

Evaluación del desempeño docente en la Preparatoria 1 de la UAGro

Evaluation of teaching performance in UAGro High School 1

Avaliação do desempenho do professor na Escola Secundária 1 da UAGro

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Resumen

La investigación muestra los resultados de la evaluación del desempeño docente desde el enfoque por competencia, partiendo del análisis de los diferentes referentes teóricos acerca de las competencias que debe tener el profesor. El propósito de nuestro estudio fue profundizar en la identificación de aquellas competencias relacionadas con el desempeño docente. Para ello se realizó un estudio descriptivo transversal con un enfoque cuantitativo en una muestra de 176 alumnos. La metodología de investigación fue de tipo cuantitativa, fundamentalmente descriptiva. En su mayoría, los profesores evaluados por los estudiantes no fueron aprobados en su desempeño.

Palabras clave: docente, evaluación, competencias, evaluación docente por competencias.

Abstract

The research shows the result of the evaluation of teaching performance from the approach by competition, it is part of the analysis of the different theoretical references about the competences that must have the teacher. The purpose of our study was to deepen the identification of those teachers' competences related to their teaching performance. A cross-sectional descriptive study was carried out with a quantitative approach, the sample was 176 students. To achieve the objective, a research methodology of quantitative type, mainly descriptive, has been used. It was found that teachers valued by students in the different dimensions, mostly do not have an approval that show their good performance.

Key words: Teacher, Evaluation, Competences, Teaching evaluation by competences.

Resumo

A pesquisa mostra os resultados da avaliação do desempenho docente a partir da abordagem de competência, a partir da análise das diferentes referências teóricas sobre as competências que o professor deve ter. O objetivo do nosso estudo foi aprofundar a identificação das competências relacionadas ao desempenho docente. Para este fim, um estudo descritivo transversal foi realizado com uma abordagem quantitativa em uma amostra de 176 alunos. A metodologia da pesquisa foi quantitativa, basicamente descritiva. Em sua maior parte, os professores avaliados pelos alunos não foram aprovados em sua atuação.

Palavras-chave: ensino, avaliação, competências, avaliação de professores por competências.

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Introduction

In Mexico, during the last six years, various actors showed interest in the issue of teaching standards, the first approach that was had about this problem occurred in the Education Sector Program 2007-2012, when it was incorporated as one of the actions : "Establish profiles of teachers' performance in service, with the aim of channeling ongoing training towards the development of the professional skills necessary to face the challenges of 21st century education" (SEP, 2007, p.24).

In May 2008, the issue of teaching standards and teacher evaluation took on new importance when the SEP and the SNTE set up the controversial political agreement called the Alliance for the Quality of Education (ACE). The document that formalized the Alliance included the commitment to establish a system of "exhaustive and periodic evaluation of all the actors of the educational process", for which it would be necessary "the establishment of performance standards: by level of learning" (SEP-SNTE , 2008, p.13).

New educational policies have been implemented in Mexico, where to achieve a quality education, the different educational levels are evaluated. It is necessary to ensure that students have a quality education. Knowing the work carried out by teachers has the purpose of improving those aspects that need to be perfected. The teacher is the main protagonist in the educational process, who must work with the model by competencies, for which the profiles and parameters have been developed both in the Basic Level and in the Upper Level, which must be met.

In the framework of the Educational and Academic Model of the Autonomous University of Guerrero (UAGro), the teacher is responsible for mediating, coordinating, facilitating and motivating high levels of achievement in the realization of educational activities of students, using contexts and environments real, transversal and transferable, as well as proposing the competences that the facilitator should have in his performance.

The curricula of the Higher Secondary Level (EMS) and the Higher Education Area of the UAGro have a competency-based approach, which is why, given the diversity of functions that the teacher must perform, these should be oriented towards favoring the autonomous learning of the students, which implies that they must incorporate into their work new competencies that optimize their performance and that face the constant demands that the quality of teaching requires.

