Impact of the Comprehensive Teacher Performance Evaluation on Teacher Training in Ecuador

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Abstract

Comprehensive teacher performance evaluation is considered a significant factor in students' academic performance. The objective of this systematic review is to analyze the existing literature from 2019 to 2024 on the impact of comprehensive teacher performance evaluation on teacher education in Ecuador in order to understand this phenomenon in depth. Methodology: the present systematic literature review has a qualitative approach that took as a basis for the selection of the 12 studies in Spanish and English various criteria from keywords and Boolean operators of thesauri, obtained from databases such as Google academic, Scopus, Scielo, Redalyc, Dialnet, Proquest, Erih Plus, DOAJ (Directorio De Revistas De Acceso Abierto), Latindex, the library and other databases of the Universidad César Vallejo, published between 2019 and 2024. Results: the comprehensive evaluation of teaching performance can contribute significantly to the development of teachers' professional competencies, encouraging reflection on practice, pedagogical innovation and commitment to continuous improvement. In addition, it was determined that there is a diversity of evaluation models implemented in Ecuadorian educational institutions according to the study of the 12 articles published in Spanish and English between the years 2019 - 2024. Conclusion: although the studies analyzed show a consensus on the importance of comprehensive teacher performance evaluation in Ecuador as a tool to improve the quality of education, the results obtained are varied and depend on multiple factors.

Keywords: *Teacher Evaluation, Teaching Performance, Teacher Training, Ecuador*

INTRODUCTION

The processes of comprehensive evaluation of teaching performance are fundamental in the context of Higher Education in all countries and Ecuador is no exception. Especially considering that Higher Education Institutions (HEI) have a great weight as socially responsible for training new professionals in any of the branches of knowledge (Gaete, 2023). Therefore, HEIs must comply with models, paradigms, competencies and purposes, aligned with both national and international regulations. Hence, it is important to seek strategies to measure the impact of the comprehensive evaluation of teaching performance in the training of professionals.

It should be noted that evaluation is the product of an ethical commitment that institutions assume with the purpose of promoting permanent reflection, whether individual or collective, on the possibilities and opportunities for personal and professional growth of the members of their institutional community (Chávez-Ojeda et al., 2023). This type of reflection is extremely important, especially in HEIs that train teachers, because the impact that evaluation has on teacher training must be understood in order to guarantee the quality of the teachers they provide to the educational system of each country.

On the other hand, the educational and pedagogical model of HEIs that train teachers must ensure high impact professionals through their pedagogical thinking in citizen responsibilities (Navarro and Navarro-Montaño, 2023). Consequently, the comprehensive evaluation of teaching performance should be aimed at assessing the implementation of this educational and pedagogical model in order to respond socially to the demands for quality education.

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Furthermore, it should be considered that the quality of education is directly related to the characteristics of the teacher, since he/she is one of the main actors in the teaching-learning process (Sierra-Chaparro, 2020). Therefore, the evaluation of the performance of the teaching staff should be conceived from a holistic view, because the teacher should be considered from three areas that allow adding value, namely, in his role as a teacher, as a worker of the HEI which plays a business role, although it is a public university, and finally in his role as a human being, which is essential for the development of his profession.

Now, at the global level in Spain the study conducted by Hortigüela, et al. (2019), determined that self-regulation and evaluation are closely connected. Consequently, these authors point out that a greater educational impact is possible thanks to methodologies based on the teacher's ability to control and decide on their performance and work times. This again places the teacher and his or her professional practice as the main factor influencing teacher training.

Meanwhile, at the regional level, the study conducted by Lozano-Medina (2020) in Mexico concluded that most practicing teachers do not meet the level of achievement of the evaluation indicators. This may be due to a low level of training and development of competencies to practice teaching and comply with the standards that allow achieving quality education. However, this position totally attributes the responsibility for the change to the teaching practice and, therefore, shows a bias that indicates a negative impact on the training of professionals.

For their part, Carranza et al. (2021) in their study conducted in Costa Rica conclude that teacher evaluation should be considered as a useful institutional tool to identify weaknesses and strengths that allow them to decide on the training and professional development needed by their teachers. In this way, it is understood that evaluation has an impact on teacher training that seeks to improve the quality of education provided in HEIs.

