 (21%) expressed the intention to implement them. This same study reports that 1,280 (82%) assessments emerged between the years 2005 and 2014, a period that coincides with the creation of the Prova Brasil, part of the Basic Education Assessment System (SAEB), and that, of the total, the vast majority (82.8%) declare evaluating students. After several years since the respective studies, it can be assumed that a larger number of states and municipalities have created their systems.

Developed by the Departments of Education or with the collaboration of specialized private companies (Bertagna; Borghi, 2018), external assessment initiatives have generated changes in educational management standards and forms of school organization. In general terms, large-scale assessment has been consolidated as an "educational management tool" (Bauer *et al.*, 2017; GAME, 2011), both in states and municipalities, establishing new work logic in schools (Luz, 2021; Machado, 2021) and developing various accountability mechanisms.

In a context focused on good results, school monitoring, and oversight have emerged as predominant educational management strategies, where pedagogical coordination tends to take on special prominence. Research on effective learning management in states (Fernandes; Vieira; Nogueira, 2023) and municipalities (Nogueira *et al.*, 2023) corroborate this perspective by highlighting that different modes of school monitoring are developed by state and municipal

education departments. Although in schools, the principal and the pedagogical coordinator often work together, there is a distribution of responsibilities in which, generally, the latter is the main "facilitator of the teaching-learning process" (Gonsalves, 2015) in the school routine, exercising a leading role with teachers and students.

Pedagogical coordination is a strategic assignment in contemporary school education, acquiring increasing importance in Brazilian public schools. Various studies on school management have highlighted the relevance of professionals in these roles. From this perspective, there is considerable literature on the multiple dimensions of the work of pedagogical coordination and coordinators, with dissertations and theses identified in the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES) (Cassiano, 2022; Oliveira, 2022; Sentoma, 2020; Ventola, 2022;), articles such as those by Diniz and Moraes (2020), Rosário and Costa (2021), Silveira, Lima Júnior, and Vieira (2022), and books such as those by Rocha, Colares, and Duarte (2014); Almeida and Placco (2022); Dias and Perez (2023). This significant production demonstrates the broad interest that, due to its important presence in the school system, the topic has aroused among education scholars.

While there is abundant literature on different dimensions of the pedagogical coordinator's work, what about its articulation with external evaluation processes within the school context? Although the literature review points to fewer studies and research on the subject, a significant number of dissertations and theses (Landim, 2019; Martins, 2010; Marconi, 2018; Nascimento, 2022; Pimenta, 2012; Silva, 2020), as well as articles (Lélis, Hora, 2019; Rocha, Nogueira, 2020; Silva, Almeida, 2020). can be noted. Most of these investigations have been qualitative in nature, focusing on case studies in public networks and interviews with professionals from state and/or municipal education networks.

In a study conducted in the municipal network of Indaiatuba (SP) over a decade ago, Pimenta (2013, p. 179, our translation) identified

Training actions initiated by the network, aimed at coordinators with a focus on evaluations, as well as monitoring actions of the professional's work, were detected. In addition, the opinions of the coordinators themselves on the subject were identified, revealing important influences of evaluations on their work.

Subsequent studies have expanded this perspective, showing various influences of external evaluation processes on the work of pedagogical coordinators, as some, referred to below, allow us to notice.

In a case study with pedagogical coordinators of the early years of elementary education in the municipal education network of São Caetano do Sul (SP), Marconi (2018, p. 18) found that these professionals were responsible for "many demands [...] in the school daily life," being accustomed "to evaluation and accountability policies" possessing "a discourse and some consolidated practices." Although they recognized the positive aspects of such initiatives, they also expressed concerns, especially regarding "pressures and demands for results." When interviewing pedagogical managers and teachers from a public municipal school in Belém (PA), Lélis (2019, p. 72) identified the "need for collective discussion about the pedagogical use of the results of external evaluations in the school environment, as they are modifying pedagogical practices (mostly those of teachers) in pursuit of measurable results."

In a study on the views of coordinators from the state and municipal education networks of Rio Claro (SP), Landim (2019, p. 7) observed that the "role of the coordinating teacher changes over its history, having today attributions mainly focused on improving the performance of schools in external evaluations," a context where their performance has been directed "towards fulfilling guidelines delimited by the Teaching Directorates and Departments of Education, postponing the interests of teaching teams." A similar trend was identified by Silva and Almeida (2020, p. 651), whose study "revealed that political demands for achieving goals and results of evaluations influence the pedagogical coordinator's performance in the school and condition teacher training actions".

