

## La inserción laboral de los docentes de educación primaria en Puebla, año 2013

*The employment of teachers in primary education in Puebla, 2013*

**Nancy Silvia Esparragoza Bermejo**

Benemérito Instituto Normal del Estado “Gral. Juan Crisóstomo, Bonilla”

[nsbermejo@live.com.mx](mailto:nsbermejo@live.com.mx)

**María Teresa Mendoza Cardozo**

Benemérito Instituto Normal del Estado “Gral. Juan Crisóstomo, Bonilla”

[m\\_ma\\_teresa@hotmail.com](mailto:m_ma_teresa@hotmail.com)

**María Patricia Sánchez Bautista**

Benemérito Instituto Normal del Estado “Gral. Juan Crisóstomo, Bonilla”

[patyzanchez@hotmail.com](mailto:patyzanchez@hotmail.com)

### Resumen

México vive transformaciones importantes en el sistema educativo, las políticas internacionales permean el Plan de Desarrollo 2013-2018, en la meta “México con Educación de Calidad” y, por ende, el Programa Sectorial propone como objetivo mejorar la calidad educativa en todos los tipos y modalidades.

Desde el 2008 y hasta este momento se atiende la recomendación número cinco de la OCDE: abrir progresivamente todas las plazas docentes a concurso y revisar el proceso de asignación de plazas, a través del Concurso Nacional de Asignación de Plazas Docentes de educación básica, con el propósito de seleccionar a los mejores docentes e insertarlos en el sistema educativo.

Los docentes son ente fundamental en la concepción y desarrollo de las propuestas curriculares; esta investigación descriptiva exploratoria, presenta resultados de la inserción laboral de los egresados de educación primaria del BINE en Puebla en el año 2013, abordando las generaciones en el rango 2009-2013, desde el proceso de registro de los participantes hasta la publicación de resultados, por tipo de convocatoria y el perfil referencial que valora el Examen Nacional de Conocimientos, Habilidades y Competencias Docentes, así como su estructura.

**Palabras clave:** egresados, campo laboral, educación primaria, examen nacional.

## Abstract

Mexico lives important transformations in the educational system, international policies permeate the Development Plan 2013-2018, at the finish line "México with Quality Education" and, therefore, the sectoral programme proposes objective improve the quality of education in all types and modalities. Since 2008 and so far the recommendation number five of the OECD is addressed: gradually open all teaching positions in competition and review the process of vacancies allocation, through the National Contest of Allocation of Teachers Openings in basic education, in order to select the best teachers and insert them into the educational system. Teachers are fundamental in the conception and development of the curricular proposals; This exploratory descriptive research, presents the results of the employability of graduates of elementary education of the BINE in Puebla in 2013, addressing the generations in the 2009-2013 range, since the process of registration of participants until the results publication, by type of call and reference profile that assesses the national examination of knowledge, skills and competencies teachers, as well as its structure.

**Key Words:** graduates, working field, working environment, primary education, national exam.

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## Introduction

The follow-up of graduates in higher education institutions has resumed a role in evaluations of the quality standards of education offered, enabling direct contact with vocational training and the labour market, thus reducing the gap between the theory and the social reality that in the future they will face. Identify the challenges facing the entering and staying in the labour field, enables the pursuit of greater and better strategies of vocational accompaniment. In this matter, Normal Schools across the country the opportunity to expand their options of training, updating and professionalization of teaching. This study is an analysis of the current situation living teachers in education, graduates of the Bachelor of Primary Education, in search of a job opportunity in the National Education

System of Basic type through the Granting of Teaching Positions National Contest, call 20132014; providing information about the dynamics of this contest, the type of research that was conducted, the results achieved by the graduates of the LEP generations 2009, 2010, 2011, 2012 and 2013, and finally, reflections on the subject.

### **General view**

Since 2008, in Mexico until last year, the National Contest for Teachers Grant Plaza was the national and state mechanism to enter the workforce, currently, the federal government adopts new legislation with the General Law of Professional Teaching Service proposed a new process for hiring teachers, which does not have much clarity about the evaluative structure that will sustain but continue under the dynamics of the competitive examinations for entry into the teaching profession in the public service of the country.

This national competition was founded with a commitment to fairness in the recruitment of teachers in basic education under the criteria of equity, quality, transparency and accountability. In the specific embodiment primary, he addressed to candidates in the following conditions: 1. New Entry: to graduates of training institutions of public and private teachers; National Pedagogic University (UPN) Public incorporated into the SEP and other Higher Education Institutions (IES) public or private, depending on the nature of the insolvent Square and the required profile in the case of Puebla, in compliance to call the technicians and annexes, and 2. Teachers in service: Teachers with provisional appointment or wish to have one space per day or per hour-square-week month and will have additional support in time, distance and time in the vacant place will be generated; support staff and education assistance with specific educational profile to the square of time requested or the square an hour-week-month, compatibility and number of hours; Teachers with parking day preschool, primary, special education and indigenous education, with ten years old, degree in elementary education and support on time, distance and timetable-who wish to have additional space at the level of primary education in the place the vacancy is generated.

