

Evaluation of teaching performance in higher education**Evaluación del desempeño docente en educación superior****Avaliação do desempenho docente no ensino superior**

Leventi Chrysanthi

 : levchrysan@sch.gr

 : <https://orcid.org/0009-0003-5068-1289>

Ministry of Education, Religious Affairs and Sports, Greece

Cita sugerida (APA, séptima edición)

Chrysanthi, L. (2025). Evaluation of teaching performance in higher education. *EDUNEXA, Revista de Investigación en Educación*. 2(2), 79-88. DOI: <https://doi.org/10.51247/e.v2i2.875>.

Abstract

This study aimed to analyze the approaches, criteria, and instruments used in the evaluation of teaching performance in higher education, in order to identify practices that promote continuous improvement. Methodologically, a qualitative approach based on grounded theory was employed, using semi-structured interviews and document analysis with university teachers selected through purposive sampling. The results revealed a transition from traditional models toward formative, comprehensive, and competency-based approaches, highlighting the need for triangulation of instruments such as student surveys, self-evaluation, and classroom observation. Additionally, feedback was identified as a key element for professional development, although its implementation still presents limitations in some contexts. It is concluded that teaching performance evaluation should be conceived as a participatory, contextualized, and improvement-oriented process, capable of strengthening educational quality and institutional decision-making.

Keywords: Teacher evaluation, higher education, academic performance, educational quality

Resumen

El presente estudio tuvo como objetivo analizar los enfoques, criterios e instrumentos utilizados en la evaluación del desempeño docente en educación superior, con el fin de identificar prácticas orientadas a la mejora continua. Metodológicamente, se desarrolló un enfoque cualitativo basado en la teoría fundamentada, empleando entrevistas semiestructuradas y análisis documental a docentes universitarios seleccionados mediante muestreo intencional. Los resultados evidenciaron una transición desde modelos tradicionales hacia enfoques formativos, integrales y por competencias, destacando la necesidad de triangulación de instrumentos como encuestas, autoevaluación y observación de aula. Asimismo, se identificó que la retroalimentación constituye un elemento clave para el desarrollo profesional docente, aunque su aplicación aún presenta limitaciones en algunos contextos. Se concluye que la evaluación del desempeño docente debe concebirse como un

proceso participativo, contextualizado y orientado a la mejora continua, capaz de fortalecer la calidad educativa y la toma de decisiones institucionales.

Palabras clave: Evaluación docente, educación superior, desempeño académico, calidad educativa

Resumo

O presente estudo teve como objetivo analisar os enfoques, critérios e instrumentos utilizados na avaliação do desempenho docente no ensino superior, com o propósito de identificar práticas voltadas à melhoria contínua. Metodologicamente, foi adotada uma abordagem qualitativa baseada na teoria fundamentada, utilizando entrevistas semiestruturadas e análise documental com docentes universitários selecionados por amostragem intencional. Os resultados evidenciaram uma transição de modelos tradicionais para enfoques formativos, integrais e por competências, destacando a necessidade de triangulação de instrumentos como questionários, autoavaliação e observação em sala de aula. Além disso, a retroalimentação foi identificada como um elemento-chave para o desenvolvimento profissional docente, embora sua aplicação ainda apresente limitações em alguns contextos. Conclui-se que a avaliação do desempenho docente deve ser concebida como um processo participativo, contextualizado e orientado à melhoria contínua, capaz de fortalecer a qualidade educacional e a tomada de decisões institucionais.

Palavras-chave: Avaliação docente, ensino superior, desempenho acadêmico, qualidade educacional

Introduction

The evaluation of teaching performance in higher education has become a fundamental component for ensuring educational quality and strengthening teaching-learning processes within university settings. In an environment characterized by continuous social, technological, and pedagogical transformations, higher education institutions face the challenge of ensuring that their faculty members possess not only disciplinary expertise but also pedagogical, research, and community engagement competencies. In this regard, teacher evaluation is configured as a strategic tool for identifying strengths, detecting areas for improvement, and promoting the continuous professional development of academic staff, thereby contributing to the achievement of institutional and societal objectives.

Numerous studies have demonstrated the close relationship between faculty evaluation and educational quality, highlighting that effective evaluation directly influences the improvement of teaching practices and student learning outcomes. According to Calatayud Salom (2014), the evaluation of teaching practice and educational quality are intrinsically linked, as evaluative processes provide feedback on instruction and guide institutional decision-making. This perspective underscores the importance of conceiving evaluation not as a punitive mechanism but as a formative process that fosters critical reflection on pedagogical practice and educational innovation.