Among the challenges faced by teachers to achieve a better education in EMS, it is extremely important to improve their educational work within the classroom, for which it is first of all necessary to identify the crucial aspects of their work. One resource is the evaluation of their performance, so this work had as objective "to assess the teaching performance from the focus by competencies in the Preparatory School No. 1 of the UAGro".

The research questions that guided this work were: What teaching skills does the UAGro Higher Education Studies Plan propose? What teaching competences does the professor of Higher Secondary Education at UAGro dominate?

Towards a teaching profile from the competency approach

The Autonomous University of Guerrero (UAGro) has as part of its mission to train and update human resources comprehensively in the different educational levels (baccalaureate, university, university, bachelor's, specialty, master's and doctorate), within the various disciplines that high social commitment respond to the needs of the state of Guerrero and the country.

Also, its educational model indicates that one of the main actors involved in the educational process is precisely the teacher, being responsible for mediating, coordinating, facilitating and motivating high levels of achievement in the realization of educational activities of students, using This is true, transverse and transferable contexts and environments, with the purpose of developing knowledge, skills, attitudes and values that are consistent with the desirable discharge profile of the institution.

This implies a permanent task for the teacher in which he must design, propose and apply various teaching and learning strategies, use varied and available materials and resources, encourage student autonomy and collaborative participation. It must also take into account the difficulties of the environment, adjust the purposes to the potential of each student.

The teaching profession is a life project based on values oriented towards the construction of a more just, collaborative and equitable society, based on peace, respect for life, diversity and sustainable development; works collaboratively and resizes the groups with which it must interact (family, media, other professionals, etc.) to achieve learning and develop skills. As a person and professional education contributes to give identity to the professional training of graduates through the example attached to university values (UAGro, 2013, p. 45).

The university level teacher is a self-critical educator, who reflects on his practice, committed institutionally and socially, in the incessant search for new knowledge. He constantly questions his own work to promote it in favor of the human, social, cultural, political, technical and scientific development of the students.

The teaching profession must change, become something truly different. The new educational guidelines demand from the teacher the acquisition of new knowledge, but also the mastery of certain competences that allow him to have an adequate exercise of his profession and to guarantee efficient and effective performance. According to Eltón (Zabalza, 2009), it is necessary to have a university teaching staff that lives and practices teaching as a specialized profession that requires certain specific competences, including reflection, innovation, curricular development capacity; organization of courses, pedagogical research and, finally, group leadership.

The new way of exercising the teaching profession requires skills and abilities different from those that were mastered so far, so you must reflect on the competencies that teachers should have to carry out the teaching task. Investigating the profile that a good teacher should have will allow knowing those traits that define it and therefore identify their teaching competences to acquire.

A competency-based teaching profile, according to Bozu and Herrera (2009), fulfills two important functions in the permanent improvement of the profession: an articulating function between initial and continuing education and a dynamic function of professional development as throughout the career as well as the profession itself.

To analyze what is meant by teaching competence, it is convenient to attend one of the first definitions offered by Aylett and Gregory (1997), in their work *Criteria for teaching competence and teaching excellence in Higher Education*. They identified competence criteria of the teaching and excellence function. The first refers to organizational skills, presentation of information, interpersonal relationships, guidance and evaluation. In the latter, teachers had to demonstrate a high level of competency, as well as being reflective about their own practice, innovators, curriculum designers, researchers on teaching aspects, course organizers and leaders of teaching groups. All this reaches the level of excellence.

Bozu y Herrera (2009) define the teaching competences of the university teaching staff as "the set of knowledge, skills, attitudes and values necessary to carry out quality teaching. That is, what teachers have to know and know to do in order to satisfactorily address the problems that the teaching poses them; his role will be framed in a systemic and interdisciplinary model, where teaching, research, knowledge, know-how and wanting to do will shape his educational action".

Dunkin (1997) proposes that within the dimensions to be evaluated, the effectiveness, performance and competence of teachers should be considered, considering effectiveness as the degree to which the teacher achieves that the students reach the proposed objectives; the performance of the teacher locates it as the way in which the teacher develops and in the competence of the teacher the knowledge and skills that a good teacher must possess are included.