In Peru, the study conducted by Flores-Fernández et al. (2022) concludes that HEIs should seek the development of their substantive functions from a high social focus, which implies a transversal social responsibility and the participation of all the actors that make up the educational communities. Therefore, the impact of the comprehensive evaluation of teaching performance is measured based on how HEIs assume their role in society.

Furthermore, Minte et al., (2021) in their work carried out in Chile conclude that quality in education has as a fundamental criterion the integration, interrelation and deployment of multiple components that guarantee the achievement of the learning objectives presented, therefore, they seek to train students as critical, innovative, reflective and democratic individuals capable of facing the challenges of professional life with a sense of social responsibility. Hence, the comprehensive evaluation of teaching performance in each HEI becomes an effective and fundamental tool to provide quality education.

At the national level, in Ecuador, the study conducted by Ruiz-Cabezas et al. (2022), determined that the evaluative action has a formative implication and potential by becoming a fundamental complement to training, known as meta-evaluation of the program. Thus, by assessing it, a boundary is built between innovative teaching and reflection after teaching, which aims to investigate the teacher's own practice.

Likewise, in Ecuador, Monier et al. (2023), determined that the construction of strategies to achieve educational quality, which is understood through teacher evaluation and professional training for the development of competencies, allows management and distinguishes leadership in the resolution of educational needs. Thus, it is understood that the impact of comprehensive teacher performance evaluation in teacher training is measured through the training of educational leaders who will mediate or achieve social change.

Aguilar-Gordón (2019), in his study conducted in Ecuador concluded that an epistemological and critical break with traditional models is necessary to transform education, hence it is necessary to train critical and self-critical teachers who lead change. Therefore, it is necessary to carry out a transformation that involves diverse actors of society, considering above all that the destiny of education determines the destiny of the country and, consequently, it is evident that the evaluation of teacher performance in the training of neophyte teachers has a preponderant role,

All that has been seen allows us to conclude that it is essential to measure the impact of the integral evaluation of the performance of teacher educators. Therefore, in view of the problematic situation presented, the following problem arises: How to measure the impact of the comprehensive evaluation of teacher performance in teacher training in Ecuador? Additionally, the main objective is proposed: to analyze the existing literature from 2019 to 2024 on the impact of comprehensive teacher performance evaluation on teacher training in Ecuador in order to understand this phenomenon.

Now, in order to achieve the general objective proposed, the specific objectives are: to identify and characterize the different models of comprehensive teacher performance evaluation implemented in Ecuadorian educational institutions between 2019 and 2024; to determine the impact of these evaluation models on the development of professional competencies of Ecuadorian teachers; and to identify the factors that influence the effectiveness of teacher performance evaluation models in the Ecuadorian context.

Consequently, it is essential and necessary to carry out scientific research and studies that contribute significantly to the current literature on the impact of comprehensive teacher performance evaluation. By virtue of which, strategies and proposals can be put forward to address this issue.

From this point of view, the current systematization is necessary, since it seeks to examine the impact of the evaluation of teachers carried out in HEIs. Similarly, the aim is to create new theoretical contributions and perspectives that contribute to a broader understanding of the topic of study related to the comprehensive evaluation of teacher performance and teacher training in Ecuador, a country that is committed to improving the quality of education and the transformation of its educational system (Holmos-Flores et al., 2023).

Finally, the contribution made by this study to the existing literature is important since it contributes to determine how higher education institutions can contribute socially as responsible entities by offering quality education, which is achieved by carrying out comprehensive evaluation processes of teaching performance. This process should allow for the recognition of shortcomings in the teaching, research, management, and social linkage activities carried out by their professors. In the same way, teacher evaluation contributes to planning processes of feedback and continuous improvement in educational quality issues (Tamayo et al., 2023).

METHODOLOGY

Protocol and Registration

For the preparation of this work, a systematic review or meta-study was carried out from a qualitative perspective. However, a previous development protocol was not recorded; however, the parameters of the PRISMA (Preferred Reporting Items for Systematic Reviews) methodology were taken into account. This systematic review provides a thorough analysis of the components of the theory, which have been published in various data sources and have been evaluated using a scientific methodology. In addition, the Mendeley Data Manager has been used.

