
LA AUTOEVALUACIÓN DOCENTE. RECORRIDO NORMATIVO POR COMUNIDADES AUTÓNOMAS. MODELO GUÍA DE AUTOEVALUACIÓN. TEACHING SELF-EVALUATION. NORMATIVE OVERVIEW BY AUTONOMOUS COMMUNITIES. SELF- EVALUATION GUIDE MODEL.

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Resumen

Recientemente se ha producido un cambio de paradigma en la concepción de la evaluación de la práctica docente, concibiéndose como un proceso bidireccional en el que intervienen complejos procesos sobre los que se debe reflexionar para conseguir centros docentes de calidad.

La autonomía de los centros docentes, las competencias y atribuciones de los Servicios de Inspección Educativa en su labor de asesoramiento a la comunidad educativa, la formación del profesorado, el liderazgo pedagógico de la función directiva y la innovación e investigación educativa constituyen aspectos clave que merecen ser analizados, planificados y sistematizados para obtener un nivel óptimo de calidad y equidad de los centros educativos.

Tres son los objetivos de este trabajo: analizar el concepto de evaluación en la normativa que regula el funcionamiento del SIE, tanto a nivel estatal como autonómico. Recorrido por los modelos y propuestas autonómicas de autoevaluación docente. Análisis y discusión de los datos aportados y elaboración de un documento guía de autoevaluación sobre los siguientes

ámbitos: cumplimiento de las funciones del profesorado, práctica docente, evaluación, atención a la diversidad, orientación y tutoría y participación en el centro, adecuación de las infraestructuras y los recursos y los procesos de comunicación interna y externa.

Palabras clave: *Calidad, práctica docente, autoevaluación, liderazgo, autonomía, innovación, formación.*

Abstract

Recently there has been a paradigm shift in the conception of the evaluation of teaching practice, being conceived as a two-way process in which complex processes are involved that must be reflected upon in order to achieve quality teaching centers.

The autonomy of educational centers, the competences and attributions of the Educational Inspection Services in their advisory work to the educational community, teacher training, the pedagogical leadership of the management function and educational innovation and research are key aspects that deserve be analyzed, planned and systematized to obtain an optimal level of quality and equity in educational centers.

There are three objectives of this work: to analyze the concept of evaluation in the regulations that regulate the operation of the SIE, both at the state and regional level. A tour of the regional models and proposals for teacher self-assessment. Analysis and discussion of the data provided and preparation of a self-assessment guide document on the following areas: fulfillment of the functions of the teaching staff, teaching practice, evaluation, attention to diversity, orientation and tutoring and participation in the center, adaptation of the infrastructures and internal and external communication resources and processes.

Keywords: Quality, teaching practice, self-assessment, leadership, autonomy, innovation, training.

1. INTRODUCTION

The principles of quality and equity of the Spanish educational system constitute its basic pillars. The analysis and reflection on the set of processes involved in the teaching-learning process are the basis for designing, planning and developing action strategies that contribute to achieving quality, excellent and equitable education for all students.

In this line, the need for self-evaluation of teaching practice is especially important. The evaluation process is no longer conceived as unidirectional, focused exclusively on students, but the complex teaching work in its multiple and different areas such as didactic programming, methodology, evaluation, attention to diversity, the relationship with students and their families or the classroom climate, become basic aspects that have a decisive influence on the learning process of students.

In this context, there is a clear need for every educational center to know in depth the strengths and weaknesses of its teaching practice and, consequently, those aspects that need to be improved through planning and systematization of actions. A quality educational center is one that is always looking for points of progress in a proactive dynamic towards educational improvement.

As stated by José Francisco Pérez Aguilar in his article entitled "advice on the process of self-evaluation of educational centers" published in the journal "avances en supervisión educativa", in order to identify strengths and areas for improvement, it is necessary to trigger evaluation processes in the institutions which, focused on the educational system and from an internal point of view, converge in the self-evaluation of educational centers. This requires the definition of a timetable for action, of agents in charge of it, and the determination of a series of indicators and instruments that provide relevant information on the situation; all this constitutes the self-evaluation process, creator of a culture of change and continuous improvement that regenerates the educational center.