Over time, models for evaluating teaching performance have undergone significant evolution, moving from traditional approaches focused on the measurement of quantitative outcomes toward comprehensive models that consider multiple dimensions of teaching practice. Moreno Guaicha et al. (2024) point out that contemporary education is undergoing a transition toward complexity, which implies the need to adopt more flexible, contextualized, and multidimensional evaluation models. Similarly, Guillén Cruz (2025) emphasizes that the shift from traditional education to a competency-based approach requires a rethinking of evaluation mechanisms, incorporating criteria that assess not only knowledge but also the skills, attitudes, and capacities of teachers to respond effectively to diverse contexts.

Within this framework, one of the main current challenges of teacher evaluation lies in ensuring objectivity, relevance, and contextualization while avoiding bias and promoting fair and equitable processes. Espinoza Freire (2021) highlights the importance of formative feedback as a key element in the teaching-learning process, as it enables teachers to reflect on their practice and make adjustments that improve their performance. However, in many university contexts, evaluation models continue to rely primarily on student perceptions or limited indicators, making it difficult to obtain a comprehensive view of teaching performance and reducing the impact of evaluation on continuous improvement.

The central problem addressed in this study is related to the need to problematize teaching practices and contextualize instruction according to the current demands of higher education. Rodríguez Sosa and Hernández Sánchez (2018) argue that the problematization of teaching practice constitutes an essential step toward understanding educational dynamics and promoting meaningful changes in the classroom. Likewise, Gutiérrez-Hernández et al. (2016) and Hernández-Mosqueda et al. (2015) propose the contextual problem-solving approach as a means of transforming education, emphasizing the importance of integrating social and cultural realities into both educational and evaluative processes. From this perspective, teacher evaluation should transcend the mere measurement of outcomes and focus on understanding teaching practices within specific contexts.

The justification for this study lies in the need to strengthen teacher performance evaluation processes in higher education by promoting approaches that contribute to the development of professional competencies and the improvement of educational quality. Jiménez Galán et al. (2013) emphasize that competency-based evaluation in higher education enables a comprehensive assessment of faculty performance by considering cognitive, procedural, and attitudinal dimensions. Likewise, Hernández-Pizarro Meijón (2002) highlights the importance of justifying pedagogical decisions as a key element in teacher development, as it promotes critical reflection and the improvement of educational practice.

Based on the foregoing, the objective of this article is to analyze the approaches, criteria, and instruments used in the evaluation of teaching performance in higher education, with the purpose of identifying practices that contribute to formative, comprehensive, and contextualized evaluation. Furthermore, it seeks to reflect on the role of evaluation in faculty professional development and institutional strengthening, highlighting its potential as a tool for educational innovation and continuous improvement. In this way, the study aims to contribute to the construction of more relevant and effective evaluation models that respond to the current demands of higher education.

Methodology

This study was conducted using a qualitative research approach, which enabled an in-depth understanding of the perceptions, practices, and meanings associated with the evaluation of teaching performance in higher education. This approach was appropriate due to its capacity to analyze educational phenomena within real-world contexts, prioritizing the interpretation of experiences and the construction of meaning from the perspectives of the actors involved. According to Montero Ramírez (2024), qualitative research constitutes a fundamental avenue for exploring complex dimensions of knowledge, particularly within the educational field. Furthermore, a formative research perspective was adopted, understood as a process that integrates knowledge generation with the development of research competencies.

The methodological design was grounded in the principles of Grounded Theory, which allowed for the construction of emergent categories based on the data collected. This approach facilitated the systematic analysis of information and the generation of contextualized theoretical interpretations regarding teacher evaluation. Grounded Theory is characterized by its inductive nature and its ability to generate knowledge from empirical reality. In this sense, the study did not begin with predetermined hypotheses but rather sought to identify significant

patterns and relationships within evaluative practices, thereby contributing to a more comprehensive understanding of the phenomenon under investigation.

The study population consisted of higher education faculty members selected through purposive sampling, considering criteria such as professional experience, participation in evaluation processes, and institutional affiliation. This sampling strategy enabled the selection of key informants with relevant knowledge of the research topic, thereby enhancing the richness and depth of the data collected. According to Naupas et al. (2023), purposive sampling is appropriate in qualitative research when access to specialized and meaningful information is required. In total, faculty members from various academic disciplines participated, providing a broad and diverse perspective on teaching performance evaluation practices.