Selection criteria

However, in order to select articles to support the systematic review, the following principles were applied to include and exclude literature:

1. Inclusion criteria. - These criteria include works, such as studies, scientific writings, and others, that have been scientifically reviewed by an individual author or by a group of people and that have been published between 2019 and 2024. Finally, these works should have keywords such as: comprehensive evaluation; teacher performance; teacher education; comprehensive performance, teacher evaluation.
2. Exclusion criteria. - Studies that were published before 2019 were excluded in this criterion, as well as those with results that are unreliable or not relevant to the objectives of the study and others that are duplicates and/or have an abstract that is not significant for this study.

Sources of information

The sources of information that have been considered to create this systematic review include the following: Google academic, Scopus, Scielo, Scielo, Redalyc, Dialnet, Proquest, Erih Plus, DOAJ (Directorio De Revistas De Acceso Abierto), Latindex, the library and other databases of Universidad César Vallejo.

Search strategy

The scientificity required in this type of study was based on a qualitative approach, where qualities were addressed as categories of the topic analyzed through systematization. By means of the systematization question and the indicators for including or excluding publications that had already been presented, the texts were examined reflectively and critically.

Therefore, in order to select the studies, a strategy was considered that organized the different parameters and logical operators, which were used to search for sources, in order to avoid bias in the information collected. The following is a list of the main terms considered:

Comprehensive evaluation

Comprehensive teacher evaluation

Teacher evaluation

Teacher training

Teacher training

Integral teacher performance

Teacher performance

Ecuador

Then, the combinations for the database search were performed using the Boolean operators AND, OR and NOT. Combinations using AND:

1. "Comprehensive evaluation" AND "teacher performance" AND "teacher training" AND "Ecuador"
2. "Comprehensive evaluation" AND "teacher performance" AND "teacher training"
3. "Comprehensive evaluation" AND "teacher performance" AND "Ecuador"
4. "Comprehensive assessment" AND "teacher training" AND "Ecuador"
5. "Teacher performance" AND "teacher training" AND "Ecuador"
6. "Desempeño docente" AND "formación docente" AND "Ecuador"
7. "Comprehensive evaluation" AND "teacher performance"
8. "Comprehensive assessment" AND "teacher training"
9. "Comprehensive evaluation" AND "Ecuador"
10. "Teacher performance" AND "teacher education"
11. "Teaching performance" AND "Ecuador"
12. "Teacher training" AND "Ecuador"

Combinations using OR:

1. "Comprehensive assessment" OR "teacher performance" OR "teacher education" OR "Ecuador"
2. "Comprehensive evaluation" OR "teacher performance" OR "teacher education"
3. "Comprehensive evaluation" OR "teacher performance" OR "Ecuador"
4. "Comprehensive assessment" OR "teacher training" OR "Ecuador"
5. "Teacher performance" OR "teacher training" OR "Ecuador"
6. "Comprehensive evaluation" OR "teacher performance"
7. "Comprehensive assessment" OR "teacher training"

8. "Comprehensive assessment" OR "Ecuador"
9. "Teacher performance" OR "teacher training"
10. "Teacher performance" OR "Ecuador".
11. "Teacher training" OR "Ecuador"

Combinations using NOT (to exclude terms):

1. "Comprehensive evaluation" NOT "teacher performance"
2. "Comprehensive assessment" NOT "teacher training"
3. "Comprehensive assessment" NOT "Ecuador"
4. "Teacher performance" NOT "comprehensive evaluation"
5. "Teacher performance" NOT "teacher education" NOT "teacher training"
6. "Teacher performance" NOT "Ecuador" NOT "Ecuador"
7. "Teacher training" NOT "comprehensive assessment" NOT "comprehensive assessment"
8. "Teacher training NOT "teacher performance" NOT "teacher performance
9. "Teacher training" NOT "Ecuador" NOT "Ecuador
10. "Ecuador" NOT "comprehensive evaluation"
11. "Ecuador" NOT "teacher performance" NOT "teacher training" NOT
12. "Ecuador" NOT "teacher training" NOT "teacher training

More specific combinations using AND and OR:

1. ("Comprehensive assessment" AND "teacher performance") OR "teacher training" OR "Ecuador"
2. ("Comprehensive evaluation" AND "teacher training") OR "teacher performance" OR "Ecuador"
3. ("Desempeño docente" AND "formación del profesorado") OR "evaluación integral" OR "Ecuador"
4. ("Comprehensive evaluation" OR "teacher performance") AND "teacher training" AND "Ecuador"
5. ("Comprehensive assessment" OR "teacher training") AND "teacher performance" AND "Ecuador"
6. ("Teacher performance" OR "teacher training") AND "comprehensive evaluation" AND "Ecuador" AND "Ecuador"

Based on the above, the procedure for the selection of studies is shown:

In a first step, a broad search was conducted in the aforementioned databases by using a variety of different parameters in the search tactic; this yielded a large number of studies. The previously mentioned inclusion and exclusion criteria determined which studies were considered most relevant for this research.

