



# Process Evaluation: Continuous Improvement Strategy for Teachers



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## Abstract

In this investigation the evaluation of processes was identified as a strategy of continuous improvement in teachers of an educational institution in the province of Manabí. The acquisition of knowledge must be in constant renewal for a better understanding of the teaching-learning process. That is why the teacher has to be evaluated to identify their strengths and weaknesses when it comes to teaching, contributing to continuous improvement in the educational community. The study was of an exploratory type with a qualitative-quantitative approach along with the analytical-synthetic method, since through observation and the survey statistics were obtained that served to analyze and interpret the results. It was obtained that the evaluation of processes values the educational activities with which the teacher works in the classroom and allows the updating and improvement of educational instruction favoring the link between teacher-student, especially in the teaching and learning process.

## Keywords

*continuous improvement;  
process evaluation;  
strategies;  
teaching-learning;  
process;*

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## 1 Introduction

The evaluation of processes as a teacher improvement strategy is fundamental, for the optimization of educational quality, oriented to the diagnosis of pedagogical practices. In some countries, especially the underdeveloped, education presents countless difficulties (Férrandez, 2008). These include the weak budget that governments manage for education, the lack of teacher training and the status of teacher that is not valued at this time.

Some studies carried out in Spain, review that the students of the high school master do not agree with the programming of the didactics in the classes, in other words, there is no order between the theory and the practice of the subject taught (Pelajar, 2016). Also the actions of some teachers of individualistic and traditionalist character in certain pedagogical practices. In relation to the above, changes must be made in the form of teaching practices. In which, the pedagogies of yesteryear do not predominate, which impair the teaching and learning process of the educational community. Therefore, these treacherous methodologies must be replaced by active methodologies that leave active and motivating learning for students, allowing academic training of a constructivist nature to be applied in the future in work activities and daily living.

In Central America, Mexico, teacher training should be verified and with the renewal of the didactics and methodologies used in the classroom. Salazar & Tobón (2018), refers that, in reality, the teaching qualifications regarding the innovation of pedagogical methodologies and techniques such as interactive and strategic didactics are not fulfilled. Affecting public education, especially rural education. Which, students do not acquire new knowledge to help them progress in the teaching and learning process. In the South American region, in Montevideo, on the other hand, they pay great interest in teaching performance through the evaluation of the professor, which analyzes the pedagogical performance in the educational institution (Loureiro *et al.*, 2016). This teacher assessment has the function of identifying strengths and difficulties in their instructional activities.

In addition, the evaluation of processes must be considered of appreciation in the educational community, and allows the feedback of the information of the educational exercise both in the classroom and administrative work, favoring the construction of an educational system in which it can correct mistakes and positively modify the teaching and learning processes of each country. Ecuador, in recent years, educational policy has had numerous changes, mainly in the organic law of education in order to a couple of current educational models to improve educational quality. Even teachers must participate in the performance tests proposed by INEVAL (Condor & Rivet, 2018). Even so, the results of the test in recent years have shown flaws at the level of teacher training.

With regard to the above, the educational system considers it as warning signs for the teaching profession to train and renew its cognitive practices in an interactive and dynamic way, leaving aside traditionalism and the opposition to be evaluated. Certain teachers do not want to change the chip to renew their knowledge and strategies at the time of teaching, so learners lose interest in learning. Especially in pedagogical interventions, some teachers are memoiristic and repetitive in their instruction, something that does not fit in these times because digital native students are being instructed to prefer teachers with a fresh and playful mentality; since they contribute to active learning in the academic processes between the student and the teacher.

In the city of Bahía de Caráquez, through the study carried out to the extension teachers of the Eloy Alfaro de Manabí secular university, there are flaws in didactics in the teaching and learning process of the institution's educational activities (Revistan & Guzmán, 2017). Some teachers are not trained or have no interest in applying innovation in their classes even the traditional method in their educational planning is maintained. It is essential to apply the evaluation of processes in teachers and the educational community, to achieve a quality education, both cognitive and human level that benefits students, with effective knowledge

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that benefits their active and meaningful learning. In this way, students develop skills that allow them to build their wisdom with scientific bases and indispensable human values in a progressive educational system. In short, to identify the evaluation of processes as a strategy of continuous improvement in teachers of an educational institution in the province of Manabí, which allows teachers to be aware of the results that the assessment could be obtained to make a change not only institutionally or with the educational community but to improve professional development through training that benefits progress in teacher training.

