

**Modelo Pedagógico de Supervisión, Evaluación
y Acompañamiento a los docentes de la
Unidad Educativa Bilingüe Torremar (UEBT)**

**The Pedagogical Model of Monitoring,
Assessment, and Accompaniment to Teachers of
the Unidad Educativa Bilingüe Torremar (UEBT)**

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RESUMEN

En este artículo, los autores ofrecen una nueva perspectiva sobre supervisión y apoyo pedagógico desarrollada por la Coordinación Académica de la Unidad Educativa Bilingüe Torremar (UEBT). Esta perspectiva se ha desarrollado durante los últimos dos años como una práctica única en el contexto educativo ecuatoriano, particularmente en las escuelas privadas. Es una de las pocas perspectivas que los investigadores han sistematizado e investigado en América Latina. La contextualización de los procesos de investigación a la institución educativa de los autores se basó en las limitaciones presentadas por los docentes en un diagnóstico pedagógico inicial, que consiste en la observación directa de toda la población de docentes en toda la institución en cada período escolar. La Coordinación Académica tuvo como objetivo obtener resultados pedagógicos y metodológicos de manera integral e individualizada para cada uno de los docentes UEBT. El objetivo era lograr resultados significativos en el cumplimiento de las teorías científicas que sustentan la metodología de Enseñanza para la Comprensión (EpC), que los autores actuales aplicaron y validaron utilizando prácticas educativas y técnicas de investigación establecidas. Las conclusiones actuales pueden informar la implementación práctica de estas técnicas y pueden servir como fundamentos teóricos y metodológicos que apoyan el modelo pedagógico de monitoreo, evaluación y acompañamiento pedagógico.

Palabras clave: modelo pedagógico, monitoreo, evaluación, acompañamiento pedagógico.

ABSTRACT

In this paper, the authors offer a new perspective on supervision and pedagogical support that has been developed by the Academic Coordinator of the Unidad Educativa Bilingüe Torremar (UEBT). This perspective has been developed over the last two years as a unique practice in the Ecuadorian educational context, particularly in private schools. It is one of the few perspectives that researchers have systematized and investigated in Latin America. The contextualization of the research processes to the authors' educational institution was based on the limitations presented by teachers in an initial pedagogical diagnosis, consisting of direct observation of the entire population of teachers throughout the institution in every school term. The Academic Coordinator aimed to obtain pedagogical and methodological results in a comprehensive and individualized manner for each of the UEBT teachers. The objective was to achieve significant results in adherence to the scientific theories that underpin the Teaching for Understanding (EpC, in its Spanish acronym) methodology, which the current authors applied and validated using established educational practices and research techniques. The current conclusions may inform the practical implementation of these techniques and may serve as theoretical and methodological foundations that support the pedagogical model of monitoring, assessment, and pedagogical accompaniment.

Palabras clave: pedagogical model; monitoring; assessment; pedagogical accompaniment.

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Descargar para Mendeley y Zotero

Introduction

The UEBT's Academic Coordinator applied a control structure based on theoretical and empirical contributions that resulted in a new process of training, supervision, and pedagogical support. Educators at the university level have a greater responsibility for pedagogical development and support than those at other levels (Wrigley & Straker, 2017). As a result, there is a consistent need to train educators to become more effective teachers and pedagogists (Wrigley & Straker, 2017). Educational pedagogical design occurs in a serialized process involving the identification of relevant skills and experiences and the construction of innovative resources. This process enables educators to construct a model to organize coursework effectively. Pedagogical development based on multidisciplinary thinking may result in the development of a tailored model that best meets the needs of a specific educational environment.

The professionals involved in this process must exhibit pedagogical competency in content drafting, assessment, and design (Udas, Brosnan, & Wade, 2017). Based on this necessity, the current paper aimed to discuss the development of pedagogical support within a specific Ecuadorian school context. The authors hope to enhance the pedagogical model within this school and to provide guidance for institutions facing similar needs developing and expanding their faculty training in the area of pedagogical competence. Various conceptions and models of pedagogy exist; the selection of the most appropriate model for a given educational setting requires an extensive understanding of the existing theory and findings related to the subject, as well as applied knowledge gained through practical experience (Wrigley & Straker, 2017). Previous researchers have suggested that the pedagogical developmental process has been over-complicated with new and innovative ideas (Udas et al., 2017). To introduce a novel pedagogical concept and design, the diffusion of innovation theory may be applied; this theory is commonly referred to explain technology