Zabalza (2007) presents the most significant functions in relation to the teaching of university professors and proposes ten competences as a framework to specify the identity and professional development of university professors. These are:

1. Plan the teaching-learning process.
2. Select and present disciplinary contents.
3. Offer understandable information and explanations.
4. ICT management.
5. Manage didactic work methodologies and learning tasks.
6. Relate constructively with students.
7. Tutoring students and, where appropriate, colleagues.
8. Evaluate the learning (and the processes to acquire them).
9. Reflect and investigate about teaching.
10. Get involved institutionally.

On the other hand, Perrenoud (2004) makes reference to ten competences considered priority in the teacher's continuous training.

1. Organize and animate learning situations.
2. Manage the progression of learning.
3. Develop and evolve differentiation devices.
4. Involve the students in their learning and in their work.
5. Work as a team.
6. Participate in the management of the school.
7. Inform and involve parents.
8. Use new technologies.
9. Facing the duties and ethical dilemmas of the profession.
10. Organize the continuous training itself.

The proposal developed by Perrenoud is based on the competences for continuing education adopted in Geneva in 1996, and its purpose is not to treat skills in a traditional way, but to the teaching competencies needed for the education of the future; that is, it is not based on the consolidated practices of the European educational systems, but on desirable practices that should be pursued and consolidated (Barrera I. and Myers R. 2011).

The evaluation of teachers must generate useful, useful and reasonable results, focus on the teacher's performance, taking into account the complexity of their tasks and placing them in the place where they usually perform their duties, however, an evaluation of this nature It is not easy and does not provide numerical, massive, fast and precise results that many seem to be waiting for although the information obtained is far from reflecting the reality of the processes that actually occur in the classrooms.

At the national level, according to what is established in Article 12 of the General Law of the Professional Teaching Service (LGSPD), the teaching functions should be oriented to provide quality education, so it will be necessary that those who perform these tasks meet the personal qualities and professionals so that within the different social and cultural contexts they promote the maximum learning achievement of the learners, according to the profiles, parameters and indicators that guarantee the suitability of the corresponding knowledge, aptitudes and capacities (SEP, 2015, p.).

Taking these considerations into consideration, the need to build the profile of the teacher at the Higher Middle Level (NMS) is established. Based on the General Law of the Professional Teaching Service and with the support of the Secretarial Agreements 442, 444, 447, 488 and 656 that underpin the Common Curriculum Framework (CCM), the evaluation proposal is constructed with the aim of evaluating a set of competences that integrate knowledge, skills and attitudes that the teacher must have to generate learning environments.

According to the Law on the General Law of the Professional Teaching Service, the Secretariat of Public Education, through the Undersecretariat of Higher Secondary Education (SEMS) and the National Coordination of the Professional Teaching Service (CNSPD), with the participation of Educational Authorities and Decentralized Organisms, has the attribution of determining the profile for the evaluation of performance for teachers and technical technicians of Higher Secondary Education (EMS).

The competences and their main attributes that have to define the Profile of the Teacher of EMS are:

- 1. Dominate and structure knowledge to facilitate meaningful learning experiences.** In this dimension, the teacher has the ability to argue about the knowledge he imparts and, through his teaching practice, link them with other disciplinary knowledge and with the students' learning processes, highlighting the management of nature, methods and the consistency.
- 2. Plan the teaching and learning processes according to the competency-based approach, and place them in disciplinary, curricular and social contexts.** The teacher has the ability to plan teaching and learning processes based on the identification of the students' prior knowledge and the training needs corresponding to the subject they teach, linking them with the social reality and the daily life of the students. Design strategies of work plan in the classroom under a competency-based approach, considering appropriate didactic materials for that purpose.
- 3. Evaluate the teaching and learning processes with a formative approach.** The teacher plans his performance evaluation process, which allows him to establish evaluation criteria and methods, focused on the competency-based approach, to follow up the teaching and learning process of the students. Likewise, he communicates his observations in a constructive and consistent manner to propose alternatives that serve the academic improvement of the students.
- 4. Organize your continuous training throughout your professional career.** The teacher must have the ability to investigate and reflect on current teaching issues, in order to continuously build their knowledge about the subjects taught.
- 5. Put into practice teaching and learning processes in an effective, creative and innovative way to their institutional context.** The teacher communicates the knowledge in a clear manner and, with examples relevant to the reality of the students, provides them with relevant information sources to carry out their research and relies on information technology and communication for the teaching process and learning. It has the ability to resolve the eventualities that arise during the learning process, using the academic