In view of this, the process that underwent these applicants responded to the sixth edition issued nationally by the Ministry of Public Education (SEP) and the National Union of Education Workers (SNTE), the June 16, 2013 to participate in the National Competition for Granting teaching positions 2013-2014 (CNOPE 13-14), with the protection of independent evaluation

body with federalist (œIf). The process set consisted of: a digital pre-registration through [ww.concursonacional.sep.gob.mx](http://ww.concursonacional.sep.gob.mx) portal of entry of information to the National Register Information System (SNRI), then to a record in different locations to obtain his record of consideration to the resolution of the National Assessment of Knowledge and Skills Teachers (ENCHD), continuing the test score and the delivery of results through various stages: optical reading, issuance of unquestionable results, considering the tiebreakers, the integration of the results according to the pre-selected in the record in the case of participants in previous competitions choice, delivery to the state educational authority lists of candidates in order of priority, publishing results on July 21, 2013 on the official website of the competitive examination and in print media of each state and the Federal District and, finally, the presentation of the validity of the results: until May 31, 2014.

There is a test for each of the 24 types of places bankrupt -of new creation (federalized - PRODET-, and state), and the date of final publication of the vacancy announcement and during the school year 2013-2014- the validity and legitimacy of the National Assessment of Knowledge, Skills Teachers rely on the participation of professional bodies, made up of specialists with recognized expertise in each of the areas that make up the exam. For the design and development of these instruments, he attended two collegiate groups, the œIf aimed dictate technical and academic accreditation criteria contained in national calls for Competition teaching vacancies, the characteristics of the additional assessments contained in the technical annexes for each state during the same school year, the databases with the proposed reagents to integrate national exams and study guides; Academic Committees and the three support [From design (CAD), manufacturing (CAE) and Validation (CAV)], who actively participated in the definition and construction of the same.

This test was standardized, had fixed rules of design, development, implementation and qualification; This test explored the knowledge and skills of the examinees to respond to various situations in the classroom and school, also, knowledge of educational materials that teachers supports their work, understanding of current approaches to teaching and mastering the curriculum. The assessment instruments contemplated a certain structure with areas, subareas and specific to the type of test subjects, with a certain number of items. In the case for teachers in primary education, the structure was presented in Table 1.

Table No.1. Structure of the National Assessment of Knowledge, Skills and competencies Teachers for Primary Teachers

Áreas	Subáreas	Temas	Reactivos
Habilidades intelectuales	Comprensión lectora	Tipos de texto	21
		Niveles de comprensión	
	Secuencias lógicas	Sucesiones numéricas	21
		Sucesiones de figuras	
Conocimiento de la educación básica	Articulación de la educación básica	Normatividad y ética docente	14
		Mapa curricular y articulación de los niveles educativos	
		Competencias para la vida y Perfil de egreso	
	Plan de estudios 2011	Principios pedagógicos	10
		Campos de formación	
Competencias docentes	Programas de estudio y competencias didácticas	Programa de estudios	30
		Planificación docente	
		Evaluación para el aprendizaje	
	Dominio disciplinar	Lenguaje y comunicación	24
		Pensamiento matemático	
		Exploración y comprensión del mundo natural y social	
		Desarrollo personal y para la convivencia	
			120

Fuente: SEP/SNTE (2013g). Guía para el sustentante.

The test consisted of 140 reagents 120 -only considered to issue the supporting qualification and 20 for piloteo-, looking for intellectual, 42 reagents; Knowledge of basic education, 24 questions and in teaching skills, 54 questions with a total of 120 reagents. Table No. 2 can analyze the definition of each area and subarea that integrated, while in Table 3 the subjects that make up the instrument for primary school teachers are described.

Table No.2. Description of areas and subareas of the National Assessment of Knowledge, Skills and Competencies for Teachers of Primary Teachers

Área	Descripción	Subárea	Descripción
Habilidades intelectuales	Capacidad que favorece el aprendizaje de nuevos conocimientos e incluye el uso de varias estrategias de lectura para reconstruir el significado que el autor quiere comunicar mediante operaciones mentales al leer un texto.	Comprensión lectora	Uso de textos escritos, mediante la identificación de sus características, funciones y elementos, con el fin de reconocer ideas y opiniones que se expresan.
	Capacidad para resolver situaciones abstractas, con base en operaciones matemáticas, así como la identificación de figuras y cuerpos desde distintos planos y perspectivas.	Secuencias lógicas	Representaciones mentales a través del conocimiento, la comprensión, la identificación de semejanzas y diferencias, el establecimiento de relaciones, reconocimiento de congruencias e incongruencias, la ordenación y seguimiento de secuencias o procesos
Conocimiento de la educación básica	Aspectos legales y organizativos del sistema educativo mexicano, principios éticos de la profesión y competencias docentes; y características del Plan de estudios 2011 de la educación básica (mapa curricular, competencias para la vida y perfil de egreso, principios pedagógicos y campos de formación).	Articulación de la educación básica	Aspectos legales y organizativos del sistema educativo mexicano, principios éticos de la profesión y competencias docentes. Elementos de la articulación de la educación básica: mapa curricular, aprendizajes esperados, competencias para la vida y perfil de egreso.
		Plan de estudios 2011	Principios pedagógicos y campos de formación del Plan de Estudios 2011 de educación básica.
Competencias docentes	Conocimientos teórico-metodológicos y disciplinares contenidos en el Plan y los Programas de estudio 2011 de Educación Básica Primaria; para seleccionar estrategias de planificación y evaluación orientadas a la mejora de los procesos de enseñanza aprendizaje.	Programas de estudio y Competencias didácticas	Contenido, estructura curricular, así como las orientaciones pedagógicas y didácticas del Plan y los Programas de estudio 2011, como referentes para la selección de estrategias de planificación y evaluación en la educación primaria
		Dominio disciplinar	Conceptos y procedimientos requeridos para el trabajo con los contenidos curriculares del Plan y los Programas de estudio 2011 de Educación Básica Primaria.

