THE PERCEPTION OF TEACHERS REGARDING THE EVALUATION OF THEIR PROFESSIONAL PRACTICE: IN SEARCH OF EDUCATIONAL QUALITY

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Abstract
The final objective of the research is to inform their suggestions to improve the evaluation of the evaluation practice, which sought to respond not only to the need to evaluate, but also to the relevance of such evaluation and how it leads to the improvement of the quality of education. This qualitative interpretative research aims to give a voice to teachers in Colombia, exploring the perception, in a broad sense, of Colombian teachers in relation to their evaluation. Starting from their perceptions in the sense of sensation, emotion/feeling and passing through their ideas/impression/belief/conception of the phenomenon, we arrive at the verbalization of their perception in the sense of purpose/intuition/representation, and the expression of their proposals to improve the evaluation of teachers.
 Key words: teacher evaluation, quality of education, public evaluation policies.

INTRODUCTION

Teacher evaluation is attracting increasing interest, as student results in international surveys appear to be indisputable proof of teacher performance. Research carried out in this direction shows that students' results depend on many factors, with the teacher's score being fundamental. Hence the importance of the professionalization of teachers and their maintenance, with evaluation being a test, a lever, a catalyst according to researchers, sociologists, politicians, inspectors, but not according to teachers. Teachers do not deny the need for their evaluation, rather they deplore the way in which they are evaluated, which, in the end, contributes nothing (or almost nothing) at a professional level. On the emotional level, however, evaluation generates many negative emotions. What to do? To overcome the impasse, a multiplicity of researchers proposes asking teachers for solutions and involving them in the process of designing evaluation policies. This qualitative-interpretative research aims to give a voice to teachers in Colombia.

1. Presentation and contextualization of the problem

1.1. International Context of Teacher Evaluation

In the last twenty years, the level of achievement and academic success of a country's students has become an important indicator on the international scene (Paquay, 2004) thanks to international surveys such as PISA (International Student Monitoring Programme), TIMSS (International Trends in Mathematics and Science) and PIRLS (International Programme for the Study of Reading Proficiency). These international assessments of student performance contribute to national debates on teaching (OECD, 2013) and to the emphasis on teacher evaluation and supervision as a means of improving student learning (Bouchamma et al., 2005, p. 13). OECD Evaluation Report, Creating Synergies to Improve Learning. However, the recommendations for the Development of Public Policies (OECD, 2013) highlight the importance of the evaluation of teachers and education systems, to the extent that it serves to better understand the academic results of students, to inform parents and society about the performance of the education system and to improve teaching practices and the functioning of schools.

Teacher evaluation practices vary considerably from country to country, however, there are common trends. In fact, in the Latin American and Caribbean region (Chile, Colombia, and Peru), central authorities implemented formal teacher evaluation and incentive systems in the 2000s. (CEART, 2015). In the other countries of the region, teacher evaluation is carried out informally. In the United States, teacher evaluation policies vary by state. However, the staple in teacher evaluation in the United States remains student scores on standardized tests. In fact, the linking of teacher evaluation to student evaluation in recent years has led to strikes and protests in Mexico, Peru, and Chicago (USA) (CEART, 2015). Evaluation does not aim to classify teachers by putting them in competition, but to improve the quality of teaching and student performance.

1.2. Teacher Evaluation in Colombia

Teachers in Colombia are familiar with various methods to assess their practice. In addition to the above-mentioned evaluations, namely external evaluation (conducted by the inspector and school board), internal evaluation (conducted by the head of the establishment) and evaluation for certification, there is self-evaluation (a mandatory component of evaluation for certification) and peer evaluation. The latter form of assessment can be organised at the level of the educational institution, at the regional level or at the national level. When the teacher has to deal with an assessment at the regional or national level, he or she may have more assistants in his or her class than students. As part of an internal evaluation, a few times a year, each teacher is assisted in class by the principal (or a representative of the management) of the school. The length of the assessment, i.e. the number of hours assisted, varies depending on the purpose or topic of the assessment. To evaluate teachers, the evaluator uses an evaluation form whose content and title vary according to the objective of the control (Attendance sheet, Lesson Analysis Table, etc.). As part of an external evaluation, the school is subject to a general control by the territorial secretary (once every five or six years): for one month, the teacher can receive visits at any time of the day. In addition, inspectors and other school board employees organize other types of evaluation, such as different thematic checks and the "one-day check."