The literature on the subject has revealed the impact of large-scale evaluations on the work of pedagogical coordinators, who tend to play a strategic role in the implementation and monitoring of such initiatives in schools, contributing to the dissemination of accountability practices that have generated changes in the school's daily life. With these considerations on the topic, to better situate the space of action of pedagogical coordinators in external evaluation processes, it is appropriate to contextualize the educational offer in the two states of the research, and present a characterization of the existing evaluation systems in the respective state networks.

Contextualizing the educational provision of the two states

The states of Piauí and Espírito Santo are part of the Brazilian federation and are respectively located in the Northeast and Southeast regions. In terms of population, they rank 18th and 15th among the 27 subnational units with 3,271,199 and 3,833,712 inhabitants, and territorial areas of 251,755.481 km² and 46,074.448 km², with Piauí being the 11th largest in terms of size and Espírito Santo the 23rd, with the territorial area of Piauí being 4 times larger than that of Espírito Santo. Regarding labor and income, when observing the nominal monthly household per capita income (IBGE, 2022), in Piauí, the value is R\$ 1,100.00, and in Espírito Santo, it reaches R\$ 1,723.00, ranking 18th and 8th respectively among the states.

Another aspect that stands out is the percentage of people aged 14 or older occupied in the reference week in formal jobs (IBGE, 2022): while in Piauí, it is 36.7%, in Espírito Santo, the value reaches 59.2%. Representing an aggregate of variables related to education, health, and economy, the Human Development Index (HDI) of Piauí in 2021 was 0.690 (23rd among the states), situated in the medium range, and that of Espírito Santo was 0.771 (5th among the states), positioned in the high HDI range. Such data show inequalities between the states, especially regarding employment and income, social vulnerabilities, and quality of life of the population, which will impact public educational policy.

According to the School Census of 2022 (INEP, 2022), Piauí and Espírito Santo have 883,834 and 873,913 enrollments in basic education, respectively, representing a difference of 1% between them. More than half of these enrollments are in elementary education, and over 85% are public, offered by state and municipal networks. It is in the provision by administrative dependency that the main differences between the two states emerge. While the state network of Piauí holds only 1% of enrollments in the early years, the state network of Espírito Santo holds 7%; in the final years, the network of Piauí holds 15% of enrollments, and the state network of Espírito Santo accounts for 37%, therefore, more than double that of Piauí.

Another aspect that differentiates the two-state networks concerns the location of the offerings, with the network of Espírito Santo having 14% (n = 2,379) of enrollments in the early years of elementary education in rural areas (INEP, 2022). Regarding the final years of elementary education, while the state network of Piauí holds 1% (n = 195) of rural enrollments, the network of Espírito Santo accounts for 5% (n = 3,555). The conditions of provision of elementary education can be explained by the processes of municipalization of schooling that affected the states of the Northeast region more intensely (Vieira; Vidal, 2013), notably with

the creation of the Fund for the Maintenance and Development of Elementary Education and Valorization of Teaching (FUNDEF) starting in 1996 (Vieira; Vidal, 2015).

Enrollment in public high schools is predominantly at the state level, reaching 78% in Piauí and 79% in Espírito Santo. A significant difference between the two networks lies in rural provision, with the state network of Piauí holding 7% ($n = 7,208$) and Espírito Santo accounting for 3% ($n = 2,654$). Enrollments in technical courses integrated into high school are almost equal (PI = 19,647 and ES = 19,616), but there are significant differences in the provision of concurrent technical courses in the state network of Piauí, with 9,690 enrollments, while Espírito Santo has 583; subsequent technical courses have enrollments of 3,255 and 2,297 in Piauí and Espírito Santo, respectively; technical courses integrated into youth and adult education also show substantive differences, with 5,999 enrollments in Piauí and 1,548 in Espírito Santo. The data point to two distinct approaches to vocational education policy: while Piauí seeks to diversify provision, Espírito Santo has concentrated provision in high schools integrated with vocational education.

Regarding public educational establishments, in Piauí, the state network has 15 schools offering the early years of elementary education, 191 offering the final years; in Espírito Santos, 151 state schools offer the early years, and 288 cater to the final years of elementary education. In high school, there are 502 state schools in Piauí, of which 12% ($n = 62$) are rural, and 292 schools in Espírito Santo, with 8% rural ($n = 23$). When analyzing the Management Complexity Indicator (ICG) developed by INEP (2014b), which classifies schools into levels 1 to 6 according to their management complexity, related to the size of the school, number of operating shifts, and quantity and complexity of modalities/stages offered, it is observed that state networks show the greatest disparities at level 4.

At this level, the state network of Piauí covers 22.4% of schools, while the state network of Espírito Santo represents 33.7% of schools, which generally have between 150 and 1000 enrollments, operate in 2 or 3 shifts, and offer 2 or 3 stages of education, with high school, vocational education, or youth and adult education (EJA) as the highest stage. At level 5, which comprises schools with enrollments between 150 and 1000, operating in 3 shifts and offering 2 or 3 stages of education, with EJA as the highest stage, both state networks show significant proportions, corresponding to 30.2% and 18.2%, respectively.