The conviction of each educational institution regarding the need for self-assessment is a key factor for the successful development of this process. In this regard, the pedagogical leadership of the school principal is crucial. Indeed, the preamble of the LOMLOE (Organic Law for the Modification of the Organic Law for Education) establishes that the leadership of educational institutions is identified as a key factor for the quality of the educational system. It advocates for a professional leadership model that aligns with European recommendations for this role. This leadership should encompass institutional responsibility for managing the school as an organization, administrative management, resource management, and pedagogical leadership and dynamism, all from a collaborative perspective. It also emphasizes the need to strike a balance between administrative and pedagogical tasks. Having high-quality leadership in schools is a priority for the educational system. The role of school leadership should be inspiring and motivating.

Furthermore, the autonomy of schools is another crucial and enabling aspect of teaching practice. In this regard, Article 120 of the LOMLOE, "Autonomy of educational institutions", in its section 3, stipulates that educational authorities should promote the autonomy of schools so that their economic, material, and human resources can effectively support the educational projects and organizational proposals they develop, once properly evaluated and assessed. Publicly funded schools are required to be accountable for their outcomes. This provision encourages educational institutions to reflect upon, analyze, and optimize both their personnel and material resources in line with their unique characteristics and needs.

Simultaneously, specialized pedagogical guidance from the Inspection Service, distinct from the perception of self-assessment as a form of control and supervision, will be another essential aspect in the self-assessment of teaching practice.

In this way, we move away from the negative connotation and perception of self-assessment as a system of control and supervision, shifting towards

understanding it as a process of analyzing teaching practice. This analysis encompasses both the general aspects common to any educational institution and the specific aspects unique to each one, all aimed at continuous improvement and progress towards a high-quality educational system.

In this process, the continuous professional development of teachers in pedagogical, methodological, and inclusive diversity-related areas is of paramount importance to facilitate the ongoing enhancement of their teaching practice. It is only through the lens of training that the data obtained through self-assessment can be comprehended, interpreted, and improved upon.

The aim of this work is, on the one hand, to make a brief review of the regulations and experiences that address the process of self-evaluation of teaching practice in the different autonomous communities, and secondly, the design and proposal of an instrument for the evaluation of teaching practice common to all centers, so that, in accordance with the provisions of the regulations, it serves as a basis for analysis, designing, based on its results, planning and improvement processes for the weak points detected.

2.THEORICAL FRAMEWORK

The regulations in force indicate as fundamental agents, processes and documents for the evaluation of teaching practice the teaching staff itself, their ongoing training, the need to draw up evaluation plans for the centers reflected in their respective educational projects, the management function and the competencies of the Inspection Services in the evaluation process.

Thus, the Organic Law 3/ 2020 of December 29th , which modifies the Organic Law 2/2006, of May 3rd , on education, LOMLOE, refers to the need for the elaboration of school evaluation plans reflected in their respective educational projects, the management function and the competences of the Inspection Services in the evaluation process: LOMLOE, refers, in its article 91 to

the functions of the teaching staff, attributing to them, among others, the following functions:

- b) The evaluation of the students' learning process, as well as the evaluation of the teaching processes.
- k) The participation in the evaluation plans determined by the educational Administrations or the centers themselves.
- l) The investigation, experimentation, and continuous improvement of the corresponding teaching processes.

Article 102 regulates the ongoing training of teachers, establishing in point 2 that ongoing training programs must contemplate the adaptation of knowledge and methods to the evolution of sciences and specific didactics, as well as all those aspects of coordination, guidance, tutoring, educational attention to diversity and organization aimed at improving the quality of teaching and the functioning of the centers.

In turn, in its article 106, dedicated to the evaluation of the public teaching function, it establishes in its point 1 that, in order to improve the quality of teaching and the work of teachers, the educational administrations will elaborate plans for the evaluation of the teaching function, with the participation of the teaching staff.

In article 121, dedicated to the Educational Project, it establishes that the educational project will incorporate an improvement plan, which will be reviewed periodically, in which, based on the analysis of the different evaluation processes of the students and the center itself, the strategies and actions necessary to improve educational results and the procedures for coordination and relationship with families and the environment will be proposed.

For its part, article 132, referring to the competencies of the director, establishes, among other competencies, that of promoting the internal evaluations of the center and collaborating in external evaluations and in the evaluation of the teaching staff (art. 132.h) and promoting the qualification and

training of the teaching staff, as well as research, experimentation, and educational innovation in the center (art. 132. m).