2. SOURCES AND STRATEGIES USED

Teachers must be evaluated in order to mobilize them in their activity, manage their careers, stimulate their professional development, inform users and managers (Paquay, 2004)8, as well as regulate their activity (Hutmacher, 2004; Hadji, 2012). The answer given by Perrenoud (2001) to this question seems convincing: There are certainly in teaching, as in other professions, some "bad apples" that "dishonor the profession", some sadists, some perverse, some ignorant, some irresponsible, some lazy, some incapable, people who are always absent. There are teachers who are honest, balanced, understanding, and yet ineffective. The author explains that the evaluation of teachers' work is not intended to repress "deviants", but consists of checking that the work requested is done correctly, shows the reliability and the expected quality.

2.1. Expected Effects and Actual Effects of Teacher Evaluation

The researcher Nicula (2013), in his work on the role of evaluation in the professional development of teachers, argues that it has already become an "axiom" that one of the most important roles of human resources evaluation is to stimulate their professional development. Jorro (2010) and Paquay (2004) also abound in the same direction. On the other hand, Gheorghe (2010) adds that an efficient and objective process of teacher evaluation should contribute to improving the quality of the teaching-learning process. Several authors (Richard & Michaud, 1982; Richard et al., 1989; Paquay, 2004; Crisan and Tepelea, 2004; Laderrière, 2004) agree that the main objective of teacher evaluation is to stimulate teacher professional development and improve classroom practices. However, in teacher evaluation, it could be determined that without it there would be little impact on the improvement of professional teaching practice, and on their performance or on the academic results of their students (Davidson, 2007). The evaluation of teachers in Colombia also does not seem to have any effect on student results: for twenty years, teachers in Colombia are not among the best evaluated, but they remain within stable ranges. However, the participation of Colombian students in the 2006 PISA survey shows disappointing results. The results of PISA 2009 Plus 9 reveal that the

performance of 15-year-old students in reading, mathematics and science is among the lowest in Latin America. Therefore, any evaluation, which by the way has no value if it does not lead to an improvement in classroom practices and student learning (OECD, 2013)

2.2. Actors' perception of evaluation

According to Richard and Michaud (1982), the vast majority of school principals perceive evaluation as a helping relationship aimed at improving teachers' performance and professional development. But later on, Richard et al. (1989) agree that the evaluation process generates more positive attitudes among school administrators than among teachers. In addition, the inspectors record their activity well and truly in a formative logic. On the other hand, teachers perceive their evaluation as a ritual that has nothing to do with student learning, according to Richard and Michaud (1982) and with the work of a teacher (Albane, 2009) teachers feel that their real work in the classroom is almost impossible to control, the study reveals that teachers perceive their evaluation as a professional absurdity and consider that the inspector's evaluation is the expression of subjectivity, even arbitrariness. Despite the tensions, contradictions and misunderstandings, everyone understands that control is indispensable.

2.3. The Consequences of Lack of Evaluation

Psychologists agree that we can't stop evaluating. Sociologists, on the other hand, add that it cannot be uncontrolled. Without social control there is no community, no bond, no exchange, no justice, no institutions, no school. This idea is shared by Denecker et al. (2014) who argue that control is a central feature of every organization and that, without control, no organized action would be possible. The absence of teacher evaluation can have a serious impact on an education system. In addition, Kassotakis (2004), drawing on the example of Greece in the 2000s (when Greek teachers rejected any external evaluation), underlines the dysfunction of the Greek education system and the degradation of the quality of teaching during this period. It also points to the difficulty of effective school management by school principals, the discouragement of teachers to distinguish themselves from others because their efforts were not recognized or rewarded, anarchy and the impossibility of coordinating teachers' tasks.

2.4. Reasons for teachers' resistance to assessment

First, it's the "amount" of control that makes the difference: Increased control could further encourage the withdrawal and weakening of teachers, in favor of superficial compliance. Too much control leads to rigidity; It stifles all creativity and all possibility of innovation. On the contrary, too much neglect, too much vagueness in the direction of development, prevents the necessary confrontation with the norms. The example of Greece, described above, fully confirms this.