Fuente: SEP/SNTE (2013g). Guía para el sustentante.

Table 3. Description of the subjects of the National Assessment of Knowledge, Skills and Competencies for Teachers of Primary Teachers

Subárea	Tema	Descripción
Plan de estudios 2011	Principios pedagógicos	Función y características de los principios pedagógicos que sustentan el Plan de estudios 2011 para educación básica.
	Campos de formación	Función y características de los campos de formación para la educación básica del Plan de estudios 2011.
Programas de estudio y competencias didácticas	Programas de estudios	Particularidades de los Programas de estudio 2011 de Educación Básica Primaria, en cuanto a propósitos, enfoques, organización de los aprendizajes, así como las orientaciones pedagógicas y didácticas de cada uno de los campos de formación y sus asignaturas.
	Planificación docente	Orientaciones y elementos de la planificación en los campos de formación y las asignaturas, al seleccionar estrategias acordes con los enfoques del Plan de estudios de Educación Básica y los Programas de estudio 2011 de Educación Básica Primaria.
	Evaluación para el aprendizaje	Conceptos, estrategias, tipos e instrumentos para la evaluación en cada uno de los campos de formación y las asignaturas del Plan de estudios de Educación Básica y los Programas de estudio 2011 de Educación Básica Primaria.
Dominio disciplinar	Lenguaje y comunicación	Modalidades, estrategias y momentos de lectura; tipos, características y funciones de los textos; etapas de transición en la apropiación del sistema de escritura que sigue el niño; así como la sintaxis, semántica y ortografía para discriminar textos y situaciones propias del campo de formación.
	Pensamiento matemático	Resolución de problemas aritméticos y geométricos; así como los que implican búsqueda, selección y análisis de información.
	Exploración y comprensión del mundo natural y social	Conceptos claves de la formación científica básica tales como: biodiversidad, ecosistema, cadenas alimentarias, ambiente, espacio geográfico y acontecimientos históricos; además causas y consecuencias del cuidado de la salud.
	Desarrollo personal y para la convivencia	Valores, actitudes y principios, como autorregulación, equidad, honestidad, respeto, tolerancia, democracia, laicidad y respeto a la dignidad humana implicados en situaciones cotidianas; así como conceptos de corporeidad, motricidad y deporte escolar; además de los lenguajes artísticos (artes visuales, expresión corporal y danza, música o teatro) que en su conjunto contribuyen al desarrollo del alumno como persona y ser social.

Fuente: SEP/SNTE (2013h). Guía para el sustentante.

From the results of this national survey arising will allow the allocation of places, which will be in charge of the State Monitoring Committee, and hiring by the state educational authority, which contacts the applicants to offer (in strict order of priority) workplaces available, offered in the technical annexes or according to the educational needs of the organization, once attended the "shifts or changes" determined by the State Commission of changes. In Puebla, the provision of places for the 2013-2014 school year was as follows:

- 162 were subjected to competition from day teaching positions for teachers in service, as well as final as of June 15 this year, federalized and state jobs, by level and modality. Which, in the case of primary education, 18 federal and 28 state nature were promoted. In DS-21 Annex F-12 federalized places, while in Annex DS-21-E, only 20 state seats are determined. This is also stipulated in the DS-21-F attachments, sleeps 6 and Annex federalized DS-21-E, State sleeps 8, in all cases, vacant at June 15, 2013 for the primary level.

- For incoming call, they will be promoted in the state a total of 419 teaching positions per hour-week-month, according to Annex ISD-21-F, regarding the DS-21-E call 105 seats, promote respect to call for new federal income 127 and 44 state and definitive to June 15, 2013 vacancies, you federalized and state, by level and modality.

### **As for the study**

An exploratory and descriptive cross-sectional study addresses whose objectives are: A. Knowing the scope of graduates from the Bachelor of Primary Education (LEP) of the Meritorious State Normal Institute "Gral. Juan Crisostomo Bonilla "(BINE) in CNOPD 13-14 B. Identify the challenges that graduates of our Normal School (IN) face when joining the National Educational System (SEN) and C. Display the teaching competencies they demanded in the workplace, enabling the educational program take appropriate decisions for continuous improvement of their initial teacher education process and to observe the trend of continuous teacher training.