resources it has. Encourages the development of the abilities of the students, considering their aspirations, needs and possibilities, in relation to their sociocultural context.

EMS curriculum of the UAGro

The 2010 EMS Study Plan is based on the seven principles of the Educational and Academic Model of UAGro, as well as on the general guidelines of the Integral Reform of Higher Secondary Education (RIEMS). (UAGro, 2010, p.11).

The first principles include: a comprehensive education, education focused on learning, student-centered education, flexibility, relevant and socially committed education, polyvalent education and competent education (UAGro, 2010, pp. 11-14).

Regarding the guidelines of the RIEMS, the Common Curriculum Framework (CCM) is the set of knowledge, skills and values that the graduate of all the Mexican modalities of EMS must share, for the development of basic competences that will serve both the life, as for work. Therefore, educational contents and learning activities aimed at the development of these competences will be included in the plans and study programs; This includes generic competences, basic and extended disciplinary competencies and basic and extended professional competences (UAGro, 2010, p.14).

Profile of the teacher in the EMS Curriculum of the UAGro

UAGro's EMS has defined the competences that teachers must have in order to achieve a quality education, and in each of them the attributes to be achieved are detailed (UAGro, 2010, pp. 50-53).

Table 1. Competencies and attributes of the teacher of EMS of the UAGro.

Competencia	Atributos
<p>Propicia un clima escolar conducente al aprendizaje y crea espacios más allá del salón de clases que contribuyan al desarrollo humano integral de los estudiantes.</p>	<ul style="list-style-type: none"> • Practica y promueve el respeto a la diversidad de creencias, valores, ideas y prácticas sociales entre sus colegas y entre los estudiantes, y contribuye a la armonía y convivencia plural. • Propicia el diálogo como mecanismo para la solución de conflictos y funge como mentor en crisis personales e interpersonales de los estudiantes. • Estimula la participación de los estudiantes en la definición de normas de trabajo y convivencia y las hace cumplir. • Promueve el interés y la participación de los estudiantes a partir de una conciencia cívica, ética y ecológica en la vida de su escuela, comunidad, región, país y el mundo. • Contribuye a que la escuela reúna y preserve condiciones físicas e higiénicas satisfactorias. • Promueve estilos de vida saludables y opciones para el desarrollo humano como el deporte, el arte y diversas actividades extracurriculares entre los estudiantes.
<p>Facilita e impulsa el desarrollo de los estudiantes en el marco de sus aspiraciones, necesidades y posibilidades como individuos, y en relación a las circunstancias sociales y culturales que los rodean.</p>	<ul style="list-style-type: none"> • Favorece entre los estudiantes el autoconocimiento y la valoración de sí mismos. • Fomenta la autonomía de los estudiantes en la toma de decisiones. • Reconoce el impacto proveniente del medio y de situaciones ajenas a la escuela y construye estrategias para su manejo adecuado. • Responde de manera comprensiva, respetuosa y efectiva a las solicitudes de ayuda o apoyo de los estudiantes. • Atiende a los estudiantes que presentan mayores rezagos o grados de dificultad. • Orienta a los estudiantes para que elijan con mayor certeza entre las opciones profesionales y académicas que se les presenten. • Facilita la integración armónica de los estudiantes al entorno escolar y favorece el desarrollo de un sentido de pertenencia. • Identifica las características propias de los estudiantes en lo individual y en grupo y desarrolla estrategias docentes apropiadas.
<p>Anima y facilita el aprendizaje autónomo.</p>	<ul style="list-style-type: none"> • Alienta entre los estudiantes el deseo de aprender y les proporciona herramientas para avanzar en sus procesos de construcción del conocimiento. • Promueve el pensamiento crítico y reflexivo a partir de los contenidos educativos establecidos, situaciones de actualidad e inquietudes de los estudiantes. • Fomenta la cooperación entre los estudiantes, así como el aprendizaje en común. • Alienta expectativas razonables entre los estudiantes y estimula la motivación individual y de grupo. • Fomenta el gusto por la lectura y por la expresión personal en forma oral y escrita. • Propicia la utilización de las tecnologías de la información y la comunicación entre los estudiantes para obtener, procesar e interpretar información, así como para expresar ideas.