adoption in a setting (Udas et al., 2017). This approach can be used to introduce a new pedagogical model, guide decision-making, and prevent the complications associated with selecting and designing courses. The agile principles that accompany elements of this approach include identifying the relative advantage related to its implementation, determining the compatibility of the new approach with existing standards that exist within the institution, ensuring that the new plan is parsimonious and simplistic in its design, verifying that trialability is present and that the approach can be tested, and assuring that the results are observable and measurable (Udas et al., 2017). When these factors are present, the organizational setting is best equipped to adopt a new pedagogical ideal and implement its tenets in practice. By adhering to these principles, a culture of innovation may be established, enabling subsequent pedagogical ideas to be incorporated with greater ease and lower resistance.

To promote the successful development and application of pedagogical methods for specific settings and contexts, researchers at the theoretical and practical levels must continue to develop new ways of understanding and determine methods to maximize impact (Webb, 2017). One method that previous researchers have used to guide this process is the logical-historical method, which describes the theoretical and methodological basis underpinning the process of monitoring and evaluation (Felten & Chick, 2018). Previous scholars have employed varied different methods to introduce and optimize a pedagogical approach, but no one way has proven to be the most effective (Webb, 2017). Instead, a multidimensional and holistic approach may be optimal within modern educational contexts—particularly in Latin America, where the environment is becoming increasingly diverse, and the setting's qualities and characteristics vary substantially (Webb, 2017). The notion of a singularly most effective pedagogical approach is a conceptually flawed idea that limits the potential for innovation

and improvements in educational quality. For example, singular models like the scholarship of teaching and learning methods, which researchers have demonstrated to be efficacious in practice, are not particularly relevant to any specific educational setting (Felten & Chick, 2018). Such models can, however, be effectively adapted if the educational context is flexible and if administrators are prepared to modify their traditional practices to incorporate a potentially fruitful idea, method, or design (Felten & Chick, 2018). The combination of the values and practices of a higher educational institution with evidence-based models like the scholarship of teaching and learning method fosters an environment of consistent implementation and tolerance for innovation (Felten & Chick, 2018).

Researchers have employed transformable scientific modeling to review the theoretical and methodological studies performed in Latin America and contextualize the findings to the institution's academic needs according to the EpC model (Zogla, 2018). The development of a pedagogical process for either formal or informal educational has not shown an emphasis on scholarship. Other essential methods that the current researchers have applied include the analysis and synthesis of previous definitions on assessment and supervision.

Pedagogy is both an art and a science, in that there is an objective, observable, and systematic way of improving pedagogical design based on evidence. These factors must be equally considered to improve an educational context or setting (Zogla, 2018). The result of this process is a novel perspective on pedagogical design that applies to the current setting; it may also be generalized to similar educational institutions seeking to expand their overall level of pedagogical competence.

It is necessary to carry out investigations aiming to strengthen the scientific foundation of the process of teaching and learning, as is currently occurring in the classrooms of the UEBT. Both applied pedagogical concepts and

attention to the theory are necessary to improve the quality of education at the university level (Felten & Chick, 2018).

Educational supervision has undergone many changes throughout history due to the increased number of educational institutions. Not all institutions, however, are equipped with a multidisciplinary team that can develop and implement a systematic teaching and learning process. This process continues until a model of perspective reaches its maximum level of achievement in the classroom (Kedra & Rotidi, 2017). It is critical to gain an understanding of how the pedagogical model contributes to the accomplishments of teachers and students within an educational institution. Throughout the world, educational administrators have increasingly recognized the need for new cultural development via university pedagogical improvements (Kedra & Rotidi, 2017). Based on this trend, researchers have found that educators that demonstrate critical self-reflection are best equipped to transform contemporary educational approaches, as well as to adopt alternative teaching practices that are superior to previous methods (Kedra & Rotidi, 2017). This knowledge has led to extensive improvements in instruction, curriculum development, and pedagogical design (Kedra & Rotidi, 2017).

The process of monitoring pedagogical development requires contributions from supervisors regarding academic direction and educational quality. In doing so, educators and administrators may seek to address the following question: What is the educational change generated through the pedagogical and teaching performance in the UEBT? By addressing this question, education professionals may better understand the pedagogical changes required to achieve a specific outcome within a educational context and setting (Lam, 2019). The integration of cultural factors with traditional knowledge about educational pedagogy may transform curriculum design and delivery within contemporary university environments (Lam, 2019). Increased rates of immigration have

expanded the body of understanding of cultural needs and their incorporation into university pedagogical approaches. Besides, educational institutions have become more receptive to the adoption of strategies and ideas that replace old and ineffective methods (Lam, 2019).

