

## EVALUATION AS A MECHANISM FOR TEACHER INCLUSION AND EXCLUSION

### *AValiação como mecanismo de inclusão ou exclusão docente*

### *LA EVALUACIÓN COMO MECANISMO DE INCLUSIÓN O EXCLUSIÓN DOCENTE*

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**ABSTRACT:** Currently teacher evaluation is a recurrent and problematic topic in all the spheres and levels of academic life; surely, this does not escape from the sectors, institutions, actions, and subjects that shape higher education. The following exercise of analysis, derived from a concluded research process, evinces a relation with an interpretation about the evaluative discourses and practices that permeates this level of the education in Colombia and that is materialized in the universities, in this case in the District University Francisco José de Caldas (Bogota-Colombia), and the way how their staging may imply actions or procedures of either inclusion or exclusion. The descriptive and interpretative analytics exposed in here is done on various national and institutional documents of prescriptive and normative order, and it considers the exam of the institutional and institutionalized practices over teacher evaluation.

**KEYWORDS:** Teacher. Teacher evaluation. Inclusion. Exclusion.

**RESUMO:** *A avaliação de professores é atualmente uma questão recorrente e problemática em todas as áreas e níveis da vida acadêmica; claro que não escapa às instâncias, instituições, ações e pessoas que constituem o ensino superior. O exercício de análise que apresentamos a seguir, derivado de um processo de pesquisa já concluído, está relacionado a uma leitura sobre os discursos e práticas avaliativas que permeiam este nível de ensino na Colômbia e que se especificam nas universidades, no nosso caso na Universidade Distrital Francisco José de Caldas (Bogotá-Colômbia), e a forma como sua encenação poderia envolver ações ou procedimentos de inclusão e exclusão. As análises descritivas e interpretativas apresentadas aqui são realizadas a partir de diversos documentos nacionais e institucionais de ordem prescritiva e normativa e considera o exame de práticas institucionais e institucionalizadas de avaliação docente.*

**PALAVRAS-CHAVE:** *Professor. Avaliação de professores. Inclusão. Exclusão.*

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**RESUMEN:** *La evaluación docente es, en la actualidad, una temática recurrente y problemática en todos los ámbitos y niveles de la vida académica; por supuesto, no escapa a las instancias, instituciones, acciones y sujetos que configuran la educación superior. El ejercicio de análisis que presentamos seguidamente, derivado de un proceso de investigación ya finalizado, se relaciona con la una lectura acerca de los discursos y las prácticas evaluativas que permean este nivel de la educación en Colombia y que se concretan en las universidades, para nuestro caso en la Universidad Distrital Francisco José de Caldas (Bogotá-Colombia), y la forma como su puesta en escena, podrían implicar acciones o procedimientos tanto de inclusión como de exclusión. La analítica descriptiva e interpretativa aquí expuesta se realiza sobre diversos documentos nacionales e institucionales de orden prescriptivo y normativo y, considera el examen de las prácticas institucionales e institucionalizadas sobre la evaluación docente.*

**PALABRAS CLAVE:** *Docente. Evaluación docente. Inclusión. Exclusión.*

## **Introduction**

Evaluation and, in particular, teacher evaluation has become a theme that permeates issues related to formative processes in higher education. Referencing some concepts of teacher evaluation implies, among other questions, asking ourselves about the evaluation policies that generate the conditions of possibility for education professionals to have equal opportunities to be evaluated and to continue their professional and personal development.

The way these conditions are linked allows us to speak of inclusive speeches and exclusive practices, a dichotomy that falls both on the recognition of the teacher through the staging of the new evaluation procedures, their recognition by teaching and specialized knowledge, as well as with the declared evaluation model to assess performance, purposes and institutional instruments to guarantee these performances (a condition that accounts for exclusion processes).