<p>Planifica los procesos de enseñanza-aprendizaje atendiendo al enfoque por competencias y los ubica en contextos disciplinares, curriculares y sociales amplios.</p>	<ul style="list-style-type: none"> • Reflexiona críticamente sobre los contenidos de las unidades de aprendizaje a su cargo. • Identifica los conocimientos previos de los estudiantes y desarrolla estrategias para avanzar a partir de ellos. • Desarrolla lógicamente las secuencias que facilitan el aprendizaje. • Diseña actividades y materiales adecuados para la enseñanza de los contenidos del plan de estudios. • Valora y explicita los vínculos existentes entre los contenidos de las unidades de aprendizaje a su cargo y aquellos otros que conforman el plan de estudios. • Contextualiza los contenidos del plan de estudios en la vida cotidiana de los estudiantes y la realidad social de la comunidad a la que pertenecen. • Diseña planes de trabajo basados en la investigación, la lectura y la realización de proyectos orientados a la formación de competencias.
<p>Lleva a la práctica procesos de enseñanza-aprendizaje de manera efectiva y creativa.</p>	<ul style="list-style-type: none"> • Expresa ideas y conceptos con claridad y de manera ordenada en el salón de clases y ofrece ejemplos pertinentes para la vida de los estudiantes. • Alienta la participación de los estudiantes en el salón de clases y en el resto de los espacios de la comunidad educativa. • Adapta continuamente los planes de enseñanza-aprendizaje atendiendo a los resultados de los estudiantes. • Optimiza el tiempo y los recursos en el salón de clases. • Improvisa soluciones creativas ante problemas e imprevistos surgidos en el salón de clases. • Dispone de tiempo dentro y fuera de clases para responder dudas y para consultas y tutorías. • Provee de bibliografía relevante y promueve la investigación a través de diversos medios. • Aprovecha y explora continuamente el potencial didáctico de las nuevas tecnologías.
<p>Evalúa y da seguimiento y apoyo a los estudiantes en relación con sus procesos de aprendizaje y su trabajo académico.</p>	<ul style="list-style-type: none"> • Establece adecuadamente los criterios y métodos de evaluación del aprendizaje con base en objetivos específicos y los comunica de manera efectiva a los estudiantes. • Evalúa el aprendizaje de los estudiantes con un enfoque formativo, con énfasis en la adquisición y perfeccionamiento de competencias. • Comunica sus observaciones a los estudiantes de manera constructiva, constante y consistente, y sugiere alternativas para su superación. • Fomenta la autoevaluación entre los estudiantes como mecanismo para que den seguimiento a sus procesos de construcción del conocimiento. • Comunica a los padres de familia los resultados de las evaluaciones de sus hijos con claridad y responde a dudas sobre su desempeño en la unidad académica.

Interactúa y colabora de manera efectiva con otros docentes, con los propios estudiantes y padres de familia, así como con la comunidad en apoyo del aprendizaje

- Participa de manera creativa en proyectos escolares, así como en la gestión institucional, en calidad de miembro de una comunidad académica y de la sociedad.
- Construye un proyecto de formación dirigido a los estudiantes en forma conjunta con otros docentes, los directivos y el personal de apoyo de la institución.
- Impulsa procesos de mejoramiento en la unidad académica.
- Atiende las expectativas y necesidades de los estudiantes y contribuye a la solución de los problemas de la unidad académica mediante el esfuerzo común con otros docentes, directivos y miembros de la comunidad.