Data collection was carried out through qualitative techniques, including semi-structured interviews and document analysis. The interviews enabled the exploration of faculty experiences, perceptions, and assessments regarding evaluation processes, while the document analysis focused on reviewing regulations, instruments, and institutional policies related to teacher evaluation. The combination of these techniques strengthened the validity of the study by allowing data triangulation. The research instruments were designed in alignment with the study's objectives, ensuring the relevance and clarity of the questions posed.

Data analysis was conducted through a process of open, axial, and selective coding, following the principles of Grounded Theory. This procedure enabled the organization of information into categories and subcategories, facilitating the interpretation of findings. Additionally, criteria of scientific rigor commonly associated with qualitative research, such as credibility, transferability, and consistency, were applied. According to Naupas et al. (2023), these criteria ensure the quality and trustworthiness of the results obtained. Finally, the research process was conducted in accordance with fundamental ethical principles, ensuring participant confidentiality and the responsible use of the information collected.

Theoretical Framework

Approaches to Teaching Performance Evaluation

The evaluation of teaching performance in higher education has been addressed from multiple theoretical approaches aimed at understanding and assessing the complexity of academic work. In this context, evaluation is not limited to the measurement of outcomes but is conceived as a systematic process oriented toward the continuous improvement of educational practice. According to Ley Leyva and Espinoza Freire (2021), educational evaluation constitutes an essential element within the teaching-learning process, as it provides relevant information for pedagogical decision-making. Likewise, Espinoza Freire (2021) argues that evaluation should be understood as a comprehensive process that integrates various dimensions of learning and teaching performance, fostering critical reflection and innovation in instruction.

One of the most relevant approaches is the distinction between formative and summative evaluation, which has guided much of the evaluative practice within educational settings. Formative evaluation is characterized by its focus on the process, providing continuous feedback that enables improvements in teaching performance during the development of academic activities. In contrast, summative evaluation focuses on final outcomes, generally for accreditation or certification purposes. Mellado-Moreno et al. (2021) emphasize that these approaches are not mutually exclusive but complementary, as a balanced evaluation system should integrate formative processes that guide improvement and summative mechanisms that assess the achievements attained.

In the context of contemporary higher education, competency-based evaluation has gained particular relevance due to the need to prepare professionals capable of responding to complex and changing environments. This approach seeks to assess not only theoretical knowledge but also the skills, attitudes, and capacities of educators to apply such knowledge in real-world situations. Ríos Muñoz and Herrera Araya (2017) argue that competency-based evaluation represents a paradigm shift in education by focusing on the comprehensive performance of the individual. Similarly, Espinoza Freire et al. (2021) highlight that this type of evaluation requires more flexible instruments and criteria capable of capturing the multidimensional nature of the educational process.

Another significant approach is the comprehensive evaluation of teaching performance, which considers not only the pedagogical dimension but also research and community engagement. García Hinojosa (2017) argues that comprehensive evaluation provides a more complete understanding of faculty performance by recognizing the diversity of functions performed within the university setting. In this regard, García Guevara et al. (2018) emphasize that the integration of teaching, research, and community engagement constitutes a fundamental axis for preparing professionals committed to social development. This approach responds to the current demands of higher education, which require faculty members capable of generating knowledge, innovating in teaching, and contributing to community well-being.

Evaluation Instruments and Criteria

The evaluation of teaching performance requires the use of instruments and criteria that allow for the collection of valid, reliable, and relevant information regarding educational practice. Among the most widely used instruments in higher education are student surveys, which provide information about students' perceptions of teaching quality. Espinoza Freire et al. (2021) indicate that these surveys constitute a valuable tool for identifying strengths and weaknesses in teaching practice, although they emphasize the need to complement them with other instruments to avoid potential biases. De Vincenzi and De Angelis (2008) highlight that the design of such instruments should be based on clear and objective criteria to ensure the validity of the results obtained.

In addition to surveys, self-evaluation and peer evaluation have gained importance as strategies that promote critical reflection and collaborative learning among faculty members. González Alonso et al. (2019) note that self-evaluation enables educators to analyze their own practice, identify areas for improvement, and assume an active role in their professional development. Likewise, Ponce Aguilar and Marcillo García (2020) emphasize that peer evaluation encourages the exchange of experiences and the strengthening of teamwork, contributing to the collective construction of pedagogical knowledge. These strategies are aligned with formative approaches that conceive evaluation as a participatory and reflective process.