The organization, presentation, analysis and interpretation of the information gathered under the 2013-2014 national survey, involved a research focused on the performance of graduates who achieved the minimum score standard established by the Independent Review Body with federalist, is ie, the "acceptable" level to be eligible for a teaching place, to include in the priority listings published on the official site, the name of the applicants and thus allow the easy identification of whom are graduates of the Education Program (LEP ) corresponding to the 2009-2013 cohorts. The following steps are briefly immersed identified in the process of this study.



Step 1. literature review on the characteristics of competitive examination from 2013 to 2014 through the calls and related documents published on the portal [ww.concursonacional.sep.gob.mx](http://ww.concursonacional.sep.gob.mx) was performed.

Step 2. the general statistics of the contest were reviewed and related to the results of both federal National Assessment of Knowledge, Skills and Competencies for Primary Education Teachers in the two types of call admission and teachers -new service- and state .

Step 3. were identified LEP graduates of generations 2009, 2010, 2011, 2012 and 2013 lists of priority. Graduates who gathered for group and generation; for the total and the average of the results achieved by areas assessed, and overall average overall results of the attended degree or years.

Step 4. Data obtained from the above concentrate were grouped in tables and graphs, which rescued the statistical information concerning: generation, gender, type of call, tested areas, Overall Performance, General Average Race NI teachers Age and the DS.

Step 5. Subsequently interpreted those results was based on the principles established by the Ofei and the context that surrounds the basic education professionals in the workplace in the state and country.

Step 6. Finally, conclusions and suggestions were established.

### **From the results of the graduates of the LEP**

It is noteworthy that the National Competition is a driven since 2008, rising temporarily mechanism. For the 2009-2010 school year, it is assumed by the *œIf* and January 28, 2011 is recognized in the Education Act as the official means of income and promoting the teaching service.

In this sixth edition, assuming continuing identification with the name only of those candidates who obtain level "Acceptable", limiting the IES identify the total number of graduates participating in the National Review and who were in the range of "Not Acceptable." values This time they decided to make a generational cohort 2009-2013, beginning the search for our LEP graduates and succeeded in identifying only 66 of 297 of them acceptable level, ignoring the actual number of applicants. Here are the statistics of our graduates in primary education in relation to the Competitive Tender conducted in 2013 samples.

**Table 1.** Contestants of the LEP with acceptable level of performance in the CNOPD 13-14: Graduates by generation and gender group.

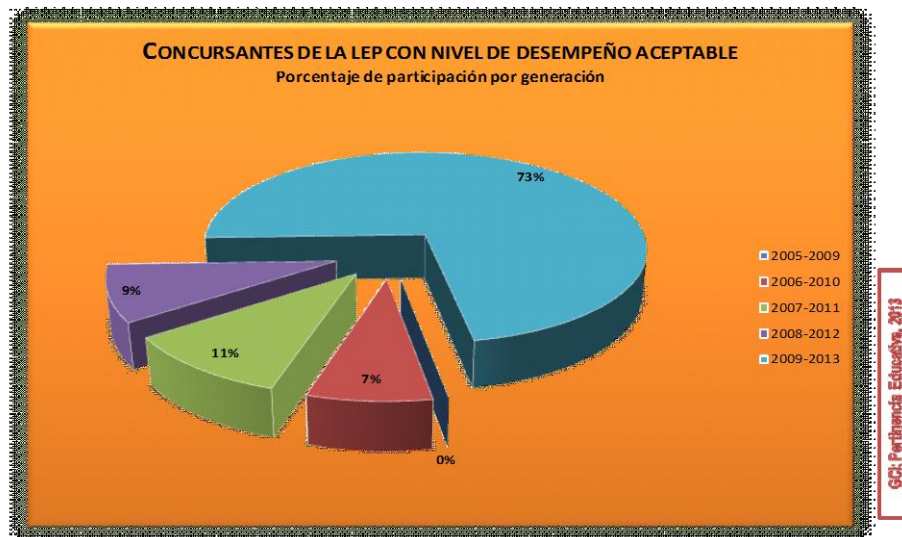
EXAMEN PARA DOCENTE DE EDUCACIÓN		PRIMARIA		
INSTITUCIÓN/ENTIDAD		BINE/PUEBLA		
No.	GENERACIÓN	SEXO		
		F	M	Σ
1	2005-2009	0	0	0
2	2006-2010	5	0	5
3	2007-2011	3	4	7
4	2008-2012	5	1	6
5	2009-2013	40	8	48
<b>TOTAL</b>		<b>53</b>	<b>13</b>	<b>66</b>
<b>PORCENTAJE %</b>		<b>80</b>	<b>20</b>	<b>100</b>

GCI: Pertinencia Educativa, 2013

Símbolos: F=Femenino M=Masculino Σ= Suma

According to the information displayed in this table, the largest share is the female gender with 80%, ie 53 women and 20% has the 13 male graduates. You can also observe that the generation with the most accepted was the LEP 2009-2013 BINE in Puebla, with a total of 48 graduates, 40 women and 8 men. As for the 2005-2009 generation, no graduates with this level of approval is found, not knowing if there was participation from them.

**Figure No. 1.** Contestants of the LEP with acceptable level of performance in the CNOPD 13-14: Percentages by generation.