Second, it is the teacher evaluation system that is not designed to elucidate the true value of the teacher and his or her teaching in the absence of clear and explicit evaluation criteria. Subjected to evaluation, teachers suffer: Everyone complains, but in a low voice so as not to expose themselves. Thus, in order to protect themselves, some teachers cheat by implementing strategies and mechanisms of defense and capture (over-preparing the inspected lesson, for example), giving a distorted image of their activity and perfecting their knowledge of pretending, playing the conformist chameleon (Paquay, 2006). Due to the suffering and stress that control engenders, it is a phenomenon mostly minimized by evaluators, the latter being qualified, by the recipients, as dirty (shameful, doubtful, degrading, unmentionable) or difficult (complicated, tempting, frustrating, exhausting, painful, demanding) (Progin et al., 2014). Evaluation is considered by teachers as an intrusion, invasion, oppression, hierarchization, sanction and is described as infantilizing, destabilizing and distressing (Albanel, 2009).

How teachers experience assessment depends first and foremost on the skills of the controller, their relationship to the power, rules or authority they represent and says that teachers often see inspectors as stupid, petty, fussy, malevolent or even believe they are disrespecting themselves. They consider that some inspectors were tempted by despotism, sometimes yielding to mirages of omnipotence: some showed more authoritarianism than competence, lacking human sense. Thus, this calls into question the ethics of evaluators and their skills, as they are not trained to evaluate or evaluate. Sometimes, their own level of training is lower than that of the teachers evaluated. In

addition, teachers advocate for control entrusted to professionals, who themselves are properly trained and controlled. However, it is not so much control that they fear as the lack of recognition of the work done (Jorro, 2006; Jorro and Maurice, 2008)

2.5. The Need for Teacher Participation in the Development of Assessment Policies

More and more researchers are looking at the idea of changing the way teachers are evaluated. The literature studied leads us to conclude that the participation of teachers in the development of evaluation policies could be a solution to attenuate the tensions that persist in the field of teacher evaluation, giving voice to teachers and collaborating with them, the objective is to find the evaluation modality accepted by all the actors involved in the teacher evaluation process that contributes to improvement: teaching, teachers and student learning. Here we return to the OECD recommendation (2013) that each country should find its own teacher evaluation model by consulting its teachers. Through this study.

3.   QUESTION(S) AND OBJECTIVE(S) GUIDING THE WORK

Given that teachers have rarely been consulted about the type or different aspects of their assessment, we will give them a voice in the context of this research, and make it clear that the research question we will try to answer is:

How do teachers perceive the evaluation of their professional practice?

Therefore, the final objective of the research is to inform you of your suggestions to improve the evaluation practice, two sub-questions arise:

- How should we evaluate in order to promote the advancement of the teaching-learning process in the classroom?
- How should evaluation contribute to the professional development of teachers and the improvement of educational success?

4.   CONCEPTUAL FRAMEWORK THAT GUIDES THE ANALYSIS

According to the Higher Council of Education, the evaluation of teaching staff is usually defined as the judgment made about the way in which a person carries out his or her professional task. Similarly, the definitions of formative assessment and summary teacher assessment are proposed. Thus, according to them, formative evaluation aims to promote and support the improvement and development of human resources and services, while summative evaluation seeks to take stock of the administration and management of resources and services from a control perspective.

The Council of the Ministry of Education (MEN) also distinguishes between formative and summative assessment. Formative assessment aims to improve teacher performance and takes place during the teaching year. This is often an interactive and fairly informal process. Summative assessment, on the other hand, aims to facilitate administrative decision-making and takes place at the end of the school year or session. The latter type of evaluation is carried out by direct or indirect observation and monitoring of school results. Ricardo et al. (1989) consider that the definition of the SRM is too general, because it does not take into account the role of "context" in the evaluation of teachers.

The same idea is expressed by the researcher Gheorghe (2010), who distinguishes two approaches in teacher evaluation. On the one hand, there is the evaluation of professional competence that emphasizes the informational-cognitive-action structure and the attitudes of the teacher's personality. On the other hand, there is the evaluation of professional performance that emphasizes the satisfaction and results obtained by the students. However, according to the author, it is necessary to take into account the fact that the performance of teachers is conditioned by the growth of their own professional competence and that of the school manager, that is, the quality of selection, vocational training, as well as ergonomic conditions and the socio-emotional climate at the school level. Paquay (2004) insists that: evaluating is not just about taking information about an object, a person, or an action. To evaluate is always to judge the value of this object, this person, or this action. In fact, it is comparing what we perceive (what we observe or what we measure) with what we expect. Moreover, teacher evaluation only makes sense when it is part of a broader process of program and school evaluation.