As a concrete evaluation experience, we present at the end of this exercise an approximation to the perception of teacher evaluation through research applied to students from different curricular projects at the College of Science and Education at the Francisco José de Caldas District University, Bogotá-Colombia, which led to the identification, from two questions, of different conceptions around the evaluation.

## Conceptual approach to the object of analysis

Five central categories constitute the object of analysis presented here, which comes from the development of a research carried out at the Francisco José de Caldas District University (Bogotá-Colombia), which dealt with teacher evaluation, so much so that it, as an educational and pedagogical, could include strategies, processes consistent with the formation and transformation of teaching work. Such categories are: *teacher*, *evaluation*, *teacher evaluation*, which, based on the analysis of national and institutional policies on education, determine the specific relationship with teacher evaluation (its discourses and practices), as a possible tool for *inclusion* and *exclusion*.

**Teacher.** The Political Constitution of Colombia mandates that education should be in charge of "people of recognized ethical and pedagogical integrity", whose work must be dignified by such law (ASSEMBLEIA NACIONAL CONSTITUINTE, 1991, Art. 68, our translation). In line with this imperative, the norms related to education prescribe several aspects that allow identifying the being, the happening and the doing of the teacher.

The General Education Law (CONGRESS OF COLOMBIA, 1994) reflects the constitutional imperative and indicates that the teacher is the person linked to the public education service (state) by "appointment made by decree" after a civil service examination on merit. After their appointment, they are permanently subject to a variety of forms of assessment, and are subject to various classification processes, which can lead to recognition, promotion or disciplinary action.

The Law that regulates higher education in Colombia (CONGRESSO DA COLÔMBIA, 1992), requires to be a university professor "to have a university professional title"; the merger is carried out through a civil service examination of merits (regulated by the Superior Council of each institution). The teaching condition at the university is subject to the particularities of the type of employment relationship (permanent, occasional); the disciplinary regime; classification at different levels of level; the performance of various activities related to substantive or missional functions; and a diversity of evaluative practices, according to the academic-administrative organization of the institutions.

Finally, we allude to the institutional rules that refer to the teacher's conceptualization. The Agreement 011 of 2002 (UNIVERSIDADE DISTRITAL FRANCISCO JOSÉ DE CALDAS, 2011, Art. 4, our translation) recognizes as a teacher:

the person who with such character has been linked to the institution after a civil service examination of merits (sic) and who performs teaching,

communication, research, innovation or extension functions; in fields related to science, pedagogy, art and technology and other forms of knowledge and, in general, culture

**Evaluation, teacher evaluation.** Here we return to some concepts about evaluation in general - and teacher evaluation in particular - selected from the many existing forms that provide various elements of analysis for the purpose undertaken.

From an epistemological perspective, evaluation is a word that comes from the Latin “*ex*” (outside, outside of, taking out, extracting...), “*valere*” (value, being strong, robust, having strength or power; prevailing, to be effective, to be worth, to have a determined value, bravery...) and “*cion*” (action and effect). The expression a value (SPES, 1958, p. 534). The etymology of the evaluation implies an ethical, political and pedagogical dimension of this human action.

Cohen and Franco (1991) emphasize that to evaluate is to fix the value of a thing, in consequence “it requires to carry out a procedure by which it compares what is to be evaluated in relation to a criterion or standard of measurement” (p. 61, our translation); in turn, Casanova (1999, p. 61, our translation) defines evaluation as the process of “collecting rigorous and systematic information to obtain valid and reliable data about a situation in order to form and issue a value judgment with respect to it”, with a view to making decisions.

Nowadays and from different theoretical perspectives, evaluation is conceived as a human need and condition; thus, for example, Canales (1999, p. 55, our translation) states: “The ability to evaluate is inherent to the human condition. We evaluate all people daily; we value and make decisions regarding all aspects and dimensions of our life”. Also, in the legislative sphere it is prescribed as a permanent responsibility of the agents of education (MINISTÉRIO DA EDUCAÇÃO NACIONAL, 2002)<sup>4</sup>. Other perspectives emphasize the purpose of evaluation, endowing it with ethical and political dimensions, whenever it refers to a judgment about the value of something; judgment of what can be achieved by different means: qualification, comparison, measurement, classification, gradation, promotion..., due to compliance or non-compliance with standards, parameters or criteria taken as a basis for valuation (SÁNCHEZ, 2010; SANTOS- GUERRA, 2010).