Classroom observation and the use of rubrics constitute another set of essential instruments for evaluating teaching performance, as they allow for the direct analysis of pedagogical practice in the classroom. Kweksilber and Trías (2020) emphasize that rubrics facilitate the systematic assessment of specific criteria by providing clear descriptors that guide evaluation. Similarly, López Pastor and Pérez Pueyo (2017) argue that these tools contribute to improving transparency and objectivity in the evaluation process. Hurtado Aspiros (2025) highlights that classroom observation, accompanied by well-designed rubrics, enables the identification of key aspects of teaching performance, such as lesson planning, interaction with students, and the use of instructional strategies.

In this regard, the selection of evaluation instruments should be guided by criteria of relevance, validity, and reliability, taking into account the characteristics of the educational context and the objectives of the evaluation. García-Garro et al. (2007) maintain that combining different instruments provides a more comprehensive view of teaching performance

by facilitating data triangulation. Such methodological diversity is essential to avoid reductionist perspectives and ensure that evaluation reflects the complexity of the educational process. Consequently, it is necessary to design evaluation systems that integrate multiple sources of information and promote a balanced assessment of teaching performance.

Use of Evaluation Results for Educational Improvement

The use of teaching performance evaluation results constitutes a key element in promoting continuous improvement in higher education. In this context, feedback emerges as a fundamental strategy for faculty professional development, as it enables the identification of strengths and areas for improvement based on information obtained through evaluative processes. Ulloa and Gajardo (2016) indicate that classroom observation and feedback encourage reflection on pedagogical practice and contribute to the strengthening of professional competencies. Likewise, Campuzano López et al. (2021) emphasize that effective feedback should be timely, specific, and improvement-oriented.

On the other hand, the results of faculty evaluation also play an important role in institutional decision-making, as they provide relevant information for academic and administrative management. Huerta Solís (2020) argues that managerial skills in educational institutions are closely related to the ability to make evidence-based decisions. In this regard, Obando Castillo (2008) highlights the importance of faculty participation in decision-making processes, which contributes to strengthening institutional governance and fostering a sense of belonging among educators. Thus, teacher evaluation becomes a key input for strategic planning.

Furthermore, the results of teaching performance evaluation can be used to design professional development and training plans aimed at enhancing faculty competencies. Pinto and Plaza (2021) point out that identifying training needs is essential for teacher professional development, particularly in areas related to the use of Information and Communication Technologies (ICT). In this sense, Gallardo Echenique et al. (2011) propose the integration of digital competencies into teacher training programs in order to respond to the demands of contemporary education. These training initiatives help strengthen faculty capabilities and improve the quality of teaching.

In conclusion, the appropriate use of teaching evaluation results makes it possible to close the evaluation cycle by transforming collected information into concrete improvement actions. Feedback, decision-making, and continuous professional development constitute interrelated elements that contribute to strengthening the educational system. In this regard, it is essential for higher education institutions to develop policies and strategies that promote the effective use of evaluation results, ensuring their impact on the improvement of teaching practice and educational quality. In this way, the evaluation of teaching performance is consolidated as a dynamic and transformative process within the university context.

Discussion

The findings of this study reveal that the evaluation of teaching performance in higher education continues to evolve from traditional approaches toward more comprehensive, formative, and contextualized models, consistent with the perspectives advanced by Moreno Guaicha et al. (2024) and Guillén Cruz (2025). This transition reflects a paradigmatic transformation in the way evaluation is conceptualized, shifting from a results-oriented perspective toward one focused on faculty professional development and continuous improvement. In this regard, the findings confirm that formative assessment has assumed a central role, as it promotes ongoing feedback processes that positively influence pedagogical practice, as emphasized by Ley Leyva and Espinoza Freire (2021).

Regarding evaluation approaches, the study identified that the complementarity between formative and summative assessment constitutes a key element in achieving a balanced evaluation of teaching performance. Mellado-Moreno et al. (2021) argue that both approaches

should be integrated in a coherent and complementary manner to ensure a more comprehensive assessment, a notion that is supported by the findings of this study. Nevertheless, the results also indicate that, in certain contexts, summative approaches continue to predominate, focusing primarily on quantitative indicators and student perceptions. Such practices limit a holistic understanding of teaching performance. This observation aligns with the arguments of Espinoza Freire et al. (2021), who emphasize the need to move beyond reductionist evaluation models.