Most of the definitions of the concept of teacher evaluation identified in the literature on the context of the study are taken from English and French authors. However, Tascovici (2011), a Moldovan researcher, has proposed a definition that summarizes the above definitions and explains the educational community's understanding of the present notion. By teacher evaluation we mean an activity by which information is collected, collated and interpreted about the state, functioning and probable evolution of the teacher, as well as the entire system: student, teacher, establishment, teaching (Tascovici, 2011)

4.1. Monitoring or evaluation?

In the literature studied, the terms "evaluation" and "control" sometimes refer to the same process, however, some authors make a clear distinction between these two notions and express that it is again found that control is a component of evaluation (Vial, 2009). However, according to Gather Thurler and Périsset (2014), the notion of control, considered archaic for several decades, is thus returning to force in modernized forms, due to new issues, both national and supranational. According to these authors, we are witnessing an evolution of its role and a redefinition of its articulation with evaluation practices. According to Girerd (2004), control refers to service obligations: punctuality, respect for institutional meetings, responsibilities in relation to the student, school attendance, teacher neutrality, and respect for official programs and instructions. Evaluation, which is intended to be formative, is related to individual and team work: the teaching acts of the disciplines, the teaching procedures and the results of the educational policy.

4.2. Teacher Evaluation Functions

The functions of teacher evaluation, sometimes under the name of objectives, have been studied and classified by several researchers. Thus, the first function of evaluation is aimed at the professional development of teachers (Paquay, 2004; Strittmatter, 2007; Nicula, 2014). The next function is teacher support and pedagogical advice (Chassard & Jeanbrau, 2002). Another function is to improve the quality of teaching (Paquay, 2004; Paquay, 2014), followed by mobilizing teachers in production activities (Paquay, 2004; Strittmatter, 2007). The function of administrative control of the quality of education provided is identified by Chassard and Jeanbrau (2002), Paquay (2004) and Strittmatter (2007). A further distinction is made between the career management function (Paquay, 2004; Chassard & Jeanbrau, 2002) and the function of accountability to administrators and users who insist on the importance of the regulatory function in optimizing the practices, actions and functioning of the entire education system.

4.3. Evaluate, why the obligation?

The expression obligation of results is explained by Lessard (2008) as strong social pressure in favor of a more efficient education system. A number of researchers doubt the realism and viability of the obligation to deliver, insofar as students' academic outcomes depend on several factors over which teachers have no control, such as the social and economic environment of the student's family, their aptitudes and attitudes, willingness to learn, and the obligation to achieve results in education has proven to be dangerous: Teachers are forced to cheat or teach for exams in order to deliver good results for their students. However, Perrenoud (2008) insists that a strict obligation of results is impractical in education, but that it would be absurd not to take into account student learning in the evaluation of teacher work. As an alternative to the obligation of results, Philippe Meirieu proposed, in Perrenoud (2008), the expression obligation of means, where this idea is taken up by stating that the obligation of means has only one possible meaning: the obligation, for each teacher, to give himself all the means at his disposal to generate in the students the expected learning. However, according to the same author, this obligation to give oneself the means is no longer an obligation of means, but an obligation of knowledge(s) and competence(s). However, the idea that the teacher should not be judged only by the progress of the student, but also by the way in which he puts the methods offered by research, experience, etc., could therefore be added that in addition to the obligation of results or the obligation of means, he prefers an obligation of competences. To speak of the obligation of competence is to be interested in the judicious choice of means, that is, in the expertise of the teacher. It is therefore more an obligation linked to the quality of the means than an obligation linked to the results. The obligation of competence requires continuous professional

development of the teacher, which means the evaluation of his or her teaching that every teacher has an obligation of competence, i.e. he must know how to do what he does and must know why he does it.

4.4. Conditions for a Successful Evaluation

Several authors have studied the conditions for a successful and useful evaluation that motivates teachers in their professional development:

Introduce basic elements of teacher evaluation into initial teacher education programmes (Kassotakis, 2004). Inform teachers and educational managers through seminars and other media about the role of assessment and its functions. Clearly define objects, standards, criteria, topics, etc. (Kassotakis, 2004; Paquay, 2004; Paquay, 2005; Jorro, 2010) according to ongoing reforms or innovations (Jorro, 2010).