Lastly, in its article 145 regarding the evaluation of educational institutions, it states that:

- 1.The educational administrations, within the framework of their competencies, may elaborate and carry out evaluation plans for educational centers, which will consider the socioeconomic and cultural situations of the families and students they receive, the environment of the center itself and the resources available to it.
2. Likewise, the educational administrations shall support and facilitate the self-evaluation of educational centers.

For its part, the Organic Law 8/1985, of July 3, 1985, regulating the Right to Education, establishes in its sixth article, point c), as a right of the students, among others, to have their dedication, effort and performance objectively assessed and recognized, giving great importance to the student evaluation process.

In turn, Royal Decree 157/2022 of March 1, which establishes the organization and minimum teachings of Primary Education, establishes in its article 14.4 that teachers shall evaluate student learning, teaching processes and their own teaching practice.

Finally, Royal Decree 217/2022, of March 29, which establishes the organization and minimum teachings of Compulsory Secondary Education, establishes in its article 15.8 that teachers shall evaluate student learning, teaching processes and their own teaching practice to improve them.

Regarding the competence of the Inspection Services in relation to the evaluation of the centers, the Organic Law 3/ 2020 of December 29th , which modifies the Organic Law 2/2006, of May 3rd , on education: LOMLOE, in its article 148 on the Inspection of the educational system establishes in point 3 that the educational inspection will be carried out on all the elements and aspects of the educational system, in order to ensure compliance with the laws, the guarantee of the rights and the observance of the duties of those who participate

in the teaching and learning processes, the improvement of the educational system and the quality and equity of education.

Article 151 establishes the following functions of the educational inspection, among others:

- a) To supervise and control, from the pedagogical and organizational point of view, the operation of the educational centers, as well as the programs that affect them.
- b) To supervise the teaching practice, the directive function and to collaborate in its continuous improvement.
- c) To participate in the evaluation of the educational system and of the elements that comprise it.
- f) To advise, guide and inform the different sectors of the educational community in the exercise of their rights and in the fulfillment of their obligations.

In turn, article 153, the powers of inspectors, establishes, among others, the following, related to evaluative aspects of teaching practice:

- (a) To have direct knowledge of all activities carried out in the centers, to which they shall have free access.
- b) To examine and verify the academic, pedagogical, and administrative documentation of the centers.

On the other hand, the Action Plans of the Inspection Services of the different autonomous communities also refer to the self-evaluation process of the centers themselves, determining in each case the functions of the inspection in this regard, whether they are functions of control and supervision, counseling, or both in a complementary manner.

Thus, Decree 61/2019 of July 9, of the Governing Council, which establishes the organization, structure and functioning of the educational inspection in the Community of Madrid, defines, among others, as functions of the Educational Inspection, to supervise and evaluate the teaching practice, the directive function and collaborate in its continuous improvement (art 3.b), to

participate in the evaluation of the educational system and of the elements that comprise it (art 3.c) and to advise and promote the internal evaluation of the centers (art 3.d).

The Decree 34/2008, of 26-02-2008, which establishes the Organization of the Education Inspection of Castilla-La Mancha, establishes in its article 4.h, the exercise of the functions of Inspection, supervising, advising, and collaborating in the internal evaluation processes of the educational centers.

El Decree 92/2004, of July 29, 2004, which regulates the Educational Inspection in Castilla y León, establishes in its article 2, as functions of the educational inspection, among others, to supervise the teaching practice and collaborate in its continuous improvement and in the functioning of the centers, as well as in the processes of educational reform and pedagogical renovation, training, and improvement of the teaching staff (art. 2. b), as well as to participate in the evaluation of the educational system, especially in that which corresponds to schools, programs and services, the management function, and the teaching function, through the analysis of the organization, operation, and result of the same (art 2.c).

Decree 80/2017, of June 23, of the Consell, which regulates the action, operation and organization of the Inspection of Education of the Valencian Community establishes in its article 4.a, as attributions of the persons who exercise the inspection of education, among others, to know, supervise and advise on the organization and operation of educational centers, programs and services, teaching practice, the learning process of students and the development of all activities carried out in them, and to intervene in their evaluation.