In the second step, the papers that were chosen in the first filtering were subjected to a second reading. This allowed the elimination of papers that were copies or duplicates, that did not match the abstract, or whose information was not relevant to the current research.

In the third step, or final phase, a second reading of the screened studies was carried out, eliminating all publications that were not scientific, that did not show solid explanations or that had not been developed with an adequate scientific basis. **Lista de datos**

The categories in this study had to be adjusted to improve and expand the results obtained during the search.
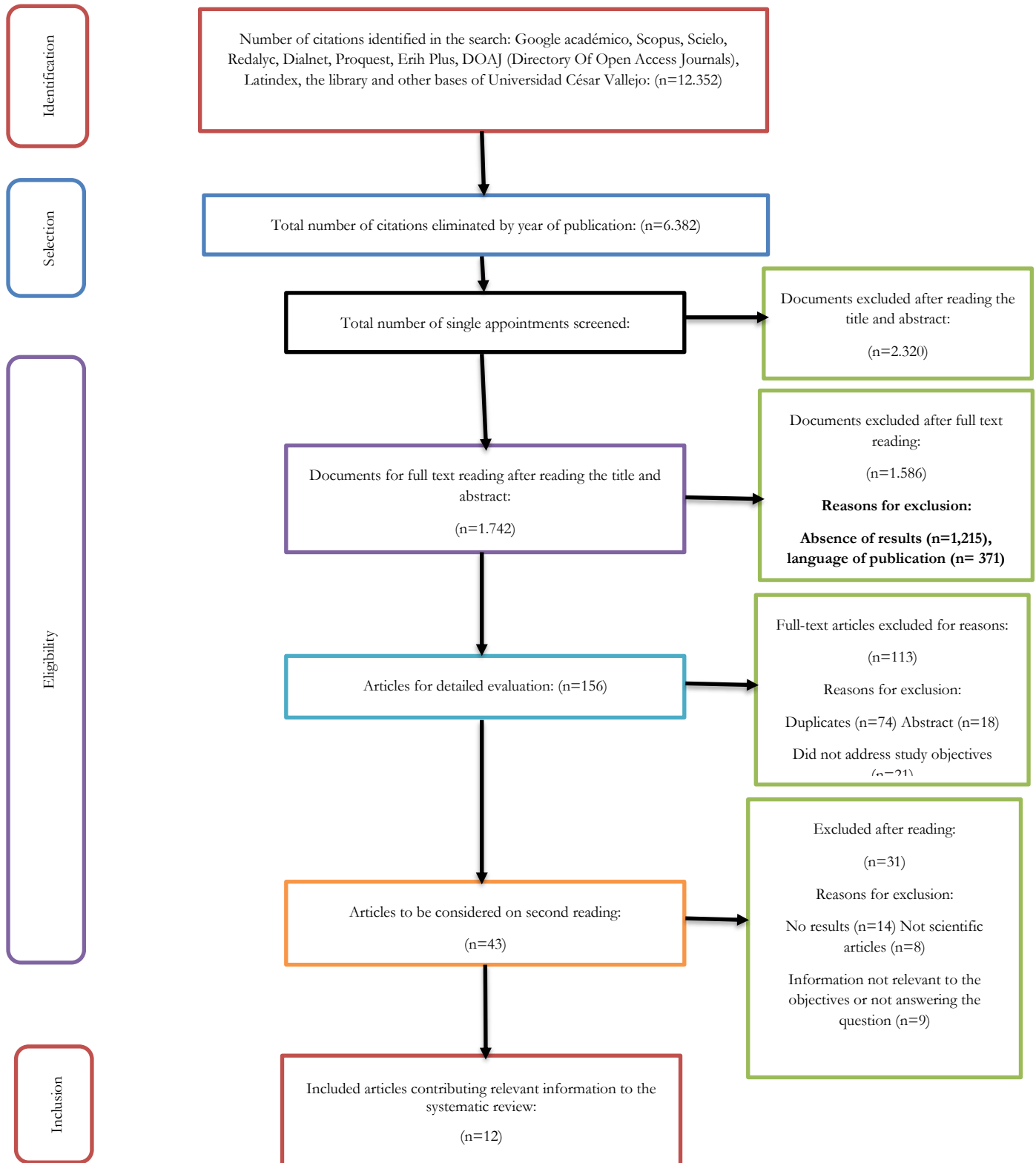
Table 1 Systematization categories