Develop a common and well-known methodology that allows all actors to speak the same language (Thélot, 2008). Prioritize teachers' self-evaluation and internal evaluation by creating mechanisms for these evaluations to contribute to teachers' professional development and the improvement of their teaching work (Carbonneau, 2004; Kassotakis, 2004; Paquay, 2005; Strittmatter, 2007). Promote formative assessment, which is part of a professional development perspective (Carbonneau, 2004), or, at least, organize several formative assessments prior to a high-risk assessment (certification, promotion, etc.) (Paquay, 2004).

To make the subjects (evaluated) fully actors and partners: to ask for their opinion, collaboration and participation in the development of the means of evaluation and in the establishment of the criteria for evaluating teachers (Carbonneau, 2004; Kassotakis, 2004; Paquay, 2004; Paquay, 2005; Strittmatter, 2007; Thélot, 2008). Train evaluators in evaluation methodology and support (Kassotakis, 2004; Paquay, 2004; OECD, 2013), then evaluate evaluators (Paquay, 2004).

Trying to establish a more or less stable educational policy or regulatory framework in the field of teacher evaluation (Kassotakis, 2004; Maulini and Gather Thurler, 2014).

Designing a teacher agreement (as far as possible) Kassotakis (2004). To prevent appraisal from being perceived as a war machine against the employee (Perrenoud, 2008). Ensure transparency of the process, procedures and results (Carbonneau, 2004; Paquay, 2004; Thélot, 2008; OECD, 2013).

Do not confuse the desirable with the possible: aim for realistic and achievable expectations with a view to progression (Paquay, 2005; Strittmatter, 2007; Jorro, 2010; Perrenoud, 2014). Ensure the safety and protection of the person being evaluated by creating a climate of trust (Paquay, 2004, Paquay, 2005; Perrenoud, 2008). However, "there is more to lose than gain by resorting to the 'sword of Damocles' to motivate people" (Carbonneau, 2004, p. 249).

Take into account the interrelationships between "contexts-institutional actors" (Jorro, 2010, p. 255) or link teacher evaluation to school evaluation (Carbonneau, 2004; Paquay, 2005). Teacher evaluation must be carried out with deep respect for individuals (Paquay, 2006; Paquay, 2014). Evaluation should be based on ethics (Sénore, 2000; Hutmacher, 2004, p. 61; Strittmatter, 2007; Hadji, 2012; Maulini and Gather Thurler, 2014; Sénore, 2014).

Control must be exercised in the most humane and intelligent way possible (Perrenoud, 2014, p. 228).

4.5. The Model of a Good Teacher

According to Paquay (2004), when evaluating a teacher, "we collect information about certain characteristics of that teacher and compare them with the expected characteristics of a role model. Thus, in order to evaluate a teacher, it must be possible to compare this teacher with a model of a good teacher. According to Paquay (2004, p. 39), a good teacher would be one who ensures that students acquire the knowledge and develop the required skills. A good teacher is one who acts according to the rules, possibly showing initiative and adaptability, adds Audigier (2004). However, Paquay (2004) insists on the relativity of teacher evaluation criteria by saying that the qualities expected of a good teacher vary according to the audience and the preferred criteria (Paquay, 2004). Denecker et al. (2014) state that the more difficult it is to define a good teacher.

4.6. Professional practice and professional development

The professional practice of teachers is defined by Legendre (2005) as the set of teaching activities oriented by their knowledge and skills, as well as by the purposes and norms of the teaching profession and implemented in a particular pedagogical environment. Altet et al. (2012) define teaching practice as a person's unique way of doing things, their real, proper way of carrying out a professional activity in an educational institution. In other words, the teacher's professional practice, according to the same author, is not only the set of observable acts, namely, the direction of teaching-learning situations, the direction of the class, the supervision of students in learning, process practices and evaluation. Therefore, the concept of professional development encompasses all individual and collective transformations of skills and components of identity mobilized or likely to be mobilized in professional situations. Professional development is essentially about building skills and transforming identities into work situations during one's career (Paquay et al., 2010). However, the same author highlights that, in the professions of human interaction, it is difficult to make a clear distinction between personal and professional development: socio-affective skills, the ability to manage one's emotions, the ability to establish positive relationships with others – all dimensions of personal development – play an important role in professional situations. Therefore, assessment can be useful and can promote professional development, but it can also slow it down. Since, if the evaluation is part of a logic of external control and sanction, it can harm professional development and could be evaluated in three aspects: At the cognitive level (the subject exercises reflective thinking about his professional practice, activates his previous knowledge, etc.); At the motivational level (the subject is supported to get involved in their work and in the process of professional development, consolidating their feeling of personal efficacy in their professional activity); At the psychosocial level (interactions with other assessment actors can reinforce social support and recognition).