Furthermore, the findings related to competency-based assessment demonstrate significant progress in the incorporation of this approach within higher education, although important challenges remain regarding its implementation. Ríos Muñoz and Herrera Araya (2017) note that competency-based evaluation entails profound changes in educational culture, requiring both institutional adaptation and faculty development processes. The present study found that, although there is widespread recognition of the importance of assessing competencies, difficulties persist in establishing clear evaluation criteria and designing appropriate assessment instruments. These findings are consistent with those reported by Espinoza Freire et al. (2021), who highlight the necessity of strengthening faculty assessment capabilities.

With regard to evaluation instruments, the study confirmed that student surveys remain one of the most widely used mechanisms for assessing teaching performance, a finding that coincides with Espinoza Freire (2021). However, the results suggest that relying exclusively on student surveys may introduce bias and limit the validity of the evaluation process, particularly when such instruments are not complemented by other methods, such as classroom observation or faculty self-assessment. In this context, De Vincenzi and De Angelis (2008) emphasize the importance of designing diverse and context-sensitive assessment instruments, while González Alonso et al. (2019) underscore the value of self-assessment as a tool for professional reflection. Consequently, the triangulation of evaluation instruments emerges as a crucial strategy for enhancing the quality and credibility of the assessment process.

Likewise, feedback derived from evaluation processes is positioned as a central component in improving teaching performance. Ulloa and Gajardo (2016) argue that effective feedback transforms evaluation into a meaningful learning opportunity, a perspective strongly supported by the findings of this study. Nevertheless, limitations were identified regarding both the quality and frequency of feedback in certain institutional contexts, thereby reducing its potential impact on continuous improvement. Campuzano López et al. (2021) maintain that feedback should be timely, specific, and action-oriented—characteristics that still require further strengthening within institutional evaluation practices.

Finally, the findings demonstrate that the evaluation of teaching performance has a significant impact on institutional decision-making and the planning of continuous professional development initiatives. Huerta Solis (2020) emphasizes that evidence-based decision-making is fundamental to effective educational management, while Pinto and Plaza (2021) highlight the importance of identifying faculty training needs. The present study found that when evaluation results are strategically utilized, they contribute to the design of more relevant professional development programs and to the enhancement of educational quality. However, the findings also underscore the need to promote greater faculty participation in these processes, as advocated by Obando Castillo (2008), in order to ensure their relevance, effectiveness, and long-term sustainability.

Conclusions

The evaluation of teaching performance in higher education has become established as a strategic process for ensuring educational quality and promoting continuous improvement within university institutions. Based on the analysis conducted, it can be concluded that the shift toward formative, comprehensive, and contextualized evaluation approaches responds

to the current demands of education, where the role of the educator extends beyond the transmission of knowledge and focuses on the development of competencies. In this regard, evaluation ceases to be merely an administrative mechanism and becomes a professional development tool that fosters critical reflection on pedagogical practice and strengthens teaching capabilities.

Furthermore, the findings demonstrate that the integration of diverse evaluation approaches, including formative, summative, and competency-based assessment, enables a broader and more balanced understanding of teaching performance. The complementarity of these approaches contributes to overcoming reductionist perspectives and supports the development of more equitable and contextually relevant evaluation systems. Nevertheless, significant challenges remain regarding the effective implementation of these models, particularly in relation to the establishment of clear criteria, the design of appropriate assessment instruments, and the development of faculty evaluation competencies. These issues require priority attention from higher education institutions.

Moreover, the use of multiple evaluation instruments, such as student surveys, self-assessment, peer assessment, and classroom observation, emerges as a key strategy for ensuring the validity and reliability of the evaluation process. The triangulation of information provides a more comprehensive understanding of teaching performance, reducing bias and strengthening evidence-based decision-making. Within this context, feedback emerges as a central component, as it enables evaluation results to be transformed into concrete improvement actions, directly impacting the quality of teaching and student learning outcomes.

Finally, it is concluded that the evaluation of teaching performance becomes most meaningful when its results are effectively utilized to support institutional decision-making and the design of professional development and training programs. The integration of evaluation, professional development, and educational management contributes to strengthening institutional quality and addressing the challenges of the contemporary educational landscape. Consequently, it is essential to promote a participatory, transparent, and improvement-oriented evaluation culture in which faculty members assume an active role in their own evaluation processes, thereby contributing to the strengthening of the higher education system.