Primary categories	Transformed categories
Integral evaluation	Comprehensive teacher evaluation
	Teacher evaluation
Teacher evaluation	Comprehensive teacher performance
Teacher training	Training of teachers

Source: Troya, Sanmartin and Calle (2024)

In the development of this systematic review article, the following elements were not taken into account: other types of biases, dimensions of abstracts, and methods for synthesizing derivations.

Table 2 Search diagram

Identification	Number of citations identified in the search: Google académico, Scopus, Scielo, Redalyc, Dialnet, Proquest, Erih Plus, DOAJ (Directory Of Open Access Journals), Latindex, the library and other bases of Universidad César Vallejo: (n=12.352)

Selection	Total number of citations eliminated by year of publication: (n=6.382)

Total number of single appointments screened:

Documents excluded after reading the title and abstract:
(n=2.320)

Documents for full text reading after reading the title and abstract:
(n=1.742)

Documents excluded after full text reading:
(n=1.586)
Reasons for exclusion:
Absence of results (n=1,215), language of publication (n= 371)

Articles for detailed evaluation: (n=156)

Full-text articles excluded for reasons:
(n=113)
Reasons for exclusion:
Duplicates (n=74) Abstract (n=18)
Did not address study objectives
(n=21)

Articles to be considered on second reading:
(n=43)

Excluded after reading:
(n=31)
Reasons for exclusion:
No results (n=14) Not scientific articles (n=8)
Information not relevant to the objectives or not answering the question (n=9)

Included articles contributing relevant information to the systematic review:
(n=12)

Eligibility

Inclusion

Choice of Information

The selection of information for this systematic literature review began with a general exploration of various bibliographic sources. Different database search strategies were used in this exploration, from which the following were obtained: Scopus (255); Scielo, Redalyc and Dialnet (3,748); Proquest, Erih Plus, DOAJ (Directorio De Revistas De Acceso Abierto) (1,758); Latindex (1,959); Google academic, the library and other databases of Universidad César Vallejo (4,632). These searches focused on identifying studies that could answer the research question.

By applying rigorous inclusion and exclusion criteria, the most relevant studies were selected from a total of 12,352 documents found. The final results of the search yielded: 27 scientific articles indexed in Scopus, 74 studies from Google Scholar, the library and other databases of the Universidad César Vallejo, 21 articles from Redalyc and 34 from Scielo.

Once the most relevant studies were identified, an in-depth evaluation of each one was carried out, using the established selection criteria. As a result of this evaluation, 113 studies were excluded due to duplication with others already included, problems in the quality of the abstracts or lack of alignment with the specific objectives of this systematic review.

A second reading of the 43 selected publications was then carried out, applying more rigorous inclusion criteria. As a result, 31 studies were excluded due to the absence of results, because they were not scientific articles or because they did not directly address the objectives of the review. The remaining 12 articles were analyzed in detail, considering indicators such as research topic, author and year of publication, methodological design, main conclusions and thematic categorization by the researchers (Table 3).

Table 3 Characterization of selected studies

Article title	Author(s)	Methodology	Categorization	Main conclusions
The evaluation of teaching performance in higher education	Gómez, L. and Valdés, M. (2019)	Systematic review with a qualitative approach	Evaluation Teacher performance	Since evaluation should serve as a tool for improvement, it is essential to favor an approach that prioritizes the teacher's reflection on his or her practice. In this sense, the constructivist model is a valuable alternative.
Teaching evaluation questionnaire validation at Escuela Politécnica Nacional: applying the method of Factor Analysis with extraction of principal components	Sánchez, T., Sandoval, I., Gilar, R., Castejón, J. and Salazar, D. (2020)	Quantitative approach Factor Analysis Method	Teacher evaluation	The findings indicate that the reduction of the evaluation scale at EPN has the potential to improve the evaluation of teaching performance. This simplified model could be adopted by other Ecuadorian universities as a strategy to strengthen their evaluation processes.
Professional performance model for teachers in municipal university centers based on competencies.	Díaz, A. and León, S. (2020)	Bibliographic analysis and model proposal	Teaching performance	A holistic approach is proposed for the assessment of teacher professional performance in higher education, enabling students to develop a set of interrelated competencie.s
Teaching performance from the perspective of professional practice	Martínez, G., Esparza, A. and Gómez, R. (2020)	The research was conducted using a pragmatic paradigm with a mixed approach and a sequential	Teaching performance	This study argues that in order to improve the quality of teaching, it is necessary to have a teacher performance evaluation that