Regarding teachers in state networks, Piauí has 13,276, of which 54% are tenured/permanent/stable (INEP, 2022), while out of the 11,707 teachers in Espírito Santo, only 26% ($n = 3,091$) are tenured/permanent/stable (INEP, 2022). The employment status in both

states is certainly related to the teacher regularity indicator, developed by Inep (2015) to measure the length of time a teacher has remained at the school over the past five years. Data from the 2022 School Census (INEP, 2022) inform that in Piauí, 57.3% of teachers remain between 3 and 4 years, indicating a medium-high regularity, while in Espírito Santo, 52.4% of teachers remain between 2 and 3 years, identified as a medium-low regularity (INEP, 2022).

Data related to the adequacy of teacher training, which classifies teachers according to the correspondence between their initial training and the subjects they teach in primary education, considering the current national legal norms (INEP, 2014a), reveal significant disparities. In group 1, composed of teachers with higher education degrees in education (or bachelor's with pedagogical complementation) in the same subject area they teach in high school, the state network of Piauí registers 65.5% of teachers in this situation, while in the network of Espírito Santo, this percentage is 84.4%, representing a difference of 18.9 percentage points.

A study conducted by Lacruz, Américo, and Carniel (2019) on variables that best differentiate the performance of students in the final years of elementary education in state schools in Espírito Santo in the 2013 *Prova Brasil* demonstrated that grade repetition, the teacher regularity index, and the dropout rate are the variables that distinguish schools with "better" and "worse" performance. Another study conducted by Américo and Lacruz (2017), using multiple linear regression in a sample of 244 schools, showed that the teacher regularity index, the teacher effort indicator, and the dropout rate are strongly associated with the results of the 2013 *Prova Brasil*. In this sense, it is concluded that some of the factors associated with improving proficiency in large-scale assessments have the greatest weight in variables related to teachers.

Another indicator to observe is the Basic Education Development Index (IDEB), an essential driver of improvement in school performance in the country. Data from the public networks of the two states show that from 2005 to 2021, there was a growth of 135% and 62% in the results of the early years of elementary education in Piauí and Espírito Santo, respectively. If in 2005, the difference between the IDEB of Espírito Santo was 30% higher than that of Piauí, in 2021, the difference is 2%, with the state network of Piauí presenting a superior result.

In the final years, the growth over the considered period is 88% in Piauí's public network and 37% in Espírito Santo's, once again, the Northeastern state surpasses a 26% deficit presented in 2005 and by 2021, reaches a value 2% higher than Espírito Santo. The situation of

high school education, presented in Table 1, is the one that records the lowest growth in both states.

Table 1 – High school IDEB – state network from 2005 to 2021

Federation Unit	IDEB 2005	IDEB 2007	IDEB 2009	IDEB 2011	IDEB 2013	IDEB 2015	IDEB 2017	IDEB 2019	IDEB 2021
Piauí	2,3	2,5	2,7	2,9	3,0	3,2	3,3	3,7	4,0
Espírito Santo	3,1	3,2	3,4	3,3	3,4	3,7	4,1	4,6	4,4

Source: Developed by the authors, based on data from INEP 2023.

If in 2005, the difference in the IDEB of the two-state networks was 26%, by 2021, this difference drops to 9%, and both states grow sequentially, thus showing that measures implemented within the educational policy seem to be contributing to the improvement of the indicator. When observing the two variables that make up the index, the approval rate and the proficiency of students in the subjects assessed in SAEB, it is perceived that the improvements in the former contributed more forcefully to the evolution of IDEB, since they grew, respectively, by 48% and 30% in Piauí and Espírito Santo, while proficiencies in SAEB presented a growth of only 17% and 10% in the two states, over 17 years.

State assessments in Piauí and Espírito Santo

The Espírito Santo Basic Education Assessment Program (PAEBES) was created in 2000, while the Piauí Educational Assessment System (SAEPI) was established more than a decade later, in 2011 (Machado; Alaverse; Arcas, 2015, p. 671). It is essential to mention that both states have a technical-pedagogical partnership with the Center for Public Policies and Education Assessment of the Federal University of Juiz de Fora (CAEd/UFJF), which started in 2009 in Espírito Santo and since the year of its creation in Piauí⁴.

The PAEBES annually assesses students' level of proficiency in Portuguese Language and Mathematics (across all evaluated stages) and, in alternate years, in Human Sciences and Natural Sciences (from the 9th year of Elementary School) using reference matrices constructed for this purpose, involving students from the 1st, 2nd, 3rd, 5th, and 9th years of elementary school and the 3rd year of high school in schools from the state network, associated municipal networks, and participating private schools (Alcaíno *et al.*, 2022).