Educational theorists and researchers have intended to optimize processes to assist teachers and students in the classroom. During the development and implementation of pedagogical actions on the part of the educational authorities and the monitoring team, it has been necessary to consider supervisory management within the framework of the EpC. A functional definition of supervisory actions would assist teachers in creating a space of permanent teaching and learning. In other words, it is possible to combine scientific research and theory to develop an individualized and needs-specific pedagogical approach to meet the aims and objectives of a academic institution (Kedracka & Rotidi, 2017).

The current authors validate the importance of utilizing scientific research on pedagogical and management processes in the classroom. They also question the effectiveness of having a team responsible for the improvement and training of teachers of the UEBT. Additionally, the authors seek to define the mandated responsibilities of the educational authorities, as well as to monitor the impact of these mandates on teaching practice in the classroom. By drawing on the evidence presented in this section, the researchers hope that new pedagogical ideas are received with a spirit of acceptance and tolerance for change. Pedagogical development is both an art and a science, and the ideas proposed in this article acknowledge the intersection between these two disciplines. Indeed, there is evidence to support the novel concepts that are being presented, and this evidence (and theory) is cited appropriately. The majority of what may be gained through a consideration of these ideas, however, is confidence in the authors' experiential knowledge and the development of their recommendations based on the critical reflection of evidence and theory. Accordingly,

the pedagogical approach adopted in a educational setting must have an impact on educational quality, access, and permanence of students. It is critical to provide support, advice, guidance, evaluation of the teaching-learning process, and practical feedback for continuous improvement. The following section includes a discussion of the development of the pedagogical model and approach for the institution under study.

Development

The authors present the theoretical framework in this section. The authors then discuss UEBT-specific experiences to demonstrate how core ideas were developed, as well as how they may be applied and transferred to other educational institutions. Based on this information, the authors synthesize the key points and provide resulting conclusions.

Theoretical Framework

Educational administration has traditionally been perceived as a separate entity that authorities establish due to a lack of systemic institutional vision. Accordingly, scholars have recommended reforms related only to leadership and management techniques, not to pedagogical design or educational quality (Lam, 2019). It is ideal for analyzing an educational administration based on the institutional structure, including organizational aspects, functional hierarchy, and administrative management, in a manner that is separate from the bureaucratic development. This facilitates the analysis of an institution not just from a personal point of view, but also through the role of the subject within the administration.

While experts have examined the propensity for potential and successful approaches using similar tools, there continues to show a significant gap in the current body of literature. The current study emphasizes a necessary focal and conceptual point based on the dearth of literature found addressing the epistemological studies reflective in the current understanding of Teaching for Understanding. Reflective

of previous expert work from the likes of Almendros (1972), Rodríguez-Vivanco (1978), Soler (1996), Pujol (1998), Alvarado (2002), Fermin (2000), Pérez (2002), García-Sickle (2012), de la Orden (2006), Guarderas (2016), Willes (2015), Franseth (2017), Sando (2016), and Mosher (2017), the current authors found a need for perfunctory and expansion of the previous work. Such specific gaps found and addressed in the current study were inclusive to a lack of rationale for including educational supervision in the epistemological budgets of the pedagogy as an essential science of education. Furthermore, there showed a limited theoretical and methodological knowledge of the relationship between the essential functions of educational supervision, control, academic evaluation, and ongoing counseling, seen as a single process that is relational, systemic, and comprehensive, from which the authors addressed. Finally, such limitations of the concept and definition of educational supervision due to the dispersion of its essential features had been examined and were recognized and given appropriate and suggestive direction.

Several previous scholars have exhibited a theoretical inclination to view educational supervision as a science of education. In this sense, García Hoz (2008) defined educational supervision as directing the operations and methods of a given school system. This provided support for the need to develop educational pedagogy at the institutional level as a means of enhancing general educational quality, challenging existing administrative practices, and driving continuous improvement.

A cursory analysis of previous knowledge in this confirms that the investigative results, theoretical conclusions, and practical actions in the field of educational supervision do not require a philosophical system. Likewise, they do not require a theoretical and methodological framework of knowledge to support practical work and research in the field of educational supervision. A lack of precision exists, however, which is accompanied by the skewed view of pedagogy as the science of education. This

is evidenced in the dilution of the educational phenomenon during the study and evaluation of educational supervision. This position can lead to disorientation and disarticulation in educational practice and theory, consequently distorting the concept of educational supervision.