Decree 264/2021, of December 21, which amends Decree 115/2002, of March 25, which regulates the organization and functioning of the Educational Inspection in the autonomous community of Andalucía, establishes in its article 4, as functions of the educational inspection, among others, to collaborate in the improvement of the teaching practice and the functioning of the centers, as well

as in the processes of educational reform and pedagogical renovation (art 4. b) and to participate in the evaluation of the educational system, especially in the evaluation of schools, school management and teaching, through the analysis of their organization, operation, and results.

The Decree 32/2018, dated February 20, issued by the government of Aragón, which regulates the educational inspection of the autonomous community of Aragón, establishes in its article 3 the functions of the educational inspection, among others. These include collaborating in the institutional improvement of the organization and functioning of educational institutions and in the development of teaching functions, as well as in pedagogical innovation processes, teacher professional development, and student learning, or any other educational activity (article 3.b). It also includes supervising the exercise of administrative functions and teaching practices and collaborating in their continuous improvement through evaluation and guidance (article 3.c). Additionally, it involves evaluating educational institutions and services, administrative functions, and teaching practices and participating in the evaluation of the education system and its components (article 3.d). Furthermore, it encompasses promoting the institutional development of educational institutions through the use of their autonomy and encouraging their internal evaluation and the implementation of improvement plans (article 3.i).

The Decree 316/2015 dated December 29, which orders and regulates the educational inspection in the autonomous community of the Region of Murcia, establishes in its article 4, participation in evaluation, among other functions. This includes the educational inspection advising and collaborating in the internal evaluation process of schools to assess their educational project, annual general planning, the execution of complementary school activities, the evolution of student academic performance, and the effectiveness in the management of human and material resources (article 4.1.a). It also involves designing instruments that facilitate the tasks of evaluating public teaching functions and student outcomes in collaboration with competent directorates (article 4.1.g).

Furthermore, it encompasses evaluating public teaching functions, including administrative and teaching roles, through public and objective procedures, in accordance with the plans determined by the competent education department (article 4.1.h)).

The Order ECD/111/2015, of September 30, which regulates the organization and operation of the educational inspection of the autonomous community of Cantabria establishes in its article 4, functions of the inspectors, among others, to evaluate, within the framework of their competences, the quality of the educational system and the degree of equity of the same, through, among other factors, the analysis of the educational contexts, the organization, operation and results of the centers, the plans, programs and projects, the management function and the teaching function (art 4.i).

The Resolution of August 1, 2012, of the Regional Ministry of Education, Culture and Sports, approving the instructions for the organization and operation of the Educational Inspection Service in Asturias establishes, among others, as functions and attributions of the educational inspection to advise schools on the educational programs promoted or authorized by the Educational Administration and to promote the self-evaluation of the educational centers (Annex 1. h) and to participate in the elaboration of plans and indicators for the evaluation of educational centers, teachers, and management, as well as in the elaboration of studies and reports on the evaluation of the Asturian educational system at non-university levels (Annex 1.i).

Decree 52/2009, of May 12, which approves the Regulations for the Organization of the Education Inspection of the autonomous community of the Islas Canarias, establishes in its article 3, functions of the Education Inspection, among others, to participate in the external evaluation of educational centers as well as their programs and services, with the periodicity to be determined, and to collaborate in the internal evaluation processes of the centers (art 3.f) and to participate in the evaluation of the management function and the professional

teaching work through objective procedures and known by the interested parties (art 3.g).

Decree 3/2010, of January 22, which regulates the organization and functioning of the Technical Educational Inspection of the autonomous region of La Rioja, establishes in article 4, purposes of the Technical Educational Inspection: To supervise teaching practice, the management function and collaborate in its continuous improvement (art. 4.b) and to participate in the evaluation of the educational system in the area of the autonomous region of La Rioja and of the elements that comprise it (art. 4.c).

The Foral Decree 80/2008 dated June 30, which regulates the organization and functioning of Educational Inspection in the Department of Education in Navarra, establishes in its article 4 the duties of Educational Inspection. These duties include observing the development of classes and any other teaching activity and verifying, through suitable assessment instruments, the effectiveness of processes and educational outcomes.