⁴ About evaluation systems in the two states, see: Xavier de Oliveira; Renato Lima; Da Conceição Moura Fé (2020).

In 2014, the PAEBES TRImestral was created, a diagnostic assessment of learning administered three times a year, aimed at regular and integrated high school education in the state education network and comprised of tests in Portuguese Language (reading) and Mathematics. It employs Classical Test Theory (CTT), and the results are presented similarly to internal assessments developed by teachers in the classroom. Its purpose is to provide teachers and school administrators with information about the development of high school students, assisting in the diagnosis and monitoring of the teaching-learning process, and the continuing education of teachers conducted by schools in Espírito Santo.

The SAEPI emerged in 2011 within the context of the protagonism that large-scale assessments gain among subnational entities, driven by the creation of the IDEB in 2007 and the implementation of educational management models guided by and for results. Since 2019, it has been carried out in a census format for students enrolled in the 2nd, 5th, 6th, and 9th grades of elementary school and the 1st, 2nd, and 3rd grades of high school, focusing on knowledge in the areas of Portuguese Language and Mathematics (Xavier de Oliveira; Renato Lima; Da Conceição Moura Fé, 2020).

The assessment is administered in printed and digital formats, with its results made available on an assessment and monitoring platform that presents various strategies to enable teachers to pedagogically appropriate the results. The assessment feedback is organized into two dimensions: 1) statistical, presenting participation percentages; 2) pedagogical, analyzing the skills that require greater attention and mapping out the interventions that can be carried out.

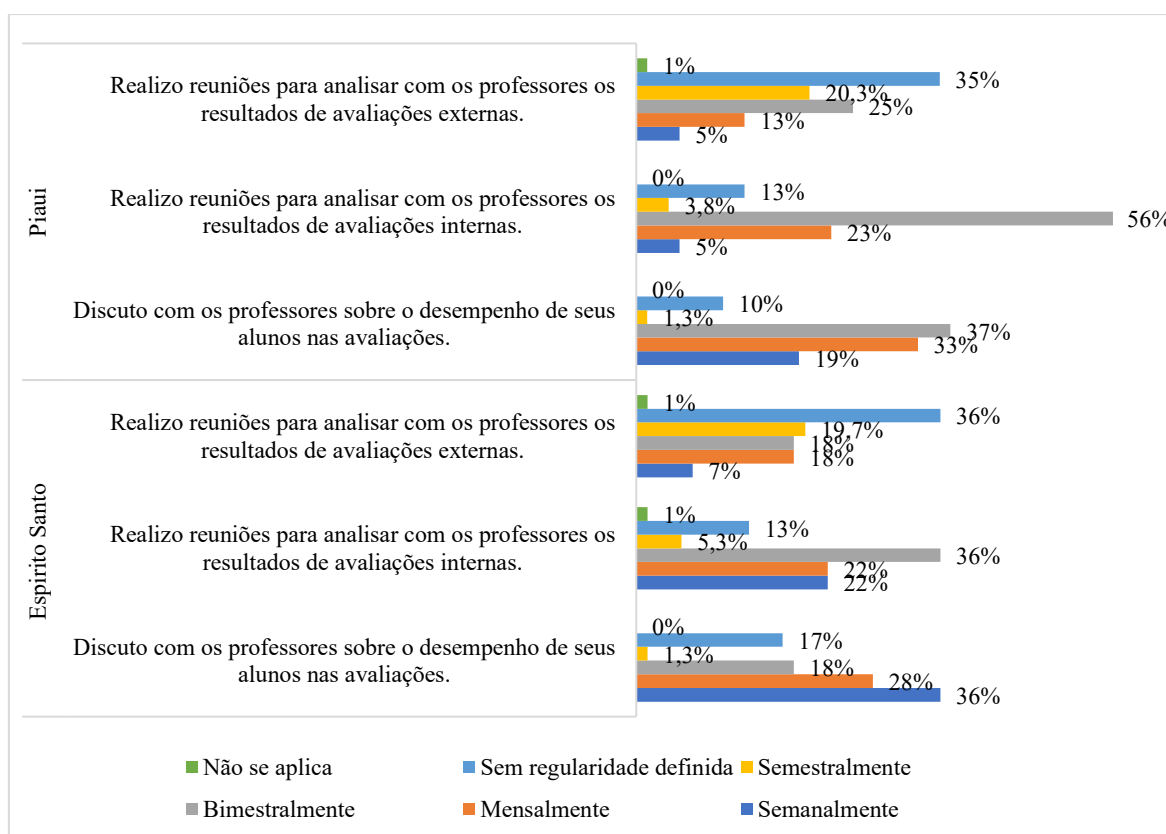
It is on these two evaluation systems that the new pedagogical practices of state schools will be anchored, along with new models of school management that are implemented with reference to the idea of performativity (Ball, 2010), whose foundations are based on the creation of accountability mechanisms that may constitute a system, a model, or partial forms (Afonso; Lunardi Mendes, 2018). Regarding the theme, it is worth remembering that if performance should be understood "as a measure of productivity and performance," performativity refers to "technology, culture, and mode of regulation" (Ball, 2010, p. 37). External evaluation processes that strongly impact schools establish a new culture, where the pedagogical coordinator tends to assume a leading role as an agent of the new forms of regulation of teaching work and student performance associated with "results-based management" (Ramos; Camarão; Costa, 2018; Segatto; Abrucio, 2017).