In the present investigation, the authors accepted Sando's (2017) definition of educational supervision as including the direction of the institution's organizational structure. This responsibility includes driving the continuing training of teachers and administrators, as well as gradual transformation and improved academic performance. Educational quality can be expected to improve as a result of successful educational supervision.

This quality may be exhibited during the monitoring and evaluation of interactive learning activities. The systematic nature of their actions synthesizes the methods, techniques, means, and procedures that promote reflection on the school's educational practice. A combination of action-oriented strategies for development and continuous monitoring should enable leaders to determine the optimal methods and techniques needed to improve a educational context or setting.

This definition of educational pedagogy or development is not comprehensive or finalized, but its level of generalization is of paramount importance. Previous researchers have not yet conclusively defined the concept of educational supervision. This may be due to the relative novelty of this specific field and the limited findings related to this topic, making it necessary to define this concept operationally. The operational definition of this concept may limit debates regarding the nature of the construct and promote research consistency.

Educational supervision includes the process of planning, organizing, executing regulating, controlling, and evaluating the supervisory actions of teachers to drive development in their essential knowledge, skills, attitudes, and values (Sando, 2017). It is necessary to consider each of

these points in order to ensure understanding, agreement, and consistency in the definition of educational supervision.

The analysis of the main theoretical conceptions concerning educational supervision corroborates the need for more in-depth examinations of its pedagogical aspects, functions, organizational forms, methods, techniques, and objectives. The study of educational supervision as a pedagogical process will result in significant contributions to the science of education and the development of teachers and principals.

As part of the current investigation, the authors accepted the contributions of Perkins (1995) and Pacheco and Prieto (2019), who achieved high acceptance among teachers of the UEBT regarding its applicability in the teacher-student transfer of knowledge. The notion of Intelligent School proposes different pedagogies for teachers to use that enable students not only to understand concepts in the classroom but to transfer them to other areas. It is advisable for schools to incorporate new strategies in the field of teaching and learning to develop students' critical thinking and application skills.

Experience of the UEBT in Supervision, Training, and Educational Evaluation

Since 2017, upon the approval of the Executive Board, the Academic Coordinator has developed a structure composed of professionals with varied pedagogical expertise. These professionals developed a didactic and methodological process of supervision, training, and assessment, which they aimed to make permanent. The effectiveness of this process has been unproven in educational practice. The section below highlights the most significant aspects of this process:

Coordinate schedules following the EpC system, which aims to provide follow-up to different subjects and content areas.

Perform class visits to all areas in each term and provide feedback to the heads of areas,

enabling continuous evaluation and new strategy implementation.

Deliver training for all teachers in the consistent application of the EpC in general, by areas, and on a case-by-case basis.

Monitor academic input from applying tasks and lessons.

Educate professors on topics such as planning, management, academic distinctions, and methodological strategies by the subject and level.

Provide training related to thinking routines to all teachers of the UEBT.

Conclusion

The purpose of this paper was to provide a discussion of the issues related to pedagogical development, as well as the methods and approaches to support this process in the educational environment. The authors examined the linkages between the monitoring, evaluation, and teamwork that are implemented at the UEBT. This is a current topic that is of great interest due to teachers' goals of continuous improvement, which requires a constant process of theoretical and factual feedback. The present investigation aimed to broaden the knowledge about these concepts and their interrelationship, as these elements are linked to human behavior and strongly influenced by internal and external factors. Teachers who work in teams are motivated to develop solutions that will improve the systems and processes of our educational institution, as well as resolve the challenges associated with the educational process of the UEBT.

The authors combined evidence, opinion, and theories from previous literature to outline the critical points of consideration when developing educational pedagogy at the higher educational level. From this discussion and the evidence presented within, the authors concluded that the development of a methodological, organizational climate of constant learning is of the utmost importance.

Such an environment would facilitate sustained and permanent motivation within the process of teaching and learning at the UEBT, which aligns with the goals of the organization. Teachers must combine the incentives proposed by the organization with students' academic needs to achieve the objectives of the monitoring and evaluation model proposed in this investigation.

Some of the best pedagogic practices within the EpC were born in classrooms and became integrated into the teaching and learning process of our educational institution. It is advisable to continue the systematic process of monitoring, control, and evaluation throughout the year to achieve higher educational quality and facilitate learning. This approach will promote the continuous improvement of the selected pedagogical approach.

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