

Development of the Evaluation of Teaching Performance in Basic Education

Rosario Isabel Lavado-Antonio
Universidad César Vallejo

Mariadela Giselle Robles-Huanhuayo
Universidad César Vallejo

Viviana Soledad Peña-Flores
Universidad César Vallejo

Angelica Rosario Borda-Andia
Universidad Nacional Federico Villarreal

Janet Carpio-Mendoza
Universidad César Vallejo

The evaluation of teaching performance is a process of reflection and improvement that provides the necessary mechanisms for teachers to improve the quality of education. The purpose of this study is to analyze the development of teacher performance evaluation in elementary education. The study method used was argumentative criticism based on an analysis of the literature on the subject. Thus, the approach (introduction), development (arguments), and conclusions are presented. As a conclusion, it has been obtained that the evaluation of teaching performance allows the optimization of resources and instruments in teaching practices. In this sense, it helps teachers to make decisions to improve their teaching.

Keywords: teaching performance, teacher evaluation, educational quality

INTRODUCTION

Currently, the educational scenario is very complex because students need to be constantly motivated. For this reason, the role of teachers is to identify clear strategies that allow for obtaining a teaching proposal oriented to educational quality (Marzano, 2007; Schmidt et al., 2011). In this sense, teacher performance makes a valuable contribution because it provides the capacity and improvement of teaching and learning according to the current contexts in which education is developed (Esquerre and Pérez, 2021). Likewise, according to Quispe (2020), the efficiency of teaching performance is a function of the pedagogical management developed by principals who prioritize effectively and the mechanisms that allow optimizing the teacher's function (Esquerre and Pérez, 2021).

According to the contributions of Girón (2014), the competencies of teaching performance should be focused on the ability to act with responsibility and solidarity in their context; to identify the needs and characteristics of the student, and to guide learning through the application of strategies that allow obtaining educational quality. Thus, according to Pacco and Damián (2023), teaching performance should consider the communicational context, as well as achievement motivation, which substantially influences work performance, allowing teachers to have greater responsibility and connection with the classroom environment. Similarly, according to Vega (2020), teaching performance must be exercised in different areas, both in the sociocultural context, institutional environments, the classroom environment, and in the teacher himself through reflective activities. However, it is important to consider that educational management has a significant effect on the teacher's roles, so it is necessary to work in a participatory and inclusive manner to optimize the processes of educational construction, generating spaces for reflection in professional practice, developing supervisory functions and counseling to teaching, thus ensuring the purposes set out in this paper.

Barriga (2020) states that the pedagogical guidance of teachers generates a professional image that has an impact on their daily work, so it is important to recognize and value the proposals of educational evaluations. According to Martínez and Guevara (2015), to obtain a good teaching performance, it is necessary to continuously update the mastery of the contents by developing dynamic classes. Likewise, they highlight the importance of effective and efficient communication as the realization of an annual plan that allows to carry out the practices detecting the skills and the group performance profile; in this sense, the objectives should be set out reformulating the activities according to the problematic.

Finally, teacher performance, according to Darling-Hammond et al. (2017), is considered as the ability of teachers to optimize learning outcomes by making students have a better integration into the educational environment. This requires efficient pedagogical knowledge, effective planning, differentiated instruction, formative assessment, and the collaboration of all professionals. As exposed by Stronge (2018) involves optimizing teachers' skills to design effective strategies for learning. In addition to considering assessment that provides appropriate feedback on students by establishing positive relationships in educational development.

According to the above, through teacher evaluation, the performance of teachers can be demonstrated because it allows measuring professional growth by making teachers review, analyze, and actively participate in their strategies and goals. The impact of teacher performance evaluation is based on the improvement of educational quality (Pérez, 2022), providing feedback and strengths of the teaching area because there is an impact on their professional development. On the other hand, it allows identifying development needs to provide timely and specific training according to the skills and knowledge required by teachers. Likewise, it has been identified that an effective teacher performance evaluation contributes to having a higher retentive and engaging educational environment, motivating one to continue improving and obtaining a qualified performance in the educational system (Briones, 2020).