In this sense, the pedagogical coordinator, as a member of the school's management team whose primary function is to take on the management of the pedagogical dimension with a focus on student learning, needs to act as a mediator with teachers, balancing management's expectations around learning outcomes and the objective conditions in which a broad range of external and internal factors within schools need to be considered for assessments to be fair and balanced.

Analyzing the Collected Data

Pedagogical coordinators were asked to report how often they performed the activities described in their daily work, specifically focusing on the questions related to the evaluation theme (Q6.9; Q6.11 and Q6.12), and the data in percentage values are expressed in Graph 1.

Graph 1 – Frequency of Pedagogical Coordinators Engaging in Assessment-Related Activities⁵



Source: Compiled by the authors, based on data from PGLQE, 2023.

⁵ Piauí and Espírito Santo: From top to bottom - I hold meetings to analyze the results of external evaluations with teachers; I hold meetings to analyze the results of internal evaluations with teachers; I discuss their students' performance on assessments with teachers. Green color: Not applicable; Light blue color: No defined regularity; Yellow color: Without estrous; Gray color: Bimonthly; Orange color: Monthly; Dark blue color: Weekly.

Data from the two-state networks show that: a) 35.6% and 19% of pedagogical coordinators in Espírito Santo and Piauí, respectively, discuss weekly or monthly with teachers about their student's performance; b) 35.5% and 55.7% of pedagogical coordinators in Espírito Santo and Piauí, respectively, hold bimonthly meetings with teachers to analyze the results of internal assessments; and c) 35.5% and 35.4% of pedagogical coordinators in Espírito Santo and Piauí, respectively, hold meetings with teachers to analyze the results of external assessments irregularly.

While more than one-third of the pedagogical coordinators in both networks report not having defined regularity for meetings with teachers to discuss external assessment results, in Espírito Santo, more than one-third of pedagogical coordinators claim to discuss weekly or monthly with teachers about their student's performance, and in Piauí, more than half of the pedagogical coordinators hold bimonthly meetings with teachers to analyze the results of internal assessments.

Regarding monitoring students' academic results, pedagogical coordinators were presented with eight situations, including five related to their actions with teachers, two with principals, and one problem related to their professional development. Graph 2 shows the results of pedagogical coordinators' responses regarding their activities with the teaching staff.

Graph 2 – Situations of Monitoring Academic Results of Students with Teachers⁶



Source: Developed by the authors, based on data from PGLEQE, 2023.

The data show that: a) while 39.5% of pedagogical coordinators in schools in Espírito Santo state report discussing students' performance in internal school assessments with teachers once per semester, 38% of pedagogical coordinators in Piauí state report doing the same monthly; b) 32.9% of pedagogical coordinators in schools in Espírito Santo state report discussing students' preparation for external assessments with teachers once per semester, and