		exploratory correlational exploratory design.		is carried out in the real context of the classroom and that allows for the identification of opportunities for professional growth.
Contemporary challenges for the continuing education of university faculty	Benavides, C. and López, N. (2020)	Qualitative	Teacher training	Teacher evaluation, when considering the challenges of the knowledge society, becomes a more meaningful process. It allows not only to diagnose needs, but also to guide training actions that contribute to the continuous improvement of teaching practice.
Methodological strategy for the management of the performance evaluation process of university teachers.	González, N., Hidalgo, N., and Lombillo, I. (2020)	General method: materialism - dialectic, theoretical methods: the Unity of the historical and the logical, the Analytical - synthetic and the Inductive - deductive, the Transit from the abstract to the concrete. System approach and Modeling.	Evaluation Teacher performance	The Agrarian University of Havana's teacher evaluation strategy is based on a solid theoretical framework and a rigorous methodological design. This comprehensive approach seeks to optimize the evaluation process, contributing to the professional development of teachers and the continuous improvement of the institution.
Teaching performance in educational quality	Ccoto, T. (2023)	The methodology focused on a bibliographic review, descriptive, analytical and documentary research.	Teaching performance	Teacher performance is a determining factor in educational quality. Therefore, institutions should design teacher professional development strategies that include formative and summative evaluation processes in order to identify strengths, weaknesses and areas for improvement.
Basic education teacher training	Espinoza, E. (2021)	Bibliographic review based on content analysis and hermeneutic methods.	Training of teachers	Among the main results of the research are the pedagogical, research, technological and formative evaluation competencies necessary for teaching performance in basic education, as well as an analysis of the current state of initial and continuing training of Ecuadorian educators.
Formative evaluation in university teaching performance: Systematic literature review.	Huaman, J., Solís, B., Huaman, J., and Quispe, F. (2022)	Literature review through the Prisma Method	Evaluation Teaching performance	Although formative evaluation has proven to be an effective tool for improving the performance of future professionals, there is still a sector of university faculty that maintains a conservative stance and continues to

				favor summative evaluation at the end of the teaching-learning process.
Comprehensive system for evaluation and monitoring of teaching practice in higher education: a case study in Colombia.	Sierra-Chaparro, G. (2020)	Mixed approach	Comprehensive evaluation	Since teacher evaluation is not integrated into academic processes, it has become an activity that is not highly valued by teachers. To change this situation, it is necessary to promote a culture of formative evaluation, where participation is voluntary and oriented to professional development.
Teacher Evaluation and University professional development: A review based on based on participants, dimensions and dimensions and methods	Suárez, N., Cáceres M., Gómez, V., and Pérez, I. (2022)	Literature review	Teacher evaluation	Teacher evaluation processes tend to prioritize dimensions related to teaching and research, leaving aside other characteristics and skills of teachers that contribute significantly to their professional development.
Evaluation of the impact of the teaching function as an effective support for students' academic and social performance.	Cedillo-Fajardo, M. (2023)	Literature review	Teacher evaluation	Self-evaluation is a fundamental tool for teachers to improve their practice and ensure that their students achieve their educational goals.

Note: Troya, Sanmartin and Calle (2024)

DISCUSSION

The review of the literature presented reveals a general consensus on the importance of teacher performance evaluation as a tool for improving educational quality (Vela, 2023). However, the authors explored approach this topic from different perspectives, highlighting different approaches and proposing different models.

A recurrent aspect in the research is the need for evaluation to be a dynamic process focused on continuous improvement. Gómez and Valdés (2019) emphasize the importance of teacher reflection, while Martínez et al. (2020) stress the need for contextualized and professional development-oriented evaluation. Benavides and López (2020), for their part, link evaluation to the challenges of the knowledge society, highlighting its role in the continuous training of teachers. This approach to evaluation as a dynamic process and with a view to continuous improvement aligns with the need for teachers not only to be evaluated, but also to actively participate in the evaluation process, reflecting on its methods and results (Martínez, 2013). This reflection can foster continuous and meaningful professional development.