Finally, we understand by teacher evaluation the rigorous, objective and systematic valuation of the whole of the teaching work (which transcends the teaching function) in what

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<sup>4</sup> The decree states that "The exercise of the teaching career will be linked to permanent evaluation". Education professionals are personally responsible for their performance in the corresponding work and, as a result, they must undergo the process of evaluating their work (Article 26, our highlights).

concerns the performance of the activities that fall within the missionary scope of educational institutions (in our case, the level of higher education).

**Exclusion.** From the etymological consideration, the word exclusion comes from the Latin word “*exclūsio, exclūsionis, derived from exclūdō, exclūdere, composed of ex (que significa “afora”) and claudō, claudere (which means “to close”, “to confine”)*” (DEFINICIONES-DE.COM, 2010). Castel maintains that “we have use of the term exclusion in a way widespread manner; [...], being excluded means being totally isolated from society, being outside society. However, nobody is isolated from society properly speaking, except perhaps in some extreme situations” (2014, p. 17, our translation). From the social point of view, exclusion can be configured as “a contemporary issue that points to the diverse processes of global, technological and economic development that, in addition to facing more advanced societies [...] also generated new phenomena that they end up being processes of social exclusion” (RITACCO, 2011, our translation). In different spheres and social spheres, we managed to build an indistinct use of the term exclusion related to multidimensional phenomena of deprivation, backwardness, vulnerability.

We speak of situations of exclusion, as something dynamic and determined by exogenous factors, or being outside "certain groups or collectives" that directly or indirectly affect the person. In the same vein that implies bonds and networks; we look from within, relating expressions of lack or feeling of vulnerability due to absence, such as what respects the situation of absenteeism, illiteracy, that is, the lack of something fundamental that results in issues or situations of delay (PÉREZ REYNOSO, 2015). Ritacco (2011) warns about some factors that enhance the processes of exclusion, such as: economic situation; cultural situation; personal situation such as age, sex, disabilities, alcoholism, drug addiction, criminal record, among others.

In the educational field, we can associate the concept of exclusion with the relationships established between “school performance and the socioeconomic and cultural background of students” (MUÑOZ IZQUIERDO, 2009, p. 30, our translation); or formative situation related to the level of education, premature abandonment, illiteracy, accessibility to recreation, non-formal education processes, etc. (RITACCO, 2011).

Educational exclusion is associated not only with the formation process, but also with the daily activation of educational agents oriented to meet educational problems related to subjects in situations of delay, marginalization and diversity (PÉREZ REYNOSO, 2015). It also implies administrative processes that bind teachers and what happens with evaluative processes, for example, the granting of stimulus “so that they can access the best positions in

the corresponding levels - horizontal or vertical -” (MUÑOZ IZQUIERDO, 2009, p. 34, our translation).

**Inclusion.** The word inclusion comes from “the Latin *inclusio* and means “action and effect of putting something inside”. Its lexical components are: the prefix *in-* (inside), *claudere* (to close), plus the suffix *-sion* (action and effect)” (CRISAFIO, 2017).

In the social context, inclusion starts with considering the conditions of poverty, discrimination and economic inequality that characterize, among others, the population of Latin America and that generates high levels of social exclusion (BLANCO, 2006) that seek to be overcome through inclusive education, that it intends, first, to go beyond what has been achieved through the integration processes that imply that people or groups must adapt to the system and the educational offer that exists; and second, responding to diversity as can well be identified in the approaches of the Ministry of National Education of Colombia and UNESCO.