Study Limitations

This study presented several limitations that should be considered when interpreting its findings. First, the qualitative approach and the use of purposive sampling limited the generalizability of the results to other higher education contexts. Additionally, the data collected relied largely on participants' perceptions, which may have introduced subjective bias. Although triangulation strategies were employed, the availability of documentary sources and the diversity of institutional contexts were limited, thereby restricting the scope of the analysis. These limitations, however, do not invalidate the findings; rather, they guide their interpretation within a specific contextual framework.

Future Research

Future studies are encouraged to expand the scope of this research through the use of mixed-methods approaches that integrate qualitative and quantitative data, allowing for a more comprehensive understanding of the phenomenon. It would also be beneficial to include larger and more diverse samples representing different institutions, academic disciplines, and sociocultural contexts. Furthermore, future research should examine the impact of faculty evaluation on student learning outcomes, as well as explore innovative evaluation models supported by digital technologies. Additional lines of inquiry may focus on the design and validation of more context-sensitive evaluation instruments and on strengthening institutional evaluation cultures.

Acknowledgments

The author expresses sincere gratitude to the specialists who contributed to the development of this study through their valuable academic and professional insights. Special recognition is also extended to fellow scholars and educational experts whose exchange of knowledge and experiences significantly enriched the research process. Furthermore, appreciation is extended to the higher education institutions that facilitated access to information and to all participants who voluntarily contributed their perspectives and experiences to the development of this work.

Declaration of Conflict of Interest

The author declares that there are no conflicts of interest related to the research, authorship, and publication of this article.

References

- Calatayud Salom, M. A. (2014). Evaluación de la práctica docente y calidad educativa: una relación encadenada. *Revista iberoamericana de educación*, 65(1), 1-12.
- Campuzano López, J. G., Mero Ponce, J. K., Zambrano Zambrano, J. R., & Quiroz Parrales, L. A. (2021). La retroalimentación como estrategia para mejorar el proceso de enseñanza-aprendizaje en los estudiantes. *Dominio de las Ciencias*, 7(4), 57-69.
- De Vincenzi, A., & De Angelis, P. (2008). La evaluación de los aprendizajes de los alumnos. Orientaciones para el diseño de instrumentos de evaluación. *Revista de educación y desarrollo*, 8, 17-22.
- Espinoza Freire, E. E. (2021). Importancia de la retroalimentación formativa en el proceso de enseñanza-aprendizaje. *Revista Universidad y Sociedad*, 13(4), 389-397.
- Espinoza Freire, E. E., León González, J. L., & Ramírez López, J. A. (2021). La evaluación por competencias. *Universidad y Sociedad*, 13(S3), 612-628.
- Gallardo Echenique, E. E., Márquez Molías, L., & Gisbert Cervera, M. (2011). Propuesta de Competencias TIC en el marco del Programa Nacional de Formación y Capacitación Docente (PRONAFCAP). *Revista Iberoamericana de Educación*, 54(6), 1-13.
- García Guevara, W. C., Jara Saldaña, G., & Cedillo Armijos, M. D. L. (2018). Docencia, investigación y vinculación con la sociedad y la evaluación psicopedagógica. In *Memorias del cuarto Congreso Internacional de Ciencias Pedagógicas de Ecuador: La formación y superación del docente: "desafíos para el cambio de la educación en el siglo XXI"* (pp. 1004-1011). Instituto Superior Tecnológico Bolivariano.
- García Hinojosa, K. (2017). La evaluación integral del desempeño docente de los profesores universitarios. *Revista Científica Chacana*, vol. 6, núm. 2 (noviembre de 2017), pp. 106-114.
- García-Garro, A. J., Ramos-Ortega, G., Díaz de León-Ponce, M. A., & Olvera-Chávez, T. R. (2007). Instrumentos de evaluación. *Revista mexicana de anestesiología*, 30(3).
- González Alonso, M. I., Domínguez-Fernández, R., Díez-Fernández, Á., Pérez-Pueyo, Á., & Gutiérrez-García, C. (2019). Autoevaluación y coevaluación de la práctica docente del profesorado universitario. *Revista Infancia, Educación y Aprendizaje*, 5(2), 353-358.
- Guillen Cruz, K. E. (2025). Educación tradicional versus enfoque por competencias, transición para la innovación educativa y la mejora continua. *Revista Conexión*, 14(41).
- Gutiérrez-Hernández, A., Herrera-Córdova, L., de Jesús Bernabé, M., & Hernández-Mosqueda, J. S. (2016). Problemas de contexto: un camino al cambio educativo. *Ra Ximhai*, 12(6), 227-239.
- Hernández-Mosqueda, J. S., Guerrero-Rosas, G., & Tobón-Tobón, S. (2015). Los problemas del contexto: base filosófica y pedagógica de la socioformación. *Ra Ximhai*, 11(4), 125-140.