The Decree 99/2004 dated May 21, which regulates the organization and functioning of Educational Inspection and access to the Educational Inspection in the autonomous community of Galicia, establishes in its article 3 the functions of Educational Inspection. Among these functions are supervising teaching practices and collaborating in their continuous improvement, as well as contributing to the functioning of educational institutions and participating in educational reform and pedagogical renewal processes (art. 3.b). Additionally, it involves participating in the evaluation of the education system, particularly concerning schools, administrative functions, and teaching roles, through the analysis of their organization, functioning, and outcomes (art 3.c).

The Decree 36/2001 dated March 9, which regulates Educational Inspection in the non-university education sector in the Islas Baleares, establishes in its article 3 the functions of Educational Inspection. Among these functions are collaborating in the improvement of teaching practices and in the training and professional development of teachers (art. 3.c) and participating in the evaluation

of the education system, especially concerning schools, services, programs, and the evaluation of administrative and teaching roles (art. 3.e). Additionally, in article 6, the powers of Educational Inspection include observing the development of educational and teaching activities and verifying the performance of schools, teachers, and students, as well as the performance and suitability of services and facilities where educational and training activities take place (art. 6.b).

The Decree 12/2021 dated March 2, on educational inspection in Cataluña, establishes in its article 3.2, among other functions of Educational Inspection, the following: advising on the exercise of teaching and administrative roles in educational institutions and contributing to their continuous improvement (art. 3.2.c). It also involves conducting evaluation processes and participating in the implementation of assessments in accordance with the provisions of Title XI of the Education Law (On the Evaluation and Prospects of the Education System, articles 182 to 186).

The Decree 34/2019 dated April 9, which regulates Educational Inspection in the autonomous community of Extremadura, establishes in its article 2 the functions of Educational Inspection. Among these functions is participating in the evaluation of the education system and its components. Additionally, in Article 3, the powers of inspectors of Education include participating in the identification, organization, and implementation of teacher training activities (art. 3.2).

Lastly, the Decree 98/2016, dated June 28, on Educational Inspection in the autonomous community of the País Vasco, establishes in its article 2 the functions of Educational Inspection. Among these functions is advising and guiding educational institutions and teachers and providing information to the administration for the improvement of the quality of education, considering the results of internal and external assessments (art. 2.g). Additionally, in article 3, regarding the exercise of inspection functions, subsection 7 specifies that the involvement of Educational Inspection in the assessment processes of individuals aims to enhance the performance of these individuals, thereby contributing to the

improvement of the functioning of educational institutions and, consequently, the educational outcomes of students.

In summary, it is evident that all the regulations governing the operation of the centers and the functioning of the Educational Inspection in the different autonomous communities reflect the importance of the evaluation of teaching practice, granting the Inspection Services the functions of supervision and advice to contribute to the improvement of the same and therefore to the continuous improvement of the educational system.

3.METHODOLOGY

At present, there is no common model for the evaluation of teaching practice, and the processes are different in each autonomous community.

The most significant systematized procedures carried out by some autonomous communities are analyzed below.:

In the autonomous community of Andalucía, the Education Law 17/2007 (LEA) establishes in its article 130 the regulation for the self-assessment of publicly funded educational institutions and educational services. According to this article, all publicly funded educational institutions will conduct a self-assessment of their own operation, the programs they implement, the teaching and learning processes, and the outcomes of their students. Additionally, they will evaluate the measures and actions aimed at preventing learning difficulties, and this self-assessment process will be supervised by the Educational Inspection.

The results of this process will be documented annually in a report, which will also include corresponding improvement proposals. The approval of these proposals will be the responsibility of the School Council.

For this purpose, in each center an evaluation team will be created, which will be integrated, at least, by the management team and representatives of the different sectors of the educational community, elected by the School Council from among its members, in accordance with what is established.

The Organic Regulations of the educational centers of this community also include the self-evaluation process: Decree 327/2010 for Secondary Education Institutes (art. 28) and Decree 328/2010 for Infant and Primary Education Schools (art 26).

In other autonomous communities, such as Aragón and Madrid, the evaluation of teaching practice is carried out within the assessment procedures for school leadership and the assessment of practicing teachers. The responsibility for this assessment lies with the Inspection Service.