4.7. Perception of the evaluation process.

Leaving aside the different meanings that the word "perception" has in the Spanish language, we will focus on the meaning that this word has in psychology, in order to clarify the meaning given to this term in the present study. In the Dictionary of Psychology, perception is defined as "the function of taking in information from events in the external or internal environment through sensory mechanisms" (Dooron & Parot, 2012). Perception can designate both the result of that knowledge and the psychophysiological process that gave rise to it. However, this process allows us to have a more or less clear idea, an understanding of something, because perception is no longer conceived today as a simple record of reality (Dooron & Parot, 2012).

5.   RESULTS AND CONCLUSIONS

Our research explored the perception, in a broad sense, of Colombian teachers in relation to their evaluation. Starting from their perceptions in the sense of sensation, emotion/feeling and passing through their ideas/impression/belief/conception of the phenomenon, we arrive at the verbalization of their perception in the sense of purpose/intuition/representation, and the expression of their proposals to improve the evaluation of teachers.

The study of teachers' feelings of evidence in relation to the evaluation process led us to observe that they are not free from the emotions that dominate among their peers in other countries. Discomfort, fear, stress, anxiety, worry, frustration, lack of self-confidence, agitation, panic, etc. that accompany an evaluation make evaluation an undesirable event for teachers in Colombia. This is an easily understandable wish: evaluated by anyone (non-competent evaluators, new graduates, representatives of the good political party, etc.); Evaluated in any way (in the absence or ignorance of the evaluation criteria, teachers are judged rather than evaluated) and evaluated at any time, and almost at all times, teachers are subject to permanent stress. In this sense, this procedure is more a matter of moral harassment than a reflexive process carried out for a noble purpose. On the contrary, the qualifiers attributed to the evaluation of our teachers and the torture, the ordeal, the sentence, the misery, etc. They bear witness to enormous suffering, which sometimes makes teachers

sick. How could this not be a social calamity? However, the ravages of evaluation are well felt by its recipients, who feel as if they were after the war.

Despite the distress associated with teacher evaluation, none of the teachers strongly disagree with the evaluation in general. Their differences are rather related to the multitude of forms of teacher evaluation, insofar as it steals the time that the teacher must dedicate to the preparation of his or her lessons, to the detriment of the basic mission of the teacher, or that of providing quality education.

Students unknowingly fall victim to circumstance: for them, the situation is also stressful to some extent. The presence of intruders in their class and the unusual behavior of their teacher, often accompanied by their trembling, distracts the student from his work and weakens his attention potential. We see, therefore, that the whole evaluation procedure and the multitude of such procedures are detrimental to the quality of teaching assumed by teachers, which can reduce the quality of students' achievements and, consequently, of their academic results.

Therefore, the supposed effectiveness of evaluation is not clearly and unanimously perceived by the majority of teachers. What we can say with certainty is that in Colombia and Latin America, evaluation is limited to follow-up, since the rest, that is, the support that should lead to professional development, does not occur. However, can it be said that the evaluator verifies or controls the teacher's professional practice? Because, since he is looking at the carefully produced staging by the teacher, the evaluator becomes, so to speak, a spectator.

Systematizing the revised proposals of the professors of the study and based on the suggestions acquired from the reviewed and consulted research on this topic, we recommend:

Require every evaluator to be an in-service specialist with extensive experience in the discipline being evaluated, and must have a background in psychology and education; Design a code of conduct for the evaluator; Limit the access of evaluators to the classroom, favouring other forms of monitoring and control; Limit the number of evaluators per lesson; Allow teachers to evaluate the evaluator; Prioritise internal assessment and peer review at the school level; Encourage exchange between teachers; Consult teachers on course content as part of continuing education; Suggest changes in initial teacher education, increasing the number of hours of training for future teachers and introducing courses on teacher evaluation; Supporting teachers during the first years of their teaching activity; Differentiate the evaluation according to years of experience; and Develop mechanisms to prevent cheating in the field of teacher evaluation.

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