## 2 Materials and Methods

The study was exploratory with a qualitative-quantitative approach; the analytical-synthetic method was used that allows to observe and analyze a particular fact allowing us to decompose its parts to know causes, effects, and nature. From the first, new knowledge was obtained through the analysis and the nature of the effects by analyzing its parts to be able to observe each reaction of the studied, (Hernández *et al.*, 2010). It is considered one of the most appropriate methods of understanding research articles. Observation techniques applied to teachers were used, collecting information through surveys for further analysis. Taking a representative sample twenty teachers of the Abdón Calderón Educational Unit as an acceptable number of participants in this research.

## 3 Results and Discussions

### 3.1 Process evaluation

An evaluation based on the improvement process indicates the positive approach of the assessment of both students and teachers, it seeks the significant advancement of knowledge and pedagogy used in the teaching-learning process. Alcaraz (2015), states that the evaluation is widely modifiable because it strengthens cognitive development in a methodical and functional reflection, involving standardized tests applied to the participants of the educational community. One of the components that are part of the teaching-learning process is the evaluation that involves all the actors of the educational community, in order to expose the educational practices of both the teacher and the activities of the student during the academic period.

Generally, it is associated with the qualifications that the student obtains in a certain time, according to several authors determine it as a systematic process that collects information for decision making and improves certain aspects that require it (Navarro *et al.*, 2017). This is the case when evaluations are applied to students where they must have the skills they have, so that the improvements are adapted with the group in mind, in order to level everyone's opportunities. When evaluating the instructional activities of the teacher you can identify what are the failures and successes, in the illustration process. Previously, the strategies, the results are analyzed, together with a more detailed review of the evaluation to integrate the contents and future improvements. De Vincenzi & De Angelis (2006), refer, the overcoming of errors is sustained in the reflection of their achievements of everything they have learned and approving compliance with the issues that have been worked on consolidates the conceptual and procedural learning.

The evaluation of processes in addition to measuring the level of learning, serves to improve the teaching performance, verifying if the learning objectives were met or not, allowing to identify the precise information to determine if the teacher is teaching correctly or need to modify the way of teaching the class. By optimizing the quality of education, higher performance is obtained in the students as in the teacher (López, 2017). This generates the acceleration of the positive interpretation in the contents that were taught, it also generates interest in continuing future investigations that result in a high cognitive professional result. The evaluation of processes to the teaching performance, the work, and commitment with the profession are measured. In standardized tests, they do not always reflect what is really worked in the classroom. The influence of these tests changes the mood of the professor and the productivity of the scores that students reflect at the time the teacher evaluates them.

Cárdenas & Méndez (2014) report that when everything that the teacher does in their daily routine is united, a heavy load is obtained because it regroups full-time administrative activities, planning, and tutoring, including time at home. In addition to the training to be updated and comply with the profile requested by the

Ministry of Education, not forgetting the little time spent at home, generates a significant decline in performance. In the process of teacher evaluation, the design of the didactic that the teacher uses together with the operations that are carried out for the fulfillment of the educational practices that are carried out in a certain period of time is taken (Castillo *et al.*, 2010). This point that drives in the evaluation of the teacher is open. The teacher guides and describes the teaching process, which describes the interaction of the student when he learns simultaneously with the didactics managed by the professor.

When evaluating student learning, it must fulfill the purpose, which is to obtain an improvement in cognitive performance. Not only at the academic level, but the scope of each student related to the objectives and elementary skills previously analyzed must be demonstrated. Evaluation judgments depend exclusively on the subject taught (Moreno, 2016). In addition, the acquisition of skills in the first years of schooling are important for the student to develop in the development of competencies, in this way the teacher can verify the knowledge they already have and will focus on qualitative, training, training functions and some of the pedagogical activities carried out by the teacher.

Some not-so-positive grades obtained through the evaluations have an effect on the teacher's demotivation, but at the same time analyze the pedagogical procedures allowing the modification in the way of proceeding in the educational activities of both the teacher and the students, strengthening the teacher relationship and student in the educational process. In the case, that the student obtains an unwanted score, the educator must make notes of the errors and the student must in a positive way, study the errors that can be found in the student as the teacher (Muñoz, 2016). By contributing reform the methodology used, perfecting the teaching and learning process of the educational community, taking into account that evaluation is a means that works to achieve an end, in achieving objectives.