The autonomous community of Aragón has developed a guide for the evaluation of school leadership, practicing teachers, and evaluation in exceptional situations. This guide encompasses the following dimensions, which are further divided into sub-dimensions: fulfillment of duties, the teaching-learning process (planning of the teaching-learning process, teaching activities, and assessment of the teaching-learning process), and dedication to the school (participation in collegial bodies and coordination, involvement in school activities, guidance and mentoring, training, and participation in educational innovation and research projects).

The inspector, with the collaboration or guidance, if necessary, of other inspectors, advisors, or teachers, is responsible for evaluating practicing teachers, conducting evaluations for the selection of school directors, or assessing exceptional situations. Information is gathered from various documentary sources (minutes from teaching teams, departments, faculty meetings, lesson plans, etc.), interviews with different stakeholders (school leadership, team coordinators, department heads, parents, etc.), interviews with the evaluated teachers, and classroom observations.

In the Community of Madrid, indicators are established for classroom observation to be completed by internship tutors and education inspectors. These indicators address the following aspects: relationship with students, management of coexistence in the classroom (school climate), teaching practice, methodology and resources, attention to diversity and evaluation. In order to

evaluate these indicators, 4 levels are established, which are described through a rubric system, concluding in a favorable or unfavorable evaluation of the teacher's practice (Resolution of September 28, 2021, which regulates the practice phase of the candidates selected in the selective procedure for admission and access to the Secondary, VET and RE teaching staff (September 30, 2021).

In the Principality of Asturias, the Plan for the evaluation of the teaching function is regulated. This plan is structured in two sections A and B. It is voluntary and has an economic incentive for teachers, depending on the positive evaluation they obtain from their practice. It is based on the Agreement of December 26, 2012, of the Governing Council, which approves the first Plan for the evaluation of the teaching function, replacing the one approved by Agreement of March 9, 2011. This agreement establishes that the evaluation of teaching practice will respond to the following objectives:

- a) Measure the professional activity of the teaching staff and establish an evaluation process for said staff.
- b) To open a process that allows the elements of the system and the parameters to carry out an objective evaluation through a participatory, transparent, and sufficiently documented process.
- c) Establish mechanisms for improvement based on the results obtained in the process, as well as on the suggestions and contributions of all the people involved in the process.

In turn, evaluation parameters are established which are structured in three main sections: training, greater dedication to the center and participation in the achievement of collective objectives of the center set in the Annual General Programming.

In the community of Castilla la Mancha, the Resolution of 05/12/2018, of the Vice-Ministry of Education, Universities and Research, which makes public the areas, dimensions and indicators and establishes the procedure for the evaluation of teachers in the autonomous community of Castilla-La Mancha establishes that

the evaluation of teachers is proposed with a triple purpose (Second General Provision):

- a) Formative as it aims to contribute to improving the professional practice of teachers.
- b) For professional recognition, since the assessment obtained in the evaluation process may be used as a merit or requirement in the processes that establish it.
- c) For the determination of teaching competence since it may be used in the assessment of the internship phase of the selection processes and in the evaluation of the professional practice to recognize or deny such teaching competence.

In turn, it establishes that the evaluation of the professional practice of teachers and the certification of the results obtained in the process will be the responsibility of the Education Inspectorate (Third General Provision).

The evaluation of the professional practice of teachers will refer to the tasks they perform according to the position they hold in their center or service of assignment and will be carried out in two areas:

Area I. Participation in organizational tasks and general operation of the center or service proper to the job position.

Area II. Programming and development of the professional teaching practice in their specific tasks.

The evaluation may be carried out at the initiative of the career civil servant teacher or at the initiative of the educational administration.

The Education Inspectorate will carry out the evaluation of the management function systematically throughout the term of office for which the director has been appointed and will be aimed at analyzing and assessing the dimensions and indicators established in Annex VI, referring to his/her participation in the organizational tasks and general functioning of the center and to stimulate and guide the improvement of his/her practice. The evaluation will have as a reference the legal regulations, the educational project, the

development of the management project, the annual general program and the rest of the documents prepared by the educational center. The principal, during his or her term of office, shall keep a record of the documents accrediting the tasks performed in relation to the functions and competencies attributed to him or her and with the evaluation indicators of the exercise of management. To conduct the evaluation of the director, the responsible inspector, in addition to analyzing the documentation referred to in the previous section, will gather information from the remaining members of the management team, from those responsible for the coordination bodies, as well as from other sectors of the educational community whenever deemed necessary. The evaluation of the indicators will be determined by the degree of achievement of the levels of attainment of each one of them once the observed evidences have been analyzed, referring to the performance of the tasks aimed at the fulfillment of what is described in said indicators and taking into account the criteria of adequacy, coherence, sufficiency and satisfaction of the actions (section eight).