For the Colombian Ministry of National Education

Inclusive Education is a central strategy for social inclusion, an inclusion that transcends the dichotomy of the traditional associated with the concept of exclusion that allows us to think of an open and generous educational model that addresses diversity as an inherent characteristic not only to the human being but also to life. With this commitment, it is proposed to advance in closing inequity gaps, through the full exercise of rights and access to opportunities through structural measures of public policy that contribute to the consolidation of a stable and lasting Peace (our translation).

In turn, UNESCO (2008) defines inclusive education.

The broader concept of inclusive education can be conceived as a general guiding principle to strengthen education for sustainable development, lifelong learning for all and equal access to learning opportunities for all levels of society (*apud* ECHEILA, 2013, 102, our translation).

For Echeila (2013), although UNESCO's concept of inclusive education may suggest a consensus in this regard, there are several perspectives that coexist and are not as strong, but that can be complementary: the sociological perspective emphasizes educational equity, personal variables and social and academic performance, which are very relevant in the formulation of public policies, but not for the analysis of teaching practices; the increasingly relevant philosophical perspective proposes the analysis of ethical elements and based on process values; and, finally, the psychopedagogical perspective, which focuses on the aspects involved in inclusive pedagogy.



Perhaps the politically correct discourse—but so far not very effective in our practices— of inclusion, should give way to the discourse of exclusion as a tool for change. A good way to modify the hardly critical or naive developments made under the conception of a weak inclusion could be the analysis of internal forces and processes of exclusion in the educational system and in schools. In this way, we could analyze the meanings and implications behind some educational practices classified as inclusive that, however, do nothing more than perpetuate the *status quo* of the system and open new doors to marginalization” (PARRILLAS, 2007, *apud* ECHEITA, 2013 p. 100, our translation).

On the other hand, although there is talk of evaluation as a determining element for the achievement of inclusive education (MURILLO; DUK, 2012), a general delay on the theme allows the predominance of analysis to be identified from the evaluation that is made to students, the inclusive practices and activities carried out by teachers, the programs implemented, the conceptions that teachers have and even the assessment that is carried out in institutions regarding their own inclusive practices, which “defines them as good or bad” as highlighted by Ainscow, Dysan , Goldrick and West (2012) cited by Echeita (2013, p. 102), therefore, it seems to be a still incipient theme that requires its own developments.

### **Inclusive speeches on teacher evaluation**

Based on the concepts previously mentioned about evaluation, it is possible to identify some common elements: evaluation is a process; that allows the collection of information; that is ordered for decision-making; that fits the needs or interest of the decision maker. Likewise, the evaluation process includes: the appraiser, the appraised and the value judgment; which can lead, according to its social and institutional uses, its institutionalities and its purposes to the practices of inclusion or exclusion, recognition or sanction.

Tejedor and Jornet alluding to several investigations highlight that teacher evaluation is a process that must be oriented towards the enhancement of the quality of teaching and, obviously, of the institution, therefore, it also allows research on teaching and learning processes. The referred authors consider that the evaluation of teaching performance is a complex phenomenon, which requires the integration of several activities and institutional strategies such as: “teaching programs, resources, student formation, research potential, etc.” (2008, p. 4, our translation).

When reflecting on the teacher evaluation at the University, it is necessary to recognize that the teaching exercise implies a social dimension, as such activity is concretized in its practice and in the meaning that this teacher and the community grant it. In the same vein,

according to Tardif (2004), we consider that teaching knowledge is knowledge shared with others, for which it is comparable; thus, the actions of a teacher and his form of valorization acquire meaning and significance in relation to his collective work situation, since the situation, the use of knowledge and professional performance propose legitimacy in a particular context and constitute a form of teaching culture .