Students who present a special educational need must be evaluated with the adaptations that were used in the learning process, these are applied individually, personalized and depend on the difficulty presented by the student before a certain function, are involuntary delays that are related With an area of the body, they can be cerebral, motor, emotional, it is important to identify them (Pasek & Mejía, 2017). This facilitates student learning and strengthening teacher teaching. In addition, it is known as integral adaptation and is intended to constitute a thought of cooperation to all students to the educational system for those who demand special attention, the adjustments may be in the physical, mental or behavioral in permanent or temporary times including the environment of study, the same ones that allow the understanding of the teaching so that their abilities are optimized or they stand out in a specific area.

The process evaluation is the feedback of what the students are learning since it allows them to reorganize the learning, adapt and define the activities in order to fulfill the objective of the teaching, strengthening the teaching performance and the academic level of the students. Therefore, a fair and necessary exercise is implemented to positively impact school performance (Flores, 2017). Therefore, the particular situations of each student must be considered, such as the different inconveniences that occur during the study period.

When evaluating self-regulation processes, it is important that, rather than carrying out academic planning, we must be a tool for learners to learn to control their study rhythms, not to limit themselves in achieving new goals, to be aware and consistent with what they have learned. Núñez *et al.*, (2006), report that student motivation depends on himself, cognitive abilities and continuity in the development of his education. Academic success corresponds to cooperative work between teachers and students, allowing meaningful learning, which influences throughout their lives. What generates the ability to regulate the skills that you really want to develop and facilitate your success in the educational process?

### *3.2 Evaluation of teaching activity as a strategy for continuous improvement*

Teaching strategies are the means or processes by which the teacher uses to regulate educational actions with the objective of promoting significant learning in the classroom. The control of the teaching-learning processes of the teacher's activities is based on the following strategies such as institutional or governmental evaluations, self-regulation in the teaching-learning process and social interaction. Professors who value the profession should be aware that these evaluation tactics contribute to analyzing academic practice and values (Daura, 2011). In this way, they favor the educational relationship. In which the student improves learning and the teacher strengthens their skills and abilities or renews their academic teaching by forming a positive balance in the pedagogical community.

Information from the [NATIONAL \(2015\)](#), refers, that all members of the educational system have to be evaluated from the academic learning of students, teaching professionals, campus authorities, infrastructure in both public and private establishments. Therefore, Ecuadorian teachers have a duty to present a comprehensive and permanent evaluation for their improvement and positive evolution in their professionalization; In addition, the most important points that are taken into account in the teacher evaluation depend on each country, but the majority is oriented: in the teacher, the programs or content they impart, the control or agents involved in the evaluation and classification of the diagnostic elements ([Rueda, 2018](#)). Each information provided by these approaches will give a more complete view of **what you evaluate?**, **What diagnostic tools should be applied?** And the norms that govern when putting a qualification to the teacher in the process of evaluation. The self-assessment is guided, in how the teacher teaches the class ([Corzo & Marciano, 2007](#)). External agents such as the Ministry of Education evaluate the teacher's abilities and skills at the national level, such as the INEVAL exam and internal agents such as the educational institution are responsible for evaluations aimed at assessing the work of teachers, administrative staff, the self-assessments provided by the student about his teacher, the family and among the same colleagues.

### 3.3 Process evaluation instruments

It is essential to define the instruments that help identify the parameters or indicators to measure teaching performance. The important elements to assess teachers' skills and abilities in both public and private educational institutions were mentioned by [Sánchez et al. \(2017\)](#), where he states that the elaboration of the instruments and the application of these are necessary for people who want to dedicate themselves to teaching. The instruments depend on the teacher evaluation model that is standardized for each country. In the case of Ecuador, it is governed by the teacher evaluation model directed by the National Institute of Educational Evaluation (INEVAL). These evaluative elements highlight the questionnaire, structured test, portfolio, and rubric.