The inspector in charge, once the term of office has ended and taking into consideration the annual reports issued, shall draw up a final report in which, in addition to the final score and the scores obtained in each of the dimensions evaluated, shall contain the positive and negative aspects observed, as well as the proposals for improvement that are considered most appropriate for the interested party to incorporate into his/her professional practice in order to develop, where appropriate, the managerial tasks with greater efficiency and quality. Likewise, it shall issue a certificate accrediting the final evaluation of the term of office (section nine).

Regarding the evaluation of the professional work of teachers, the teaching official requesting the evaluation shall prepare a self-evaluation report to be sent to the inspector responsible for the evaluation process. This report shall be a prerequisite for the initiation of the evaluation process.

The inspector will interview the applicant about the content of the aforementioned report. The inspector will gather information from various

sources depending on the role of the individual, including the school leadership team, those responsible for coordinating the relevant cycle, level, or department, the guidance counselor, or representatives of teachers, students, and families. In addition, the inspector will consider the analysis of any relevant documents. This assessment process will also include a visit by the education inspector to the classroom or classrooms where the applicant provides services or, if applicable, to a work session with content related to the position they hold. For this purpose, the inspector may have the support of an expert in the teacher's specialization, as determined by the Administration. The inspector responsible for the evaluation will prepare a report based on the information gathered from various sources. The report should include the final score, as well as the scores obtained in each of the evaluated dimensions. Additionally, considering the formative nature of the evaluation, the report will highlight both positive and negative aspects observed and will provide improvement proposals that are deemed most suitable for the applicant to incorporate into their teaching practice to enhance their effectiveness and quality in carrying out their tasks.

In Castilla y León, Order EDU/958/2007, of May 25, which approves the Self-Evaluation Model for Educational Organizations of Castilla y León, includes as tools the following guides, which offer guidelines and orientations for its correct application: Guide for the application of the questionnaires and treatment of the information of the Self-Evaluation Model for Educational Organizations of Castilla y León; Guide for the interpretation of the results and identification of Improvement Areas and Guide for the prioritization of Improvement Areas and development of Improvement Plans based on the Self-Evaluation Model. Likewise, the Self-Evaluation Model for Educational Organizations of Castilla y León includes, as a tool, a computer application for the analysis and statistical treatment of the data obtained (art 3.3).

On the other hand, it has the following instruments which, in the form of questionnaires, are aimed at the evaluation of the following sectors of the educational community of each center: non-teaching staff, teachers, students

and families. These four questionnaires are structured in criteria and sub-criteria. In addition to the four questionnaires mentioned above, the Model has a generic questionnaire addressed to the main economic, social, and cultural agents of the environment, which aims at gathering information on their perceptions about the functioning of the educational organization (art 3.4).

The implementation of the Model is structured in a series of sequential phases: a preliminary phase of constituting the Improvement Team, a phase of administering questionnaires and processing information, a phase of interpreting results and identifying areas for Improvement, and a phase of prioritizing Areas and developing Improvement Plans.

Educational organizations that apply the Self-Evaluation Model will have a body called the Improvement Team, whose formation must precede the application or implementation of the Model in educational organizations. As a general guideline and based on the specific circumstances of each educational organization, this team will consist of a coordinator, four assistants, and five members of the Educational Community of the organization that is implementing it. The Improvement Team, in general, will be responsible for coordinating, supervising, and executing the process of applying the Self-Evaluation Model.