In this sense, they promote changes and improvements for reflection and dialogue (Gómez and Valdés, 2019). Thus, Darling-Hammond (2009) emphasizes the relevance of teacher training and preparation, specifying the need to evaluate performance through clear and contextualized standards; only in this way can educational quality be evidenced, which is understood in terms of García et al. (2018) as the quality of education as the potential for learning that is relevant for the current and future lives of students. In this sense, satisfaction in reaching personal goals and objectives is ensured. Therefore, the purpose should be considered to improve the service and the product according to modern methods that provide the security of the teaching performance having productivity and quality in their results.

For Escribano (2018), the main factor for the low quality of education in Latin America is the presence of millions of illiterate people who do not have a definitive solution to this problem. Likewise, Prieto (2016) adds that the low access to equality for social inclusion in the educational system leads to low-quality results. Schools do not respond to differences of origin, whether ethnic, cultural, religious, gender, social, or other. Likewise, they do not teach how to think and develop critical thinking that would lead to autonomous learning for life (Romero et al., 2023). The lack of access to drinking projects that lead to

personal autonomy by developing creativity, innovation, and critical spirit from the school is finally a sign of the lack of political investment for the formation of an educated society.

DEVELOPMENT

To understand the development of teacher performance evaluation in elementary education, it has been considered pertinent to analyze the following dimensions: teacher training and professional development; disposition towards students; didactic planning; management, instruction, and monitoring of learning; ethics and commitment; and linkage with the environment. As for the teacher training and development dimension, according to the contributions of Aguirre et al. (2021), it is specified that it involves pedagogical capacities to analyze reality according to different approaches. In this sense, it is possible to intervene adequately through procedures that lead to educational quality. In terms of Vega (2020), one of the main skills for teacher training and development is to optimize pedagogical skills, which allows for innovation in classroom management techniques through methods that allow for effective evaluation. Likewise, it involves a reflection encouraging pedagogical practices and a constant search for growth and improvement of the teaching work (Esquerre and Pérez, 2021). Thus, it takes into consideration training in digital resources, and pedagogical and innovative tools that allow the integration of the teacher's knowledge to benefit student learning (Escribano, 2018; Gil, 2017).

Regarding the next dimension, the disposition towards students is an accompaniment that evidences a good pedagogical practice and enables a significant association between learning content and affectivity (Luque, 2022). To that extent, showing confidence, leadership, initiative, and constantly motivating the student maintains an impact on the environment generating a good relationship with the teachers so that the performance will be favorable.

The didactic planning dimension in the development of teaching performance consists of the elaboration of actions to obtain the contents. It also involves the identification of strategies that generate learning according to institutional goals, considering time and resources. Effective planning is developed by teachers who anticipate possible difficulties by considering tools that guarantee the quality of teaching and the achievement of the expected learning (Luque, 2022). According to Marzano (2007), good didactic planning in teaching performance provides organization, structure, coherence, adaptation, efficiency, and effective evaluation. These benefits contribute to a more effective teaching-learning process and better overall teaching performance. In this sense, a good organization of the panorama is achieved, avoiding improvisations and ensuring that the students' subjects and skills are maximized (Cuenca, 2011). In addition, it helps to understand and assimilate new content, thus contributing to more solid learning. On the other hand, it considers the characteristics and needs of students considering the appropriate selection of strategies and resources that allow working at the students' pace (Gil, 2017).

According to the dimension of management, instruction, and monitoring of learning; Vega (2020) specified that the work of teachers involves a collaborative attitude with all the staff, making agreements, debates, negotiations, supervisions, and assessments that promote decision-making to optimize the academic results of students. Consequently, communication and critical exchange will favor educational strategies. For Aguirre et al. (2021) the activities of teachers imply carrying out strategies where an active participation with students is visualized. Thus, through co-evaluation, the student is involved in the process of teacher evaluation, achieving a better work performance of the teacher (Martínez and Guevara, 2015). Among the strategies applied is the rubric, which allows students to evaluate various contents of teaching performance while keeping clarity in the communication and organization of classes (Peniche, et al., 2020). Likewise, there are structured questionnaires where different dimensions of the teacher's work performance can be evaluated, such as the quality of explanations, availability to clarify doubts and motivation, among other aspects (Paco and Damián, 2023). Individual or group interviews also provide an opportunity to deepen the perception of teaching performance through dialogues detailing the experiences of the learning process. Other strategies include the evaluation of projects and the use of online platforms, the purpose of which is to implement better opportunities and results of teaching practice (Gómez and Valdés, 2019; Barriga, 2020).