Source: Plan de Estudios 2010 de EMS de la UAGro.

Method

The research is descriptive-transversal type. According to Danhhke (Hernández Sampieri, Fernández and Baptista, 1998, p.102), "the descriptive studies seek to specify the properties, characteristics and important profiles of people, groups, communities or any other phenomenon that is aimed at an analysis". It was made transversal because of its scope in time, since it studies an aspect of the development of the subjects at a given moment. Bisquerra (1989, p.125) states that different individuals will be studied at the same moment, making a cut in time to study the main variables.

There was a population of 450 students with a stratified random sample of 176 high school students belonging to UAGro No. 1 High School, whose ages ranged between 15 and 18 years. The confidence level for obtaining the sample was 95%. The data collection was carried out through a questionnaire whose variables were: it plans the teaching-learning processes, teaching practice, evaluation, propitiates a school climate conducive to learning and creates spaces beyond the classroom that contribute to integral human development and facilitate and drives the development of students. It was validated by Alpha de cronbach, with a reliability of 0.983.

In the questionnaire the students were asked to choose the teacher who would evaluate and write the name of the learning unit they had in charge. The scale used was from 1 to 5, considering that "1" meant "totally disagree" and "5" "totally agree". It should be pointed out that an open question was added in order to issue some other opinion that they considered important. In the processing of the information, the descriptive analysis was approached using mainly the measures of central

tendency, and the calculation of frequencies and percentages, obtaining from this the characterization of the phenomenon studied.

Results

Based on the information provided by the participants of this research, the possibility of knowing the teaching performance that acquires great significance was opened by evaluating the set of competences that make up the teaching profile established in the UAGro Study Plan.

176 students participated in this research, of which 56.1% were women and 43.9% were men. The age that predominated was 17 years with 65%.

Perception of the scope of the teaching competences emanated from the opinions of the students.

- Competition It fosters a school climate conducive to learning and creates spaces beyond the classroom that contribute to the integral human development of students.

Knowledge can not be seen as something isolated from the relationship and the environment in which it is built, so the teacher must practice and promote respect for the diversity of values and ideas among students; contribute to harmony and coexistence; promote dialogue as a mechanism to resolve conflicts; encourage participation in the definition of work standards and promote healthy lifestyles, which are the aspects to achieve competition.

In this regard, the results show the little dominance of the competition if one considers that 50% of the students have expressed that dialogue is not propitiated to solve conflicts. Curiously, it does not favor dialogue, a fundamental part to solve all the conflicts that arise in the classroom; On the other hand, similar values were also observed in terms of the promotion of student participation in the diversity of values and ideas and healthy lifestyles. It should not be forgotten that school climate can be achieved through the dynamics that are generated with students and their

environment, this competition is just as relevant as the others and, therefore, the teacher must implement their psychological, ethical and biological knowledge to achieve it.

- Competition Facilitate and promote the development of students within the framework of their aspirations, needs and possibilities as individuals, and in relation to the social and cultural circumstances that surround them.

To achieve this competence, the teacher must promote self-knowledge and self-esteem among the students; encourage autonomy in decision making; attend them with respect, support and guide them when they request it and be able to identify the characteristics of the students. Undoubtedly, the teacher must be prepared to carry out this work.

In the opinion of the students, the results are not favorable for the teacher because the highest percentages are below the average. Here some questions arise about what the teacher really knows or knows about the student: what is the real knowledge that the teacher has of his students? Do you know what has been your formative journey, your strengths and / or weaknesses? These are basic questions to work to improve this competence.

- Competition Encourages and facilitates autonomous learning.

Autonomous learning is a strategic learning in which the person makes decisions about their own learning. This competence promotes critical and reflective thinking in students; encourages them to learn, providing them with tools to build knowledge, fostering cooperation among them and a taste for reading, oral and written communication, as well as the use of technologies. Unfortunately, the results show that this is not fulfilled, since the highest percentages are below the average.