Regarding the 66 graduates identified acceptable level, it is located 73% in the generation from 2009 to 2013 and in 2005-2009 no records are found in the lists of priority. Second it is the 2007-2011 to 2008-2012 11% and generation in third place with 9% and 7% last but one generation from 2006 to 2010 (See Figure No. 1).

**Table 2. Contestants of the LEP with acceptable level of performance in the CNOPD 13-14: Graduates by generation and type of call.**

EXAMEN PARA DOCENTE DE EDUCACIÓN		PRIMARIA		
INSTITUCIÓN/ENTIDAD		BINE/PUEBLA		

No.	GENERACIÓN	TIPO DE CONVOCATORIA		
		NI	DS	Σ
1	2005-2009	0	0	0
2	2006-2010	3	2	5
3	2007-2011	1	6	7
4	2008-2012	0	6	6
5	2009-2013	48	0	48
<b>TOTAL</b>		<b>52</b>	<b>14</b>	<b>66</b>
<b>PORCENTAJE %</b>		<b>79</b>	<b>21</b>	<b>100</b>

GCI: Pertinencia Educativa, 2013

Símbolos: NI=Nuevo Ingreso    DS= Docentes en servicio    Σ= Suma

This generation is concentrated in the call rescues New Income (NI), the highest number of participation the 2009-2013 generation gets 48 graduates of the study population (92%), as regards the call for teachers in Service (DS) generations 2011 and 2012 are the largest number of applicants, 6 teachers (representing 43% each) who presented the national exam to obtain acceptable level.

**Table 3.** Contestants of the LEP with acceptable level of performance in the CNOPD 13-14: Global results and the areas evaluated by generation.

<b>EXAMEN PARA DOCENTE DE EDUCACIÓN</b>		PRIMARIA			
<b>INSTITUCIÓN/ENTIDAD</b>		BINE/PUEBLA			

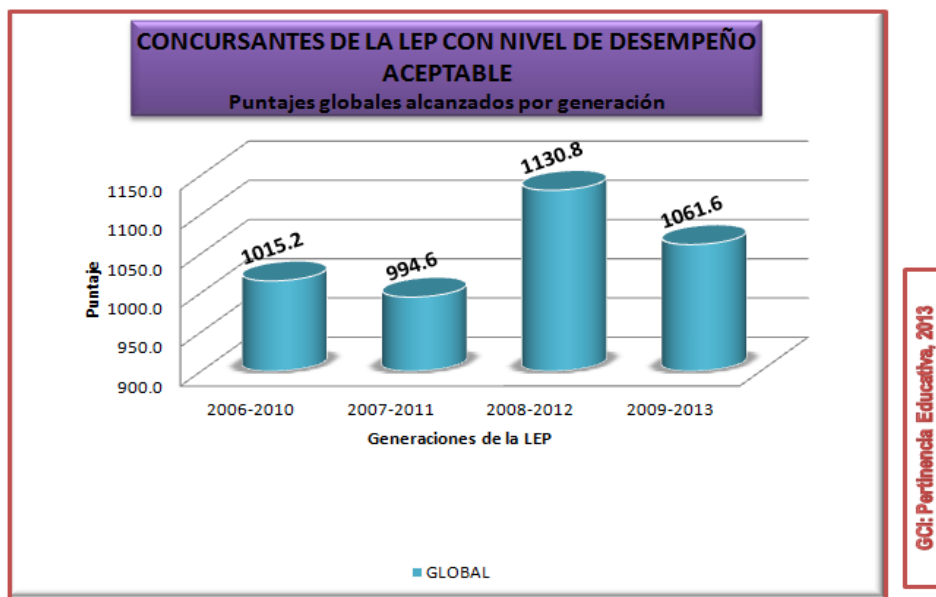
No.	GENERACIÓN	RESULTADOS DE LAS ÁREAS			
		HABILIDADES INTELLECTUALES	CONOCIMIENTO EDUCACIÓN BÁSICA	COMPETENCIAS DOCENTES	GLOBAL
2	2006-2010	1002.0	1035.0	1007.0	1015.2
3	2007-2011	998.3	1041.7	960.4	994.6
4	2008-2012	1109.5	1126.0	937.2	1130.8
5	2009-2013	1048.7	1054.9	1054.6	1061.6
<b>TOTALES</b>		<b>4158.5</b>	<b>4257.6</b>	<b>3959.2</b>	<b>4202.2</b>
<b>MEDIA</b>		<b>1039.6</b>	<b>1064.4</b>	<b>989.8</b>	<b>1050.5</b>

GCI: Pertinencia Educativa, 2013

Global and partial analysis of results achieved by the graduates of the LEP BINE in Puebla at the acceptable level, concludes that in the area of intellectual abilities with 1109.5 points generation with best score was 2008-2012. As for the lowest score in this area you are obtained by the generation 2007-2011 with a score of 998.3. In the area of knowledge of basic education, 2008-2012 generation reaches the highest score with 1126.0 and 1035.0 2006-2010 group with the lowest. As regards teaching skills, they get the highest score of 2013 graduates with 1054.6 points and the lower those of 2012 with 937.2 points. The best area evaluated by these generations was the Knowledge of Primary Education with an average of 1064.4 points; the second area is the intellectual skills with a score of 1039.6, and finally, with 989.8 teaching skills area is located. It is important to note that since 2009 omitted to generation by the absence of values and that no part is located, thus altering the statistical processing, specifically averages.