In the questionnaire there is a group of direct questions, which refer to professional performance; likewise, the structured base test is based on multiple options about the teacher's knowledge and skills. In addition, the portfolio is taken into account, which details the evidence of interventions in learning and socio-emotional skills ([Hernández et al., 2015](#)). They are the demonstrations of the teaching work in the teaching and learning process, human quality and leadership. It should be mentioned, the rubric or an objective diagnostic tool, which integrates a set of quality opinions regarding the activity process. The measurement of the rubric is carried out through response levels such as: always, almost always, some or never. The evaluation of the teaching activity as a strategy of continuous improvement, allows the teacher to contemplate the situation of the pedagogical skills and abilities that he possesses, estimating the strengths and weaknesses that he has, in this way the instruction in the educational community is renewed or improved. The link between teacher-student, especially in the teaching and learning process.

### 3.4 Process evaluation and its influence on the teaching-learning process

Some teachers fear being evaluated in knowledge and skill [Mendoza \(1998\)](#), indicates that the ideologies of traditional teachers create misconceptions about the test and take it negatively or sanction; but in reality, it is a positive warning that they should accept the results that the evaluation possibly throws and change the way of conducting the teaching and learning of the pupil, favoring the capture of the class in an interactive and productive style for both the teacher and the student ([Macías et al., 2018](#); [Alava & Martinez, 2019](#)). The assessment is linked to the achievement of the objectives, therefore, the teacher must evaluate continuously and training in the process to review compliance to enrich the knowledge and improve teaching learners, Sand must consider three aspects important the proposed objectives, techniques and instruments and continuous process this is initial, procedural and final ([Capó et al., 2011](#)). The teacher must be in constant research adopting a critical-reflexive and active attitude for the motivation of the student.

According to an analysis carried out for management and continuous improvement, the spaces where learning is created must be transformed, through self-assessment, reviewing strengths and weaknesses in order to provide improvements to achieve meaningful learning that optimizes practices pedagogical of teachers ([Jiménez et al., 2016](#)). The study must have the resources and the means available to the institution

in which it is working because technological improvements cannot be projected without the basis for adaptation. For the purposes of internal or external teacher evaluation, they contribute to the dynamism and innovation of education, modernizing the educational system in a more interactive and enjoyable way for the educational community (Ronquillo *et al.*, 2017). The teacher being evaluated and receiving the results will be interested in improving academic research, social and emotional skills that contribute to correct pedagogical errors.

In a way that allows to contribute to the transformation of the teaching and learning process from traditional to educational processes where active and meaningful learning methods predominate in the classroom, benefiting both the professionalization of the teacher and the academic quality of the student, projecting This way a quality and innovative education in this digital native society. On the other hand, the educational evaluation is related to the institutional approach, which diagnoses the educational procedures, the pedagogical programs, the distribution of resources of the educational institution, whose assessment benefits the progress of education (González, 2003). The diagnoses of the activities of the public and private educational establishments will contribute to the establishment of solutions or improvements in the methodologies and techniques in the educational process so that it is didactic, recreational and interactive.

It is important pedagogical training for teachers who teach, should always be updated with courses, workshops, collaborative meetings, in general, all necessary training. Flores (2018), mentions that in class it is essential to observe the process and the results, since an agreement can be established between teachers and students to know the weaknesses and potentials in teaching, allowing the implementation of information and communication technologies. Therefore, it is a positive success that benefits students because it draws attention to their versatility, speed, and efficiency when obtaining information globally allowing the interaction of the technological resource with the pedagogical cognitive aspects of the teacher and the directed duties to the student. In this way, the evaluation as the purpose of consolidating the teaching benefits research and exploration of the knowledge of the educational community (Marín *et al.*, 2019). The tests are more effective when carried out externally or nationally as they are indicators of progress or setbacks in the educational quality of the education system.

### 3.5 Analysis of results discussion

The evaluation related to the academic area is shown in Figure 1, as 50% of teachers observed that the evaluation should be carried out according to the subject they teach while 30% stated that maybe, so It was determined through the results that the evaluation by area will allow the evaluation of the teaching process in the classroom, strengthening the quality of the pedagogical training to contribute to the continuous improvement in the evaluation process.

