

**Un modelo teórico para la evaluación del  
desempeño docente con un enfoque prospectivo en  
el proceso de enseñanza-aprendizaje**

**Theoretical model for the evaluation of teaching  
performance with a prospective approach in the  
teaching-learning process**

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## RESUMEN

En este estudio se realizó un abordaje prospectivo del proceso de enseñanza-aprendizaje para mejorar los procedimientos educativos y pedagógicos dentro de la Universidad Espiritu Santo (UEES). Como ocurre con todas las universidades, la UEES se ha visto afectada sustancialmente por la pandemia de COVID-19. Temas adicionales que han influido en los procesos educativos en esta universidad incluyen el notable auge del proceso de globalización y los conflictos regionales; una recesión económica mundial; la necesidad de seguir el ritmo del rápido desarrollo de la ciencia y la tecnología; la presencia de mercados no regulados que ha provocado la destrucción del medio ambiente y efectos indeseables sobre el cambio climático; y un aumento de los niveles de pobreza, hambre y desempleo. En los países de América Latina, el impacto de esos temas es una realidad siempre presente, donde las desigualdades y la corrupción política limitan el desarrollo económico y social. En este contexto, los desafíos que enfrentan las instituciones de educación superior en la región son significativos. Para contribuir a la construcción de una sociedad más próspera, justa y solidaria, se necesita un modelo más sostenible de desarrollo humano integral. La Declaración de la Conferencia Regional sobre Educación Superior en América Latina y el Caribe (2018) expresa claramente las altas demandas de estas instituciones en materia de docencia, investigación, extensión universitaria y gestión institucional.

**Palabras clave:** modelo; evaluación; desempeño; enfoque prospectivo; procesos de enseñanza-aprendizaje

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## ABSTRACT

In this study, a prospective approach to the teaching-learning process was performed to improve the educational and pedagogical processes within Espiritu Santo University (UEES). As with all universities, UEES has been impacted substantially by the COVID-19 pandemic. Additional issues that have influenced educational processes in this university include the remarkable rise of the globalization process and regional conflicts; a global economic downturn; the need to keep pace with the rapid development of science and technology; the presence of unregulated markets that has caused the destruction of the environment and undesirable effects on climate change; an increase in the levels of poverty, hunger, and unemployment. In Latin American countries, those issues' impact is an ever-present reality, where inequalities and political corruption limit economic and social development. In this context, the challenges faced by higher education institutions in the region are significant. To contribute to constructing a more prosperous, just, and supportive society, a more sustainable model of integral human development is needed. The Declaration of the Regional Conference on Higher Education in Latin America and the Caribbean (2018) clearly expresses the high demands of these institutions concerning teaching, research, university extension, and institutional management.

**Key words:** model; evaluation; performance; prospective approach; teaching-learning process

## Introduction

From our perspective, the development of classroom evaluations is a priority every year. The function of these evaluations is to improve the teaching-learning process and improve institutional processes. This article's objective is to highlight the usefulness of prospective analysis to evaluate teacher performance in education. A proposal for a simplified evaluation model and the methodological procedure that supports it is presented, based on the future approach. There is an undeniable human factor within the evaluative process in higher education, explicitly involving teachers. Without teachers, educational institutions do not exist. Teachers are the backbone of educational institutions and critical subjects in society.

According to the Declaration of the Regional Conference on Higher Education in Latin America and the Caribbean (2018)

The teaching body must be recognized as a fundamental factor in the educational system, guaranteeing their training, permanent training, adequate working conditions and work regimes, salary, and professional career that allow the quality of teaching and research to be made effective (p.6).

Therefore, there is a need to raise the management of university teaching staff to strengthen their role and raise professionalism in the work it performs. Doing so should lead to more significant achievement of desired results and an increased fulfillment of the institution's social responsibility. The management of teaching staff includes evaluation to improve the quality of teaching performance. This management allows for the formulation of guidelines required for teacher training and development according to the institutional needs and social context. It is also recognized that good teachers' training, capable of performing successfully in diverse spaces (e.g., teaching, research), requires a responsible evaluation of their practice. Approaches, models, and methodological strategies used in Educational Institutions to evaluate teacher performance are very heterogeneous. Authors related to this

problem have made valuable contributions from various positions (e.g., Montero, 2014; Montoya, 2009; Moreno, 2009; Rivero, 2008).

## Development

### Material and Methods

To investigate this topic, a combination of historical-logical, theoretical systematization and scientific observation was used to understand the teaching-learning process. A document analysis was also performed. Statistical methods were used to process the information obtained through the criteria of experts. Data analysis included descriptive statistics. Analysis-synthesis, abstraction-concretion and induction-deduction, and logical procedures of thought were used throughout the research process to form the theoretical model. The exploration of these phenomena was integral to understanding the teacher-learning process. One challenge that emerged involved the training of people, citizens, and professionals with values that respond to society's needs. The development of research and innovation based on priority regional and national demands under the perspective and development of ICTs and relevant evaluation and accreditation systems proved to be an additional challenge.