Regarding ethics and commitment, it involves a proper evaluation of the teaching performance where different models are considered to develop a constructivist approach to improve the educational landscape (Gómez and Valdés, 2019). In this sense, the commitment to teaching practice is evidenced, by adapting and adjusting their practice to the needs and characteristics of the students. According to the aforementioned authors, performance evaluation should vary according to the educational, cultural, and institutional context, available resources, and institutional objectives.

Finally, the link with the environment consists of considering the internal and external factors of the teaching context. One of the main internal factors is the teacher's responsibility to optimize educational resources by deepening and articulating with various tools and strategies needed. In the external factors, there is job stability which generates a linkage and participation before the institutional projects that respond to the educational challenges (Escribano, 2018).

CONCLUSION

The evaluation of teacher performance in basic education should be worked with great care, considering the needs of the students to adequately implement the strategies, which should be balanced with a positive impact that contributes to the continuous improvement of the educational system. Thus, good teaching performance is important because it will provide continuous training for the teacher. In this sense, it transforms the pedagogical practice obtaining an educational quality.

For this reason, it is of utmost importance to propose a constructive approach to continuous improvement that allows questioning of the contribution made by teachers in the educational field. To this end, it should be considered that teacher evaluation should go beyond a questionnaire as a self-evaluation, hetero-evaluation, and co-evaluation that allows efficient and effective results where the intention of continuous improvement of the goals is rescued. This will provide a clearer picture of the progress, challenges, dilemmas, and difficulties that may arise.

ACKNOWLEDGEMENT

Translated & edited by American Publishing Services (<https://americanpublishingservices.com>).

REFERENCES

- Aguirre Canales, V.I., Gamarra Vásquez, J.A., Lira Seguí, N.A., & Carcausto, W. (2021). La formación continua de los docentes de educación básica infantil en América Latina: Una revisión sistemática. *Investigación Valdizana*, 15(2), 101–111. <https://doi.org/10.33554/riv.15.2.890>
- Barriga, A. (2020). *La evaluación del desempeño docente. Propuestas y contradicciones*. Universidad Nacional Autónoma de México. Retrieved from <http://www.iisue.unam.mx/publicaciones/descargas/la-evaluacion-del-desempeno-docente-propuestas-y-contradicciones.pdf>
- Briones Ruiz, V. (2020). *Incidencia de la calidad educativa en el desempeño docente en proceso de gestión educativa* [Tesis de maestría, Universidad De Guayaquil]. Retrieved from <http://repositorio.ug.edu.ec/handle/redug/52796>
- Cuenca, R. (2011). *Discursos y nociones sobre el desempeño docente: Diálogos con maestros*. Retrieved from <https://repositorio.iep.org.pe/handle/IEP/725>
- Darling-Hammond, L. (2009). Teacher Education and the American Future. *Journal of Teacher Education*, 61(1). <https://doi.org/10.1177/0022487109348024>
- Darling-Hammond, L., Hyler M., & Gardner M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute. Retrieved from https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/17357/46%20Effective_Teacher_Professional_Development_REPORT.pdf?sequence=1