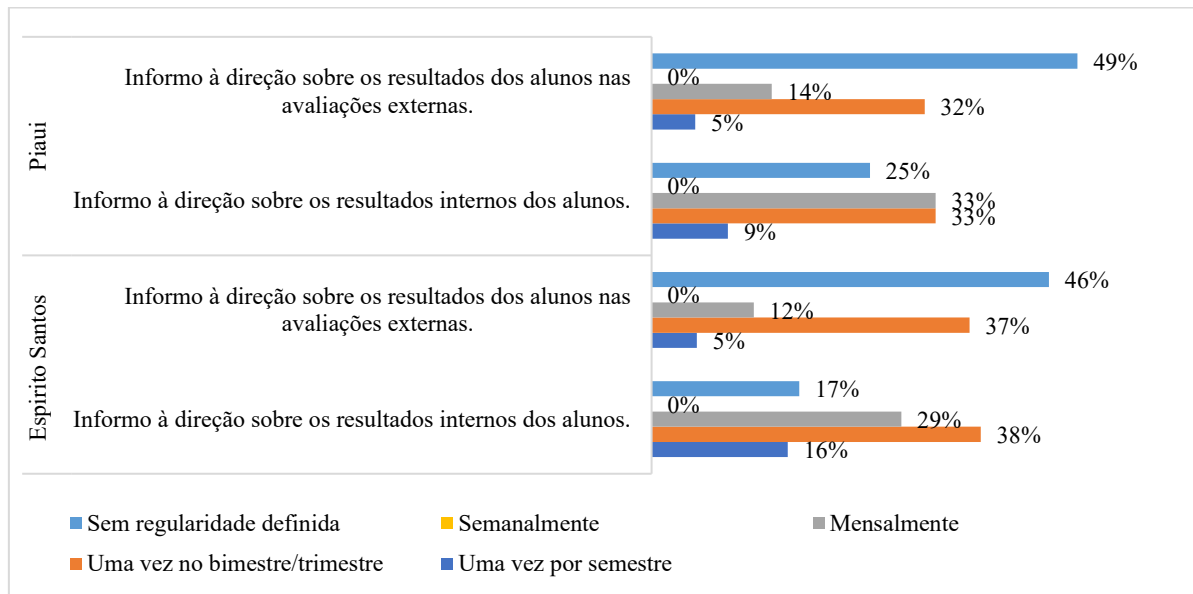
⁶ Piauí and Espírito Santos - From top to bottom: I present and discuss with the teachers the data that I organized about the students' performance in the assessments that the teachers carried out (internal assessments); I present and discuss with teachers the data that I researched and systematized on student performance in external assessments; I meet with teachers to plan specific actions to improve student performance; I talk to teachers about preparing their students for external assessments; I talk to teachers about their students' performance in internal assessments. Light blue: No defined regularity; Yellow: Weekly; Gray: Monthly; Orange: Once every two months/quarter; Dark blue: Once per semester.

35.4% of pedagogical coordinators in Piauí state report doing so without a defined regularity; c) 73.7% of pedagogical coordinators in schools in Espírito Santo state report meeting with teachers to plan specific actions for improving student performance once per semester, and 39.2% of pedagogical coordinators in Piauí state report doing so once every two or three months; d) 39.5% of pedagogical coordinators in schools in Espírito Santo state report presenting and discussing with teachers the data they researched and systematized on students' performance in external assessments once every two or three months, and 44.3% of pedagogical coordinators in Piauí state report that such a situation is not defined regularly; and e) 42.1% of pedagogical coordinators in schools in Espírito Santo state report presenting and discussing with teachers the data they organized on students' performance in teacher-conducted assessments (internal assessments) once every two or three months, and 50.6% of pedagogical coordinators in Piauí state report doing the same.

Another noteworthy aspect is that for all situations, the percentages of pedagogical coordinators in Piauí state who reported not having a defined regularity for performing the action are higher than those in Espírito Santo state, thus evidencing that this state network has much more structured mechanisms for monitoring results with schools. It is also inferred that pedagogical coordinators in the state network of Espírito Santo have a more structured routine for monitoring assessment results and that actions regarding teachers are more systematic. In the state network of Piauí, pedagogical coordinators prioritize internal assessments in their daily actions and pay more systematic attention to students' academic performance.

The results of the two situations involving the pedagogical coordinator's work related to school management are presented in Graph 3.

Graph 3 – Monitoring situations of students’ academic results with principals⁷



Source: Developed by the authors, based on data from PGLEQE, 2023.