This study's priority was the adoption of new educational models supported by flexible curricular designs that guide actions to guarantee the preparation of graduates intricately linked to social needs. An additional priority was developing skills in students based on the advancement of science, technology, and research. And precisely in this area, it is crucial to ensure a change in the student and the teacher's role. This requires the student to assume a more active and leading role, with a strong commitment to their learning under the university professor's direction and guidance. Through this process, learners and acquiring relevant and meaningful knowledge develop the ability to research and learn independently.

Besides, teachers can strengthen their ethical conduct through collaborative learning and

teamwork skills and help their future training as professionals. Adopting a non-traditional educational model implies changing both pedagogical, structural, and management processes. Doing so plays a role in producing transformations on the teacher's part to abandon the routine oral dissemination of information and instructions. This transformation enables teachers to adopt a more professional position, which implies introducing a powerful dynamism source within educational processes. Ojalvo et al. (2015) point out that this dynamism points out when highlighting the significant role of education as a critical factor in economic, political, social, and cultural development. Within this role, the importance of professionalism on the teacher's part is of crucial importance (Ojalvo et al., 2015).

In a way that allows them to create the precise knowledge for a successful social performance, which also implies a change of their role and the students in the various academic settings. Conversely, changes in the environment require new demands on the part of the teachers, including concerning skill development, taking the initiative, creativity, ICT, problem-solving strategies, and teamwork. Teachers must meet these demands in a way that allows them to create the precise knowledge for a successful social performance, which also implies a change of their role and the students in various academic settings. To understand the evolution of roles, we state the ideas of Ojalvo (2002) when he says,

The social relations that are established within educational institutions determine the formation of a system in which teachers and students occupy specific positions defined with great clarity. The place or status they occupy in the school system supposes a series of rights that determine everything a person can expect from others. Still, this position imposes on him a set of behavioral obligations that others expect of him, which constitutes the role. (p. 1).

The role of the teacher is essentially complex due to the various functions it comprises. The notion of process is sometimes identified with that of the role and refers to the teacher's actions in the school and social system to obtain precise

objectives. These roles can be varied, such as animator, counselor, academic specialist, pedagogue, educator, supervisor, and member of the teaching and community staff. (Gimeno, 1992; cited in Ojalvo, 2002). Stuart adds those of his practice researcher and collaborative thinker (2008).

The teacher is also required to achieve true professionalism, considered as the successful performance of the functions and tasks assigned to her or him. The teacher must fulfill the requirements inherent to her or his condition and category. They need to be well defined and clarified, which, together with the personal conditions required, make up the teacher's image. The teacher must master her or his specialty and must possess psycho-pedagogical knowledge and skills, favorable attitudes towards students, social projection, and motivation for research and ethical behavior. According to Ojalvo (2002, p.12), "The teacher's professionalism is influenced by the institutional, normative and organizational conditions related to their work, which can affect their performance if they are not adequate."

The most contemporary image of the university professor is that of a professional who makes decisions and a researcher in his or her classroom and outside of it. The professor is seen as someone who solves the problems that are presented to him with an ethical, humanistic, and supportive attitude and who chooses specific solutions before a dilemma. The professor worries constantly to overcome challenges and achieve solutions to problems. The realization of these roles is only possible when there are spaces and conditions necessary to apply the acquired skills and competencies successfully. In this sense, the professor's role as a mediator of student learning is increasingly being reinforced.

The concept of quality is a synthesis of multiple dimensions. This concept pertains to central components such as the students' talent and quality and the impact on the environment or the use of the institution's physical and financial resources. Additionally, quality refers to management processes, such as the management

of teaching staff. It is also known that talent or a human factor constitutes an essential element for achieving strategic objectives in all levels of education.

Thus, the relevance of its management has been increasing, as highly qualified and motivated people are required to adapt to the constant changes in the environment and respond to labor demands. Quality includes planning actions, organizing them, and establishing and controlling functions. The management of teaching staff in current Ecuadorian education must be increasingly scientific, modern, and rigorous to be conducive to new transformations that increase educational quality. Quality is defined as improving the potentialities (knowledge, skills, values) of teachers in such a way that they contribute to the fulfillment of individual and collective goals and objectives of the organization itself and society in general.

Paying attention to teachers and their management to promote continuous development is not a cost. On the contrary, it is an investment that results in higher levels of efficiency and effectiveness of university processes and the increasing satisfaction of social demands. It should be noted that the strategies related to the management of the teaching staff must be in complete harmony with the institutional strategic project, the organizational culture and the structure, and essential requirements that arise.

The teaching staff's management includes the design of the teacher profile that is needed in the institution. Additionally, this process involves recruitment, selection, incorporation, and initial preparation. Teacher management warrants the training and development processes and the organization and assurance of working conditions. Finally, teaching staff management includes evaluating their performance and the attention, remuneration, and recognition. The achievement of teacher quality management is influenced by each of these previously mentioned processes, not just performance evaluation. Specifically, the teacher's profile is an essential aspect of managing the teacher's work and designing an appropriate system for evaluating

their work results. Its construction must be approached with a comprehensive approach, considering the most relevant functions that it must develop and accounting for the external and internal demands in a specific historical - social context.