Whereas the range of 819-1282 score officially "Acceptable" LEP graduates are positioned at the midpoint of this condition with an overall score of 1050.5; being the area of teaching skills educational program should strengthen the training of its student teachers.

Figure No. 2 overall percentages for the contestants with acceptable level of LEP.

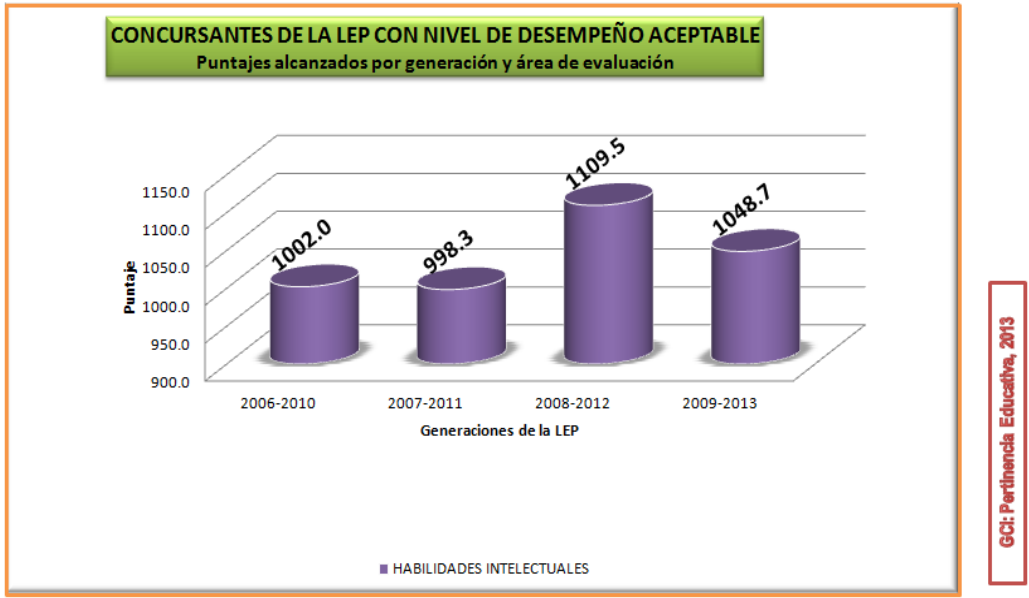


Seen in this graph the best generation of LEP was that of 2008-2012 BINE with 1130.8 points in the three areas assessed (intellectual skills, knowledge of basic education and teaching skills). Following the generation 2009-2013 with a recorded score of 1061.6. 2010 graduates earned a total of 1015.2 and aspiring generation from 2007 to 2011 showed an overall of less than a thousand points.

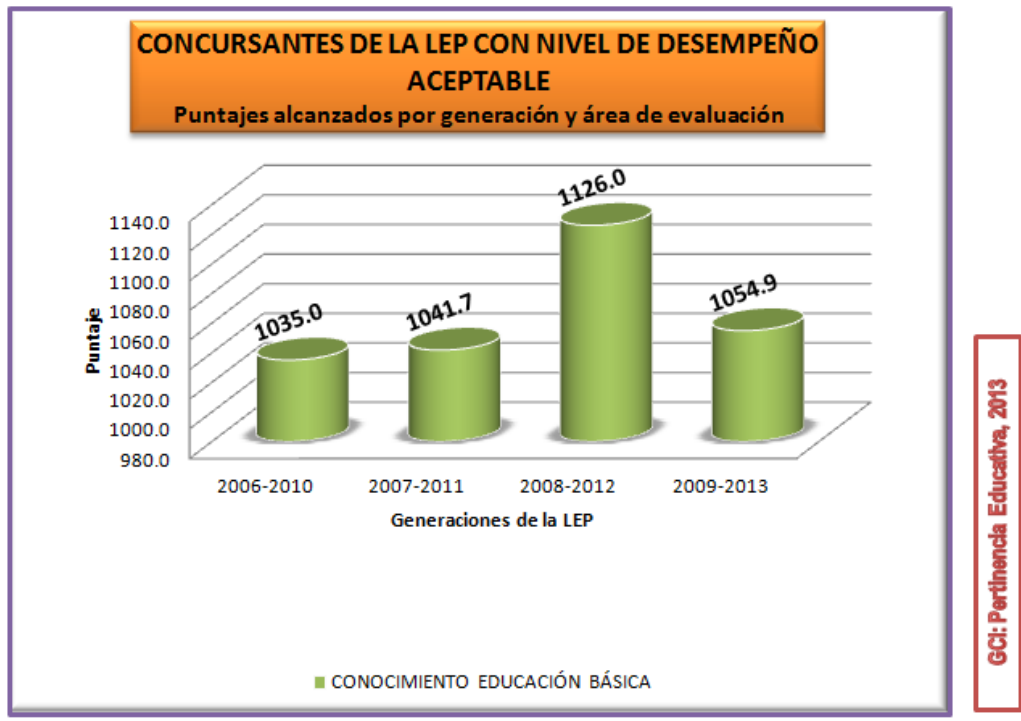
The following graphs 3, 4 and 5, which show the percentages achieved in each of the areas evaluated by generation are presented.