In the Community of Valencia, the evaluation of teaching practice is carried out in those teachers who participate in the access procedure to the Corps of Professors. The Order of December 22, 2009, of the Conselleria de Educació, by which the access procedure to the bodies of professors of secondary education and official language schools is called, regulates this procedure, specified in the Instructions for the evaluation of the teaching activity of the applicants who participate in the access procedure to the bodies of professors of secondary education and official language schools, issued by the General Inspectorate of Education. These Instructions establish that the evaluation of teaching practice has the following purposes:

- Evaluate the performance of the applicant's teaching work in order to be assessed as a merit in this selection procedure (summative evaluation).
- Serve as a training and support tool for teachers to improve the quality of their own work (formative evaluation).
- To provoke a deep reflection on the tasks for which teachers are responsible, as well as on the fact that the quality and effectiveness of their performance will have a beneficial effect on their own professional career.
- Contribute to the supervision and improvement of the educational system.

In turn, it establishes that the basic sources used for the evaluation will be information through interviews with the management, the head of department or other members of the educational community, the report of the evaluated teachers themselves and the interview with them, the observation of their work in the classroom and the analysis of complementary documentation as appropriate. The evaluation is focused on five blocks: planning of the teaching activity, development of the teaching activity, monitoring of the students' learning and decisions adopted to favor their improvement, classroom management and participation in the center's activities. Finally, the evaluation criteria will be adequacy and satisfaction. At the end of the process, the Inspection Service issues a report on the teacher's performance.

In the community of La Rioja, Order EDC/14/2022, of April 2, on the call for the evaluation of the job performance of civil servants of the non-university teaching bodies with destination in the autonomous community of La Rioja for the academic period 2020/2021, based on Decree 50/2007, of December 20, 2007, which regulates the horizontal career and the evaluation of the performance of career civil servants in the General Administration of the Autonomous Community of La Rioja and its autonomous Bodies, which regulates the horizontal career and performance evaluation of career civil servants in the General Administration of

the autonomous community of La Rioja and its Autonomous Bodies, establishes that performance evaluation will be assessed through the block of technical competence and professionalism. The evaluation of this block will consist of completing a self-evaluation questionnaire on the competence and professionalism of non-university teaching staff in the performance of their duties. Obtaining a favorable report entails an economic incentive. This evaluation process is open to career civil servants as well as interim and temporary staff.

On the other hand, other autonomous communities such as Galicia or Cataluña are carrying out Improvement Plans that cover not only the evaluation of teaching practice, but also the management systems and optimization of the resources present in each center, promoting in a special way the autonomy of the teaching centers.

In the case of the País Vasco, an experience of self-evaluation for the improvement of teaching practice was carried out in 2013, with the participation of twelve centers of Infant and Primary Education and Secondary Education Institutes. Through reflection and work groups, work areas to be evaluated were established covering the most significant aspects of teaching practice: programming, diversity, classroom activities and evaluation. Se desarrollaron una serie de indicadores y se transformaron en preguntas de un cuestionario. After analyzing the results of this questionnaire, each center established its strengths and weaknesses and drew up an improvement plan to work on those areas that had been detected as weak points in the center. Thus, the actions and activities were specified, their timing and the resources to be implemented were decided and the achievement indicators to evaluate this improvement plan were identified.

After analyzing the existing regulations in the different autonomous communities regarding the evaluation of the teaching practice, the competences, and attributions of the Inspection Services in this area and the description of some procedures developed on self-evaluation of the centers, it is again evident that there is a great diversity of models and actions.

Consequently, the last point of this work is the proposal of a self-evaluation guide for teaching centers (Annex 1). It is proposed as a document for reflection through rubrics on the processes, procedures and mechanisms that encompass teaching practice. The objective is for each center to detect its strengths and weaknesses in the following selected areas: fulfillment of teachers' functions, teaching practice, evaluation, attention to diversity, guidance and tutoring and participation in the center, adequacy of infrastructures and resources, and internal and external communication processes.

4.CONCLUSIONS

Currently, the importance of evaluating teaching practice is reflected in all regulations, both at the national level and in those developed by various Autonomous Communities. It can be argued that in recent times, there has been a shift in the paradigm of how teaching practice is perceived, with it being seen as a bidirectional process involving complex processes that require reflection in order to achieve high-quality educational institutions. The combination of factors such as the autonomy of educational institutions, the competencies and roles of Educational Inspection Services in advising the educational community, teacher training, pedagogical leadership in school management, and educational innovation and research are key aspects that deserve to be analyzed, planned, and systematized to achieve an optimal level of quality and equity in educational institutions.

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