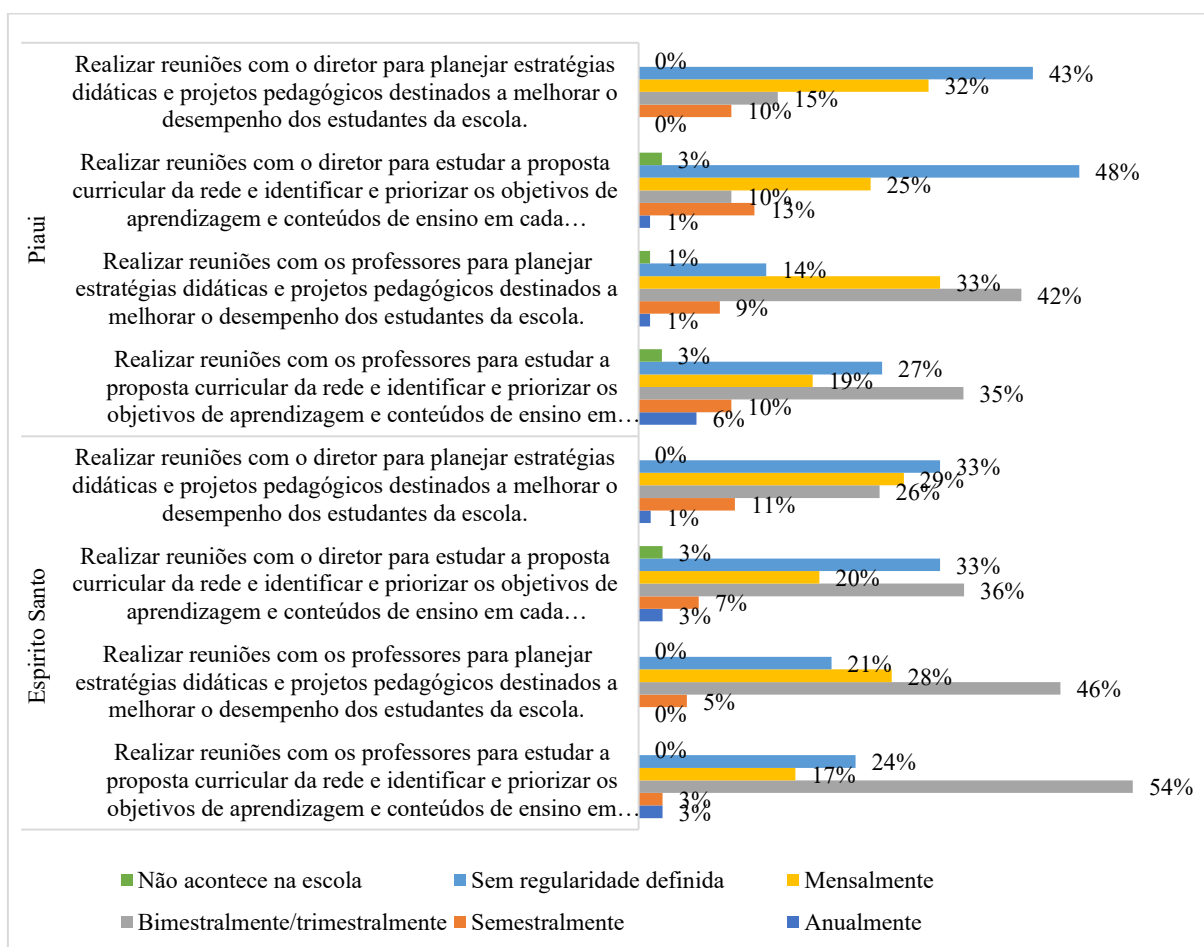
Regarding the monitoring of students’ academic results with principals, 66% and 67% of pedagogical coordinators in Piauí and Espírito Santo, respectively, report informing the administration about students’ internal results once every two or three months or monthly. In relation to students’ results in external assessments, 49% and 46% of pedagogical coordinators in the two networks analyzed claim to have no defined regularity.

Asked about their initiatives for researching and studying students’ performance data in external assessments, 57% of pedagogical coordinators in Piauí and 39% in Espírito Santo state that there is no defined regularity in this work, while 18% and 32% of coordinators in the two networks claim to carry out this type of activity once every two or three months. Finally, pedagogical coordinators were questioned about how often they use the results and indices generated by external assessments to conduct meetings with principals and teachers.

These meetings aim to study the network’s curriculum proposal, identify and prioritize learning objectives, and teach content in each subject/area, as well as plan didactic strategies and pedagogical projects to improve student’s performance at school. The results obtained are presented in Graph 4.

⁷ Piauí and Espírito Santos - From top to bottom: I inform management about student results in external assessments; I inform the management about the students' internal results. Light blue: No defined regularity; Yellow: Weekly; Gray: Monthly; Orange: Once every two months/quarter; Dark blue: Once per semester.

Graph 4 – How often do you use the results and indices generated by external assessments⁸



Source: Developed by the authors, based on data from PGLQE, 2023.

The data reveal that pedagogical coordinators have a more intense involvement with teachers, with 35% and 54% in Piauí and Espírito Santo, respectively, holding bi-monthly/tri-monthly meetings to study the network’s curriculum proposal, identifying and prioritizing learning objectives and teaching content in each subject/area. Additionally, 42% and 46% of them meet with teachers to plan didactic strategies and pedagogical projects aimed at improving students’ performance at school.