The students are quite critical about the use of technologies. This reveals that one of the great challenges for teachers is to enter the world of new technologies and identify how they can help them in the educational process of their students.

One of the pillars of the curriculum for competencies indicates that the student must learn to learn. On these results and in a timely manner, the teaching staff subject to this research shows great weakness. You must work in it in such a way that you get your students to achieve autonomous learning, aware that the process requires training and improvement.

- Competition Plan the teaching-learning processes according to the competency-based approach and place them in disciplinary contexts.

The teacher must have the ability to plan teaching and learning processes from the identification of previous knowledge of the students and training needs corresponding to the subject taught, linking them with the social reality and their daily life, as well as design strategies of work plan in the classroom, under a competency-based approach, considering appropriate didactic materials for that purpose. Ideally, respondents expect that planning is designed with the elements involved in the teaching-learning process in an organized way to facilitate learning, however, assessments that make about the design of appropriate activities and materials; of the existing links between the contents of the learning units; The contextualization of content in everyday life, as well as the design of work plans based on research, are valued aspects with a high percentage below the average.

Planning is an essential part of any educational process, because it is the starting point where, based on the results obtained in the diagnostic evaluation, a plan is designed and the goals to be achieved are accurately predicted. The teacher must give utmost importance to this competition because it is the rudder that guides his performance.

- Competition It carries out teaching-learning processes effectively and creatively.

The competency-based approach is based on offering a comprehensive education, centered on learning and the student, therefore, if it promotes a comprehensive education, based on the paradigm of learning to learn, it means forming critical, participatory, creative, independent students in their learning, willing to work in collaborative and interdisciplinary groups, and so on. The above is achieved through a series of actions supported in the constant reflection on the training process, which allow to achieve the expected and planned results for the achievement of competences.

Regarding the achievement of this competence, the teacher must communicate knowledge in a clear manner and, with examples according to the reality of the students, provide them with relevant information sources for carrying out their research, relying on information technologies and communication during the teaching and learning process. Likewise, the teacher has the ability to resolve the eventualities that arise during the learning process, using the academic resources available, and encourages the development of the students' abilities, considering their aspirations, needs and possibilities in relation to its sociocultural context.

Here it can be pointed out in consideration of the opinions of the students, that the teacher presents serious problems in the development of this competence, that is, presents weaknesses in the design of activities and materials suitable for teaching; in the link between learning units; in the contextualization of contents and in the elaboration of work plans based on research.

- Competence: Evaluates and gives follow-up and support to students in relation to their learning processes and their academic work.

The teacher must adequately establish the criteria and methods for evaluating learning, conduct a formative evaluation, communicate observation to students in a constructive way, encourage self-evaluation and communicate the results of their children's evaluations to parents.

It has been found in all the indicators that make up this competence, unfavorable results in terms of the opinions that the teacher does not adequately establish the evaluation criteria; does not encourage self-evaluation; does not perform a formative evaluation. Where the results are more emphasized (79%) is that teachers do not communicate the results to parents, although it is true that it is part of one of the indicators of this competence, it is worth noting that these results were probably given because in the upper middle level, "at least in the UAGro", there are no meetings of parents of any kind. Therefore, fulfilling this commitment should be an initiative of the teacher, since it has not been an institutional policy to involve parents or guardians, even though the majority of students are minors.

With regard to formative evaluation and self-evaluation are key in the evaluation process, considering that the first allows to have enough elements to know and analyze the work of their students and identify the errors they are presenting, that is, allows the teacher gather information while the educational process is being developed.

Regarding the self-assessment, the student evaluates his own actions, assesses the ability he has to perform a certain task or activity in an honest and objective manner. This aspect empowers the students autonomy, helps them to assume responsibly what they know or not and allows them to self-regulate by reflecting on their learning process and even becoming aware of their development.

The question was included in the questionnaire: what do you generally think of your teacher? The results contemplate 15 teachers, selected by the students to be evaluated.