Within the scope of the theoretical and normative discourses that permeate both national and institutional policies regarding teacher evaluation in higher education, it is possible to identify both inclusive and excluding practices, as Ochoa states, “selection, evaluation and development of teachers constitute a continuum” (2013, p. 11, our translation) in which several practices are identified. It is worth noting that, in the rules related to higher education, it is not common to find precise concepts about teacher evaluation (as it is at other levels of education); thus, for example, the Higher Education Law in force in Colombia does not refer to conceptual groupings of teacher evaluation; however, it highlights, in a tangential way, the evaluation of the teaching management, by ordering that the professional statutes of the institutions must establish their own systems for evaluating the performance of their teachers.

In 2002, Decree 1279 was issued, establishing the salary and benefits regime for teachers at State Universities (MINISTERIO DE EDUCACIÓN NACIONAL, 2002). This standard determines the procedures for the evaluation of academic productivity, research and projection, experience, formation, seniority, location at different levels of level, etc.; it also determines the updating of the teaching statutes and the adequacy of the evaluation criteria and methodologies applied by the institutional evaluation commissions.

In order to comply with the requirements of national standards, higher education institutions proceed in order to implement their own regulations, among which are the professional statutes that indicate the guidelines relating to teacher evaluation, the processes and procedures (evaluative) for calling, selection and incorporation of teachers. In this context, the Francisco José de Caldas District University issues the 008 and 011 agreements of 2002. The first institutionalizes the Committees and teacher evaluation; the second reform and issue the Teacher Career Statute. These norms contain inclusive speeches and recognition by teachers when signaling, for example, that assessment is “an instrument for improving teaching”; one of which objectives is “the professional development of teachers”; that its results are the basis for the implementation of teacher formation policies (plans, actions, programs); which is a requirement for enrollment and ascension in the echelon and for “the renewal of stability periods”. The norms defined for teacher evaluation the “permanent and systematic process through which the management of the professor at the university is analyzed, valued and



considered”; which aims, as part of the institutional evaluation process, to “improve the quality of academic management in the pursuit of excellence” (See Agreement 008, Items 5, 7, 10; Agreement 011, Art. 54-55, our translation).

The Teaching Statute describes, within its inclusive speeches, the recognition of the best scores of the teacher evaluation through the granting of “a diploma of academic excellence” whose creditor “will obtain an additional salary note”; likewise, it is evident that the positive results of the teaching evaluation are decisive for the granting of incentives such as the granting of sabbatical years, scholarships, study commissions, ascension in the echelon, permanence in the exercise of teaching..., all that, it could be said, is a sample of recognition and inclusion processes of teachers, mediated by the (positive) results of the evaluation.

### **Excluding practices of teacher evaluation**

In order to approach the theme of excluding practices in evaluation, we must locate the ideas about exclusion and evaluation made in previous lines and see what is their peculiar relationship and find their referential and conceptual structures.

### **Exclusion based on teacher evaluation**

We start from an idea of strength that relates exclusion to teacher evaluation: teacher evaluation and, specifically, teacher evaluation policies generate the conditions of possibility for education professionals to have equal opportunities to be evaluated and continue their professional and personal development? Therefore, how are these conditions linked to the processes of recognition and institutional incentives? Is it possible to consider teacher evaluation based on conditions or situations of institutional backwardness? We then went on to recognize the exclusion in relation to teacher evaluation, linked to the salary and teacher remuneration systems.

On the other hand, the educational system geared to providing employment needs, subvert its pedagogical conceptions to economic matters in terms of preparing the workforce and, in many cases, qualified labor; it is about the neoliberal concept that tends to measure and control behaviors rather than knowledge (NÚÑEZ, 2003, p. 89). Regarding teacher evaluation, we would think that it is, on the contrary, recognizing from the function, which is its own, a knowledge; this “something” that you have, can, should and want to teach: your knowledge. However, as Olarte indicates, there is talk of “promoting personal-professional development

and, therefore, optimizing the teaching-learning process and the quality of education” (2013, p. 10, our translation).