Graph No. 3, the results for viewing by age group the scores achieved by the graduates of the LEP with acceptable level in the area of Intellectual skills, understood as the capacity that promotes the learning of new knowledge and includes use of several reading strategies to rebuild the meaning the author wants to communicate by mental operations while reading a text and the ability to solve abstract situations, based on mathematical operations as well as the identification of figures and bodies from different levels and perspectives (SEP / SNTE , 2013g), valuing two subareas: Reading Comprehension and logical sequences. Resulting in the best generation in the 2008-2012 1109.5; with 1048.7 corresponds to the group of graduates from 2009 to 2013 and 1002.0 points generation to generation for 2006-2010. With less than a thousand points by 2007-2011 group.

**Figure No. 3.** Percentages achieved in the area of skills Intellectuals for contestants with acceptable level of LEP.

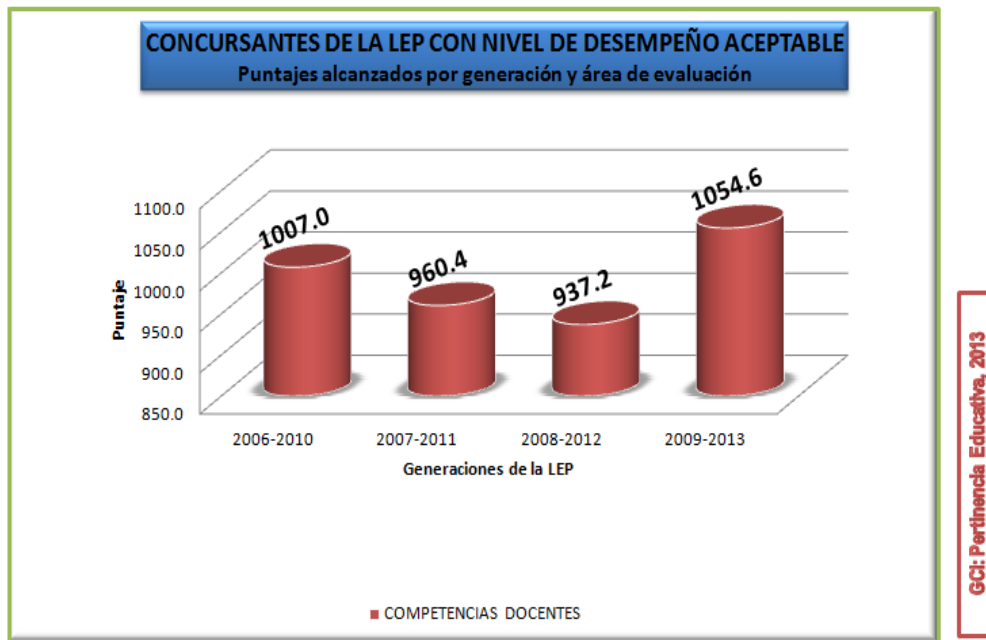


**Figure No. 4.** Percentages achieved in the area of knowledge of Basic Education for contestants with acceptable level of LEP.



Applicants for a place of teaching were evaluated in the area of knowledge of Basic Education, which focuses on the legal and organizational aspects of the Mexican educational system, ethical principles of the profession and teaching skills; and characteristics of the 2011 curriculum of basic education (curriculum map, life skills and graduate profile, teaching principles and areas of training); with two sub-areas: articulation of basic education and curriculum 2011 (SEP / SNTE, 2013g). These graduates earned scores above the thousand points; Highlighting the generation 2008-2012 1126, it is the second generation of graduates in 2013 (1054.9 points); in third place with 1041.7 points generational 2007-2011 group and finally, in 1035 the fourth with 2006 to 2010.

Figure No. 5. Percentages achieved in the area of teaching skills by contestants acceptable level of LEP.



At LEP graduates in teaching skills, they evaluated the theoretical and methodological and disciplinary knowledge contained in the Plan and Programs Study 2011 Basic Primary Education; select strategies for planning and evaluation aimed at improving teaching and learning processes; with subareas of curricula and teaching skills and discipline domain (SEP / SNTE, 2013g). According to the results the best generation with 1054.6 points was the 2009-2013 with a score of 1007, and 2006-2010 graduates with less than a thousand points aspirants generations 2011 and 2012.

**Table 4.** Competitors of the LEP with acceptable level of performance in the CNOPD 13-14: Graduates from generation level of performance showing tiebreakers: General career average (NI) and old (DS).