Teacher 1: Of the 34 students who evaluated him, 14 think he is a good teacher; in counterpart, 9 of them consider that they do not understand what is explained in classes; 11 suggest you be more attentive and respectful.

Teacher 2: The students who evaluated him were 39, of which 34 consider him a good teacher, "the best in high school"; 4 say that he spends criticizing the authorities and that he is very strict; one suggests that he be tolerant of the students.

Teacher 3: There were 13 students who evaluated him, of whom 4 consider him a good teacher; 4 that leaves tasks without meaning and motive; 3 say do not miss so much, use more methods and be respectful; 2 comment that it does not explain.

Teacher 4: Of the students who valued him, 8 mentioned that he does not attend classes, that he lacks preparation, that he does not do anything and that he does not serve to teach; 1 recommended him to develop teaching techniques, to organize and attend classes.

Teacher 5: Of the students who evaluated him, 4 expressed that he is a good teacher and that he is respectful.

Professor 6: Of the total of 24 students who evaluated him, 23 think he is corrupt, that he does not dominate the subject and is very disrespectful, one recommends that he no longer ask for money and no longer relax.

Teacher 7: Of the 7 students who evaluated it, 4 expressed that they have mastery of the subject since it explains the topics well; however, 3 expressed that they need to explain more the issues.

Professor 8: Of the 3 students who evaluated him, one said that he is missing a lot of classes and does not understand what he explains; another recommends that at the time of teaching he should show more respect; and the last one says that he is a good teacher, but that his class is not understood. This last opinion is in clear contradiction.

Teacher 9: Of the 17 students who chose the teacher to evaluate him, 14 expressed that it is bad because he does not attend classes and he goes when he wants; one recommends that he be

interested in his work so that his salary is worthwhile and 2 express that he is a good teacher but that there is a lot of missed classes.

Professor 10: There were 6 students who evaluated the teacher, of whom 2 expressed that they are good at teaching the subject; 3 comment that it lacks knowledge and does not explain much; another considers that he is a good teacher but has no order.

Professor 11: Three students express that the teacher does not know the topics, is rude and does not know how to be a teacher; He also lacks knowledge.

Teacher 12: Of the 4 students who evaluated him, 2 consider him a bad teacher and missing; one recommends that he would be a good teacher if he attended classes; another expresses that it is evident that he knows about the subject, but he is missing too much.

Teacher 13: A student expresses that he does not do anything and never comes.

Teacher 14: Of the 3 students, two say they are not ready for the subject and should not teach; another one mentions that he could try harder to explain his class.

Teacher 15: Two students express that they feel more important than others and that they need to be more friendly.

As a final result, 6 of the teachers evaluated by the students were considered as "good teachers", on the other hand, there are teachers who in the opinion of the students are not, and even they indicate them as disrespectful or dishonest Students are the fundamental objective of our educational work and can also be the best judges of our actions.

Conclusions

When an institution profoundly changes its educational model, a sine qua non condition is the training of teachers to carry out their work in a manner consistent with the model adopted. This training consists of different stages: the planning of the training process, its implementation, the monitoring of how this training is reflected in the classroom and the evaluation of the whole process.

In the case of the professors reason for this study, the first two parts of the process were fulfilled, since it was based on a planning that became the start-up of a diploma in teaching competences in EMS, to certify middle level teachers superior of the UAGro in the use of teaching competences. However, since the last two stages of this training process were absent, the role they had before was not modified; in the absence of follow-up, much less an evaluation of the activity in the classroom, the decision to implement or not the new methodological proposal became only an act of personal will. They were not accompanied by qualified personnel to guide their practice.

The consequence is that their performance in the classroom leaves much to be desired, as is clear from the opinion of their students, who attest to a bad or good educational process.

The results of this study respond to the stated objective, because it allowed a critical reflection of the most significant and relevant information, issued by the students of the Preparatory School No. 1 of the UAGro about the performance of their teachers. On the other hand, arguing in their favor, there are inadequate conditions for them to develop their work, for example, having groups of more than fifty students, as well as inadequate infrastructure conditions to comply with the competency-based approach.

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