- Escribano Hervis, E. (2018). The performance of teachers as a factor associated with educational quality in Latin America. *Revista Educación*, 42(2). <https://doi.org/10.15517/revedu.v42i2.27033>
- Esquerre Ramos, L., & Pérez Azahuanche, M. (2021). Retos del desempeño docente en el siglo XXI: Una visión del caso peruano. *Revista Educación*, 45(2), 1–22. <https://doi.org/10.15517/revedu.v45i1.43846>
- García Colina, F., Juárez Hernández, S., & Salgado García, L. (2018). Gestión escolar y calidad educativa. *Revista Cubana de Educación Superior*, 37(2), 206–216. Retrieved from http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0257-43142018000200016&lng=es&tlng=pt.
- Gil Flores, J. (2017). Características del profesorado y desempeño docente en aulas con alumnado de bajo nivel socioeconómico. *Revista de Investigación Educativa*, 35(1), 133–150. <https://doi.org/10.6018/rie.35.1.246381>
- Girón, R. (2014). *Acompañamiento pedagógico del supervisor educativo en el desempeño docente* [Tesis de Licenciatura]. Retrieved from <http://biblio3.url.edu.gt/Tesario/2014/05/08/Giron-Rocio.pdf>
- Gómez, Luis, F., & Valdés, M.G. (2019). La Evaluación del Desempeño Docente en la Educación Superior. *Propósitos y Representaciones*, 7(2), 479–515. <https://dx.doi.org/10.20511/pyr2019.v7n2.255>
- Luque, J. (2022). *Estrategia de acompañamiento pedagógico para mejorar el desempeño docente de educación primaria en una institución educativa pública Huancané Puno* [Universidad San Ignacio de Loyola]. Retrieved from <https://hdl.handle.net/20.500.14005/1240>
- Martínez Chairez, G., & Guevara Araiza A. (2015). La evaluación del desempeño docente. *Ra Ximhai: Revista científica de sociedad, cultura y desarrollo sostenible*, 11(4), 113–124. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=7915465>
- Marzano, R. (2007). *El arte y la ciencia de la enseñanza: Un marco integral para una instrucción eficaz*. Asociación for Supervision and Curriculum Development.
- Pacco, R.A., & Damián Núñez, E.F. (2023). Clima institucional y evaluación del desempeño docente en 3 instituciones del nivel primario. *Puente piedra – Lima. IGOBERNANZA*, 6(22), 961–980. <https://doi.org/10.47865/igob.vol6.n22.2023.282>
- Peniche Cetzal, R., Cristóbal Ramón M., Guzmán Ramírez, C., & Mora Osuna, N. (2020). Factores que Afectan el Desempeño Docente en Centros de Alta y Baja Eficacia en México. *REICE: Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 18(2), 77–95. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=7325699>
- Pérez Sánchez, J. (2022). Correlación entre la calidad educativa y desempeño docente, una mirada al caso panameño. *Acción Y Reflexión Educativa*, (47), 83–106. <https://doi.org/10.48204/j.are.n47.a2584>
- Quispe Pareja M. (2020). La gestión pedagógica en la mejora del desempeño docente. *Investigación Valdizana*, 14(1), 7–14. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=7409389>
- Rodríguez Jiménez, A., Miqueli Rodríguez, B., & Dávila Valdés, Y. (2021). Identificación de necesidades de formación continua del profesorado ante las demandas educativas del siglo XXI. *Actualidades Investigativas en Educación*, 21(1), 284–317. <https://dx.doi.org/10.15517/aie.v21i1.44073>
- Romero, G.P., Dután W.O., Gutiérrez Contreras, R.E., & Manrique Muñoz, D.T. (2023). Pensamiento crítico y su impacto en la calidad educativa. *Dominio De Las Ciencias*, 9(4), 884–905. <https://doi.org/10.23857/dc.v9i4.3627>
- Schmidt, W., Blömeke, S., Tatto, M., Hsieh, F., Leland, S. Cogan, T., . . . Schwille, J. (2011). *Teacher Education Matters: A Study of Middle School Mathematics Teacher Preparation in Six Countries*.
- Stronge, J. (2018). *Cualidades de los docentes eficaces*. Retrieved from [https://books.google.com.pe/books?hl=es&lr=&id=x7RUDwAAQBAJ&oi=fnd&pg=PP1&dq=Stronge+\(2018\)&ots=idF6Dt72g7&sig=MxFysMSD7e5d_7XrhyoZY5fVG3A#v=onepage&q=Stronge%20\(2018\)&f=false](https://books.google.com.pe/books?hl=es&lr=&id=x7RUDwAAQBAJ&oi=fnd&pg=PP1&dq=Stronge+(2018)&ots=idF6Dt72g7&sig=MxFysMSD7e5d_7XrhyoZY5fVG3A#v=onepage&q=Stronge%20(2018)&f=false)
- Vega Gutiérrez , L.V. (2020). Gestión educativa y su relación con el desempeño docente. *Ciencia Y Educación*, 1(2), 18–28. <https://doi.org/10.48169/Ecuatesis/0102202008>