EXAMEN PARA DOCENTE DE EDUCACIÓN	PRIMARIA
INSTITUCIÓN/ENTIDAD	BINE/PUEBLA

No.	GENERACIÓN	NIVEL DE DESEMPEÑO			PUNTAJE ESTANDARIZADO	CRITERIO DE DESEMPATE			
		A	RNA	No A		NI	PROMEDIO GRAL. DE LA CARRERA	DS	ANTIGÜEDAD DEL ASPIRANTE (MESES)
2	2006-2010	5	0	0	1015.2	3.0	8.9	2.0	24.0
3	2007-2011	7	0	0	994.6	1.0	7.7	6.0	12.0
4	2008-2012	6	0	0	1130.8	0.0	0.0	6.0	7.7
5	2009-2013	48	0	0	1061.6	48.0	8.9	0.0	0.0
<b>TOTALES</b>		<b>66</b>	<b>0</b>	<b>0</b>	<b>4202</b>	<b>52</b>	<b>26</b>	<b>14</b>	<b>44</b>
<b>MEDIA</b>		<b>100</b>	<b>0</b>	<b>0</b>	<b>1050.5</b>	<b>13.0</b>	<b>8.5</b>	<b>3.5</b>	<b>14.6</b>

GCI: Pertinencia Educativa, 2013

SIMBOLOGÍA: **A** = Aceptado      **RNA** = Requiere Nivelación Académica      **NoA** = No Aceptado

In this picture the graduates of the LEP BINE in Puebla are shown, for generation and performance level criteria tiebreaker determined by the  $\alpha$ If: overall average of the race to incoming cases and seniority for teachers in service. As for the overall highest average race with a score of 8.9 are two generations, the 2010 and 2013; the lowest it has the 2011 with 7.7. As regards the criterion of length of service that are required to teachers, 2006-2010 generation has more time in the workplace, 24 months, and those who have years of service are the group 2013 to be the year who graduated from professional education in Normal. The result obtained by the candidates of the LEP BINE in the National Examination serves a purpose of selecting the best candidates to occupy a teaching position considering the level of performance but if it be a draw by participants new entry endorse the tiebreaker as the overall average of the race and the case of teachers in service will be based on seniority. Therein lies the importance of all aspects to assess applicants.



## **Conclusions**

In the sixth call for granting teaching positions in Mexico, participants were 29 states plus the Federal District, refusing to participate Michoacan and Oaxaca.

The total number of applicants in the proceedings 2013, 146,222 were for different types of examination and the two calls, presenting the national exam 140 193 applicants, ie 95.87% of the total registered.

For this process 12 thousand 933 places nationwide for a total of 146 000 222 hopefuls competed, which tells us that only 8.8% of applicants get a place of work in the Mexican educational system through this process to date Publication of the results, what happens in cases that obtain acceptable level and exceeded this percentage?

By analyzing the structure of the exam for contestants of primary education, according to the guidance of sustaining, it is considered to have a reference profile corresponding to the curriculum of primary school 2011, both in their curriculum proposal and in the curricula and the domain that demands discipline. a close relationship with the profile of graduates of the Bachelor of Primary Education 1997 is also identified.

At this point in Mexico, with the Education Reform and its secondary legislation, it is essential to establish a profile of basic education teacher who is not only the basis of examination of the construction of granting teaching positions but also evaluations for length of service public education, so that teachers and the national education system to identify areas of opportunity to strengthen and continue their training in academic paths that meet their needs.

Teacher training schools in Mexico have many difficulties to retrieve the information of its graduates in these competitive examination and check their employment in the SEN since the information of the results presented only the names of those who had an acceptable score, not knowing the labor fate of those who are not identified in the priority lists.

In Puebla, the supporting hiring is reduced by the number of seats declared bankrupt. The period that vacancies are generated until 15 June is very dynamic and was not officially informed of the status of recruitment or the embodiment of this.

The allocation of places will be in charge of the State Committee for Monitoring and hiring, by the state educational authority, which contacts the applicants to offer (in strict order of priority) workplaces available until 31 March this year. And although the status of the allocation of places and the workplace with his key and type of contract is recorded in the official site, among other things, there is no detailed allocation process to assess the impact of this teaching strategy selection.

In Puebla, 1472 teachers obtained the "acceptable" level of total applicants in priority lists 29,459 nationwide in the type of examination "primary teacher" (Total 136 108 accepted nationally). Of which 731 correspond to the incoming call and 741 teachers in service (560 181 federal sector and state). That is, it is found in the range of 1 282 (Hit 115 120) to 819 (120 37 successes).

In Puebla, the total load-bearing "not accepted" 704 was to be located in a range of 813 points (36 hits of 120) and 630 (5 numbers 120). Unfortunately, it was not possible to identify LEP graduates in this sixth call for failing to register the names of the teachers at this level.

The mean scores on the Bank of Puebla by type of call is located a total of 1015 points, at which graduates of the LEP BINE generations 2010 to 2013, are positioned at the top with an assumed value 1 050.5 units. With respect to the average of the entity for the areas evaluated, our graduates are placed in a better position in two of them, as in intellectual abilities Puebla has 1008 units in knowledge of basic education 1025 and graduated from the LEP 1039 and 1064 points respectively, however, the area to address is that of teaching skills and that the entity is qualified with an average of 1007 and 989.8 LEP.

Bachelor's degree in Elementary Education in Puebla BINE must systematize and strengthen monitoring of its graduates to know the impact of their training processes in the workplace allowing him to identify areas of opportunity and improvement rates should address also recognize the professional needs to be observed both in initial training and continuing education of its graduates and teachers poblano.

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