Regarding assessment models, the authors propose different approaches. Sánchez et al. (2020) suggest simplifying assessment instruments, while Díaz and León (2020) propose a holistic approach that integrates various competencies. González et al. (2020) present a comprehensive model for Agrarian University of Havana, based on a solid theoretical framework and a rigorous methodological design. These approaches can contribute to a more comprehensive and contextualized training, aligning assessment with the current needs of the educational environment.

The importance of formative assessment is another recurring theme. Ccoto (2023) highlights the need to combine formative and summative assessment, while Huaman et al. (2022) and Sierra-Chaparro (2020) point out the resistance of some teachers to formative assessment and the need to promote a more participatory and professional development-oriented assessment culture. Suárez et al. (2022) and Cedillo-Fajardo (2023), for their part, emphasize the importance of self-evaluation as a tool for teacher professional development. However,

resistance to change on the part of some teachers may be an obstacle to the implementation of more effective and learning-centered evaluation practices.

Since evaluation should serve as a tool for improvement, it is essential to favor an approach that prioritizes teachers' reflection on their practice (Gómez et al., 2024). In this sense, the constructivist model reveals itself as a valuable alternative, since it promotes self-evaluation and constructive self-criticism, which are essential for continuous professional development. Furthermore, the simplification of evaluation models and the integration of a holistic approach can contribute significantly to improving the quality of teaching in Ecuador, while promoting a more inclusive and growth-oriented formative evaluation culture (Santana and Santana, 2022).

On the other hand, although there is consensus on the importance of teacher performance evaluation, challenges remain in its implementation. It is necessary to overcome resistance to change and foster an evaluation culture that values reflection, collaboration and continuous professional development (Contreras and Henríquez, 2023). In addition, it is essential that evaluation models be flexible and adaptable to the needs of each institutional context.

CONCLUSIONS

The systematic review of the literature on the impact of comprehensive teacher performance evaluation in Ecuador between 2019 and 2024 reveals a complex and dynamic panorama. Although the studies analyzed show a consensus on the importance of evaluation as a tool to improve the quality of education, the results obtained are varied and depend on multiple factors.

Among the most outstanding findings is that comprehensive teacher performance evaluation can contribute significantly to the development of teachers' professional competencies, encouraging reflection on practice, pedagogical innovation and commitment to continuous improvement. However, for these benefits to materialize, it is essential to have well-designed evaluation models that are perceived as fair and equitable by teachers, and that are supported by clear and coherent educational policies.

Similarly, the literature review reveals a diversity of evaluation models implemented in Ecuadorian educational institutions, which differ according to some characteristics. For example, although most models include dimensions related to planning, implementation and evaluation of learning, there are variations in terms of the emphasis given to each of them and the inclusion of aspects such as research, innovation and social commitment. In addition, a variety of instruments have been used, from surveys and observations to portfolios and self-assessments. In addition, the assessment criteria are diverse and are often linked to national standards and institutional objectives. Finally, the participation of different actors in the evaluation process (teachers, peers, managers, students) varies according to the model.

On the other hand, the results of the studies analyzed suggest that the implementation of comprehensive teacher performance evaluation models can have a positive impact on the development of professional competencies of Ecuadorian teachers. However, this impact varies according to the specific model and the institutional context. Thus, it is concluded that the evaluation has contributed to teachers reflecting on their practice, identifying areas for improvement and adopting new teaching strategies. Furthermore, in some cases, the evaluation has encouraged the participation of teachers in research activities and the incorporation of new technologies in the classroom. It was also established that teachers have acquired greater skills to design and apply evaluation instruments, as well as to interpret the results and provide feedback.

Finally, the factors that influence the effectiveness of evaluation models are multiple and complex. Among the most relevant is the perception that teachers have of the evaluation, which is a key factor. A positive perception facilitates participation and commitment to the process. Also, the support of educational institutions, in terms of resources, training and recognition, is fundamental for the success of the evaluation. On the other hand, adequate training of evaluators is necessary to ensure the quality and fairness of the process. Similarly, coherence between evaluation models and national educational policies facilitates their implementation and sustainability (Pérez, 2023).

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