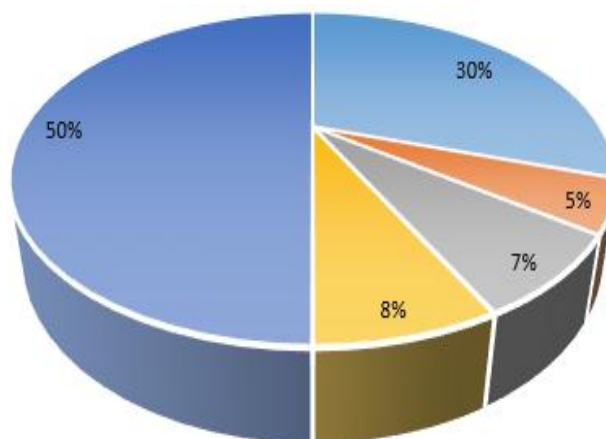


Figure 1. Evaluation related to the academic area

In question 2, it is observed that 50% of the teachers surveyed expressed positively about implementing different evaluations to improve educational strategies, 37% stated that perhaps valuing differently would be an option ideal as a teaching strategy, especially in the participatory, creative, critical - reflexive aspects in order to innovate the evaluation process for teachers, promoting continuous improvement to achieve the planned objectives.

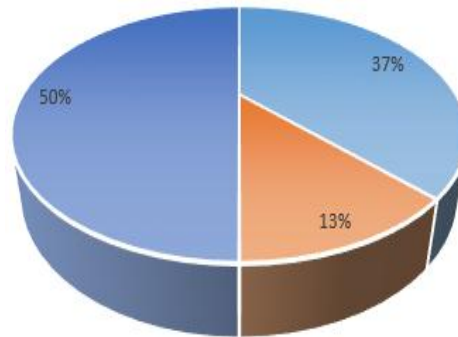


Figure 2. Implementation of teacher evaluations

In Figure 3, it is shown how the evaluation in processes detects existing problems in the educational practices to the question that 50% of the teachers described that the evaluation in processes detects existing problems, the 30% said maybe. In this way, any teacher assessment allows detecting latent problems during the teaching and learning process in order to find the difficulties and provide guidance for possible solutions to improve the quality of teacher performance and the efficiency of educational transformation.

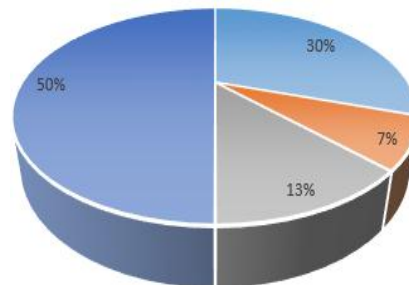


Figure 3. Process evaluation detects existing problems

As shown in Figure 4, 50% of teachers express that there are always interactive means to evaluate students. 37% almost always. In this way, it is determined that, if there are interactive means to evaluate the students, provided that the procedures performed by the students during the activity are reflected in a rubric so that they know the assessment of the educational performance that contributes to the student's development.

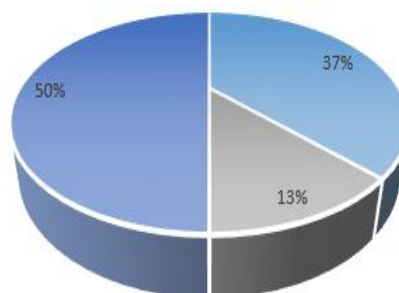


Figure 4. Use of interactive media

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Evaluation as a verification tool as a purpose of consolidation in the teaching-learning process benefits research and exploration of knowledge, allowing teachers to become aware of the results that the assessment could obtain.

The evaluation of processes values the educational activities with which the teacher works in the classroom and allows the updating and improvement of educational instruction favoring the bond between teachers - student, especially in the teaching and learning process. The positive result in the evaluation of processes strengthens and motivates teachers to continue being properly trained in educational skills and abilities, benefiting both teacher professionalization and contributing academic performance of the student, both parties interact in learning, creating feedback mutual benefit that contributes with significant knowledge in the progress of research and educational reasoning both educator and educator.

#### 4 Conclusion

The evaluation in processes promotes the quality of teaching practices of teachers, having a positive impact on student learning since it detects the strengths or weaknesses of teacher instruction and pedagogy used in educational units. Based on the results obtained by the survey we can affirm that the majority of professors observe the evaluation in processes as a follow-up to the pedagogical performance in the educational environment. In which the teacher's cognitive and human abilities are demonstrated, affecting his professionalization and personal development.

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