Abstract
The aim of this paper is to analyze the three teacher evaluation programs that are currently applied in Mexico: Carrera Magisterial, Programa de Estímulos a la Calidad Docente y Evaluación Universal. We review and compare their characteristics, scope and limitations discussed in the light of the object to be evaluated and their application guidelines agreed by the Secretariat of Public Education (SEP) and the National Union of Education Workers (SNTE). Finally, we include an analysis of these programs in terms of their ability to determine training needs of teachers. This review aims some outstanding issues that could be considered in the context of the current discussion on the importance of evaluation and teacher training.

Keywords
Teachers’ evaluation, educational evaluation, in-service teacher education, educational policy.