- Hernández-Pizarro Meijón, M. L. (2002). *La justificación de las decisiones de los profesores en formación y su influencia en la mejora de la práctica*. Universidad Complutense de Madrid, Servicio de Publicaciones.
- Huerta Solis, H. (2020). Habilidades gerenciales, toma de decisiones y gestión de las instituciones educativas de la UGEL 07. *Saber Servir: Revista De La Escuela Nacional De Administración Pública*, (3), 140–147. <https://doi.org/10.54774/ss.2020.03.09>
- Hurtado Aspiros, A. G. (2025). Rúbricas de observación de aula y el desempeño docente en instituciones educativas de Jornada Escolar Completa en Región Callao 2020.
- Jiménez Galán, Y. I., Hernández Jaime, J., & González, M. A. (2013). Competencias profesionales en la educación superior: justificación, evaluación y análisis. *Innovación educativa (México, DF)*, 13(61), 45-65.
- Kweksilber, C., & Trías, D. (2020). Rúbrica de evaluación. Usos y aprendizajes en un grupo de docentes universitarios. *Páginas de educación*, 13(2), 100-124.
- Ley Leyva, N. V., & Espinoza Freire, E. E. (2021). Características de la evaluación educativa en el proceso de aprendizaje. *Revista Universidad y Sociedad*, 13(6), 363-370.
- López Pastor, V. M., & Pérez Pueyo, Á. L. (2017). Introducción a la creación y el uso de escalas descriptivas y rúbricas.
- Mellado-Moreno, P. C., Sánchez-Antolín, P., & Blanco-García, M. (2021). Tendencias de la evaluación formativa y sumativa del alumnado en Web of Sciences. *Alteridad. Revista de educación*, 16(2), 170-183.
- Montero Ramírez, D. (2024). La investigación cualitativa: definiendo otra gran fuerza de indagación científica. *Rhombus*, 4(1), 77–93. <https://doi.org/10.63058/rhombus.v4i1.169>
- Moreno Guaicha, J. A., Mena Zamora, A. A., & Zerpa Morloy, L. I. (2024). Modelos de aprendizaje en la transición hacia la complejidad como un desafío a la simplicidad. *Sophia, Colección de Filosofía de la Educación*, (36), 69-112.
- Naupas, H., Mejia, E., Trujillo, I., Romero, H., Medina, W., & Novoa, E. (2023). *Metodología de la investigación total: Cuantitativa–Cualitativa y redacción de tesis 6a Edición*. Ediciones de la U.
- Obando Castillo, G. (2008). La participación docente en la toma de decisiones desde la visión micropolítica. *Educación*, 17(32), 87–108. <https://doi.org/10.18800/educacion.200801.005>
- Pinto, G., & Plaza, J. (2021). Determinar la necesidad de capacitación en el uso de las tecnologías de la información y las comunicaciones para la formación docente. *593 digital Publisher CEIT*, 6(1), 169-181.
- Ponce Aguilar, E. E., & Marcillo García, C. E. (2020). Auto-evaluación y coevaluación: una experiencia en el proceso de enseñanza-aprendizaje. *Dominio de las Ciencias*, 6(3), 246-260.
- Ríos Muñoz, D., & Herrera Araya, D. (2017). Los desafíos de la evaluación por competencias en el ámbito educativo. *Educação e Pesquisa*, 43(4), 00-00.
- Rodríguez Sosa, J., & Hernández Sánchez, K. (2018). Problematicación de las prácticas docentes y contextualización de la enseñanza. *Propósitos y representaciones*, 6(1), 507-541.
- Ulloa, J., & Gajardo, J. (2016). Observación y retroalimentación docente como estrategias de desarrollo profesional docente. *Liderazgo Escolar En Los Distintos Niveles Del Sistema: Notas Técnicas Para Orientar Sus Acciones*, 83-95.