Another process involved in the management of teaching staff is performance evaluation, which is understood as a means of improvement (De Miguel, 1994; López Mojarro, 1999; Pérez Juste, 1995). This is evident in some definitions, such as that of Llerena (2001),

“Evaluation is an academic strategy that allows to identify and address adequately the problems associated with the academic and professional performance of teachers, to verify, provide feedback and improve the quality of the teaching-learning processes. Based on this approach, the evaluation of teachers should transcend the admission and promotion processes.” (p. 22)

Another definition of teacher performance evaluation is, “The evaluation of teacher performance is a permanent process, framed within a conception of quality of higher education,” (Rizo Moreno, 2009, p.1). The most common elements in definitions of performance evaluations include:

- (1) It is a continuous and comprehensive process that allows for identifying the problems and achievements of teacher performance, characterization of the efficiency and effectiveness of its results, knowing how teachers act and are, and understanding their potential, and aiming for their improvement.
- (2) A needs diagnosis is obtained, judgments are inferred, assessments are established, and decisions are made to improve teaching practice.
- (3) Its results are ingredients to the design of training plans and continuous improvement. This improvement function as a source of feedback for the process and contribute to the achievement of other purposes related to care and stimulation. Additionally, an evaluation determines promotion and salary improvement. Results from performance analyses help validate the selection, hiring, and induction, identifying the

potential to face other tasks, the organizational climate's progress, and the improvement of the institutional regulations.

(4) They can be used to promote professional fulfillment, autonomy, and collaboration among teachers.

In an educational institution, any teacher performance evaluation model cannot be adopted if it must be valid, objective, impartial, reliable, effective, and accepted. A performance evaluation model must allow the results to be compared over time from different perspectives. The essence of a performance evaluation is not given to control or regulate activities. Instead, a performance evaluation is done to favor the teaching staff's improvement and generate policies that contribute to its generalization.

There are different types of teacher performance evaluation models. Examples include those in concordance with the traits and characteristics, those according to a designed profile, and based on what constitutes an ideal teacher. Attributes in a performance evaluation model can be established by elaborating a profile of the perceptions that managers, teachers, students, and parents have about what a good teacher is from direct and indirect observations. These perceptions allow for essential qualities of teachers to be highlighted that are related to their students' achievement.

**Theoretical Evaluation Model** It is advantageous to formalize a complex process, such as evaluating educational systems, through a theoretical model. Such a model often takes the form of a conceptual paradigm or flow diagram (García-Cabrero, 1986; 1995). In the educational evaluation literature, various formal evaluation models whose representations help explain the relationships between different components and processes within these systems (Stake, 1967; Stufflebeam, 1968). Madaus and Kellaghan (2000) mention that some authors have criticized using the term 'model' to refer to the alternatives or perspectives of evaluation. This criticism is made because these perspectives do not have the formalization level that some scientific models

do, such as mathematical models. In response to, and in defense of, the use of the term 'model,' the authors argue that standard dictionary definitions suggest that a model is a synthesis or abstraction of a phenomenon or process. If evaluation is considered a process, then evaluation models constitute how an author summarizes or conceptualizes how the evaluation process should be carried out. A model can also be defined as a metaphor. In that sense, an evaluation model can be conceived as the metaphor or way of thinking about the evaluation, that the author of the model has. Each theoretical model is aimed at answering specific questions. Therefore, consideration must be given to the problems that can be answered based on their use and the resources available to answer them when selecting a particular model. It is advisable to choose several models that allow collecting the best evidence to answer the questions posed when there are constraints on using any single one.

Madaus and Kellaghan (2000) also suggest combining the data obtained through: 1) the application of performance tests that are used in the goal-oriented evaluation model; 2) the assigned resources considered within the decision-oriented model, and 3) data from observations and interviews that are typically applied in naturalistic models. These authors state that the combination of models is the best way to document educational systems and programs' complexity. A large number of models in educational evaluation indicate the wide range of epistemological and ideological positions that exist among theorists about the nature of evaluation, how to conduct assessments, and how to present and use the results.

**Conclusions** The purpose of this paper was to provide an overview of teacher performance evaluation models. This paper demonstrated that the development of new conditions in the environment, its dynamism, and growing turbulence require educators to adopt appropriate performance evaluation models that reflect these trends. Foresight is a valuable tool that helps to chart the future path in education. Its application, both in the design of the teacher's profile and in evaluating its performance, are clear examples of

its usefulness. It is essential to motivate teachers, researchers, and managers to critically assess performance management models and reach a significant consensus on the best way to carry out planning and evaluation processes, where foresight can be an important ingredient.

The selection of a theoretical evaluation model reflects an academic position and a political and ethical one. The decisions regarding who participates in the design, standards, criteria, ranking, number, and type of standards and indicators depend on the institution's leaders' and educators' vision. The solidity of the decisions will depend on how much they are based on evidence and institutional need. Evaluation systems can contribute to these ends by supporting the teaching and learning process by defining goals and establishing information systems that allow the system to be adequately monitored over time. Evaluation is a process that systematically and objectively determines the relevance, efficiency, effectiveness, and impact of an institution's programs and objectives to improve the development of actions that contribute to planning, programming, and decision-making.

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