Regarding principals, 36% of pedagogical coordinators in Espírito Santo state report bi-monthly/tri-monthly meetings to study the network's curriculum proposal and identify and

⁸ Piauí and Espírito Santos - From top to bottom: Hold meetings with the director to plan teaching strategies and pedagogical projects aimed at improving the performance of the school's students; Hold meetings with the director to study the network's proposed curricula and identify and prioritize learning objectives and teaching content in each area/discipline; Hold meetings with the principal to plan teaching strategies and pedagogical projects aimed at improving the performance of the school's students; Hold meetings with teachers to study the network's curriculum proposal and identify and prioritize learning objectives and teaching content in each area/discipline. Light blue: No defined regularity; Yellow: Weekly; Gray: Monthly; Orange: Once every two months/quarter; Dark blue: Once per semester.

prioritize learning objectives and teaching content in each subject/area, while 48% of pedagogical coordinators in Piauí state affirm that this type of meeting does not have a defined regularity. Regarding meetings to plan didactic strategies and pedagogical projects aimed at improving students' performance at school, 43% and 33% of pedagogical coordinators in Piauí and Espírito Santo, respectively, state that there is no defined regularity for this action.

These data highlight that the pedagogical coordinator's role is more intensely and pragmatically directed towards teachers, mobilizing the teaching staff to continuously engage with the network's curriculum proposal, identifying and prioritizing learning objectives and teaching content in each subject/area, as well as planning didactic strategies and pedagogical projects aimed at improving students' performance at school. Since the previously analyzed data showed a significant incidence of situations where pedagogical coordinators focus on internal and external assessments, the mobilization of teachers around students' performance may be directly associated with them.

Final considerations

The reflections presented throughout this article allow for the establishment of some connections between its three parts. The literature review on the pedagogical coordinator and their increasing strategic role in evaluation processes in education systems is in line with what was observed in the two studied networks. If studies on this profession indicate that, due to more general circumstances associated with external assessments, pedagogical coordinators begin to mediate such processes within the school, the data from the responses collected in the two states will converge with this understanding.

All responses from pedagogical coordinators to questions about their role in implementing external evaluation policies show a prominent role in the school context regarding this matter. It is worth noting that in both considered contexts, the coordinator significantly engages in external evaluation processes, although there are nuances specific to each of the networks, as the data allowed us to observe.

In synthesis, what can be inferred from the studied responses? Firstly, it can be observed that the set of responses provided by the coordinators in the research instrument indicates their strong involvement and presence in dialogue with teachers and principals, in disseminating assessment results, and in preparing schools for internal and external evaluation processes. While this is a common finding, secondly, it is worth noting that there are differences to

consider within the scope of the two states. Overall, the data seem to indicate that the prominence and frequency of the pedagogical coordinator's role correspond to a more structured system of regulation and performativity in Espírito Santo compared to Piauí, with a prevalence of practices associated with external evaluation. On the other hand, the focus on internal processes of student assessment stands out as a more prevalent characteristic in Piauí than in Espírito Santo.

Some data provided by the contextualization of the two networks are noteworthy. Although the reflection did not seek explanations about the trajectory of each of the two states regarding their respective advances in the IDEB, it is worthwhile to seek to understand the recent evolution of the two education systems based on some data offered on the subject. The previously mentioned study on the education network in Espírito Santo showed the influence of specific indicators on others, by delving into possible causes associated with "better" and "worse" school results, among which the weight of variables associated with teachers was identified. Could a similar hypothesis be considered regarding the performance of the state networks considered in relation to the IDEB? Could the data on teachers have influenced the results obtained?

Obviously, it would be necessary to further delve into studies on the topic to arrive at any conclusions regarding variables associated with teachers in the performance of educational systems. However, two indicators about teachers deserve attention: while Piauí has 54% of its professionals with stable employment status, Espírito Santo has only 26% of teachers in this condition; likewise, their length of stay in the same school is higher in Piauí than in Espírito Santo, as there is a medium-high teacher regularity in the former state and a medium-low in the latter.

The valorization of teachers, whether through the presence of stable employment bonds or through longer stays in schools, deserves to be the subject of analysis in subsequent studies. This approach would enable the identification of possible explanations for Piauí's evolution compared to Espírito Santo in the Basic Education Development Index (IDEB). Initially, in 2005, the results were quite disparate, with Piauí recording an IDEB of 2.6 in the early and final years of elementary education, while Espírito Santo presented 3.7 in the early years and 3.5 in the final years. However, in 2021, Piauí surpassed Espírito Santo, reaching a score of 6.1 in the early years and 4.9 in the final years, compared to 6.0 and 4.8, respectively, obtained by Espírito Santo, which showed lower results than those of the northeastern state.

These considerations demonstrate that the present study sought to shed light on a topic that is not often addressed in research on the new configurations of schools and teaching work in the country, focusing on some of the practices conducted by pedagogical coordinators in the context of external assessments.

Further studies will undoubtedly help to expand understanding of these professionals' role in Brazil's public education network and better comprehend the accountability processes that have been implemented in the relentless pursuit of good results, which have predominated in the context of contemporary educational policy.

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