### **Excluding Practices of Educational Assessment**

The analysis of the practices of teacher evaluation, from the normative perspective in the Colombian Educational System, allows to identify one more incidence under the logic of granting merits and incentives as a bet for the development and promotion of teaching work, which implements and configures a educational exclusion process (RITACCO, 2011). As indicated by Moreno Olivos (2010), evaluation has several edges that produce different effects on the lives of individuals and educational institutions; therefore, it is important to analyze how the normative system employs it in the name of “an indispensable resource to obtain quality”, a subject linked to wages and remuneration and under the orbit of an exclusive language where you pay for production, that is, for results.

In the context of higher education, we find in the Political Constitution of Colombia, the affirmation of university autonomy, through which the selection processes of teachers, students, academic programs offered, etc. operate. In line with these imperatives, the Higher Education Law ratifies institutional autonomy and recognizes a special regime for universities that organize themselves “as autonomous university entities, with a special regime and linked to the Ministry of National Education regarding the policies and planning of the educational sector” (CONGRESSO DA COLÔMBIA, 1992, Art. 57, our translation).

Another way of approaching the discourse on quality is the guarantee policy in force in Colombia, which, under the instrumental logic, accounts for mercantilist conditions and the establishment of controls such as qualified registration, the mandatory accreditation process of academic institutions and programs; in this way, all valuations are always made based on a model that serves as a standard or comparison standard, from which the merit or value of the evaluated object is determined. The pattern, as pointed out by Moreno Olivos (2011), indicates how good it should be.

From the normative point of view, it is possible to recognize the linking of teaching evaluation practices as ways of complying with the requirements of Law 30 of Higher Education, establishing the evaluation model, as reflected in the professional statute, which must contain: the system of bond, promotion, categories, retreat and other administrative situations; rights, obligations, disabilities, incompatibilities, distinctions and incentives; the

establishment of a university professor performance evaluation system; the disciplinary regime (Art. 75).

Regarding the establishment of the university professor's performance evaluation system (Law 30 of 1992), we ask ourselves if the ways of evaluating the performance of university professors coincide with the criteria and the concept of quality that demands the same assessment (GÓMEZ; VALDÉS, 2019); with the evaluation model that is declared in relation to the evaluated performances and with the institutional conditions to guarantee these performances (condition that accounts for an exclusion process).

Finally, we understand that the exclusionary practices of educational evaluation equate the difficulties of access in the participation of those who are evaluated; although from the institutions there is access to evaluation, the excluding manifests itself in the circumstances or conditions that influence the possibilities of the evaluated to participate and intervene both in the planning and in the use of the results of the evaluation process. Recent studies show that in the field of teacher evaluation there is a high inconsistency between purposes, method, instruments and use of results (GÓMEZ; VALDÉS, 2019).

### **Students' perception of teacher evaluation**

An approximation to the perception of teacher evaluation through research applied to students from different curricular projects at the College of Science and Education at the Francisco José Caldas District University, Bogotá-Colombia, allows us to identify, from the realization of two questions, different conceptions within the evaluation, as well as equally diverse perceptions.

Regarding the first question “What is teaching evaluation for you?” it is possible to highlight the following ideas about evaluation which they refer to as a tool, space, activity, resource, way, opinion, judgment, process and appreciation, which makes it possible:

- The follow-up of the teacher's functions.
- Recognition of the characteristics of the teaching profession
- Improving education
- Feedback for the teacher to improve
- The qualification of educational practices
- Constructive criticism
- The reflection and appreciation of educational practice

- Control
- Student's voice

This allows us to identify some concepts that account for what is desirable to achieve through teacher evaluation: recognizing the teacher, the possibilities of improving his performance and, in turn, the student who contributes both to the teachers themselves and to the institution, without ignoring the opinions related to the evaluation as a mechanism to control and monitor the work of the teacher and the fulfillment of his duties.

Regarding the second question: "What perception do you have of the teacher evaluation that takes place at the College?". Although the opinions that students have about the teacher evaluation give account of the value they attach to the achievement of the quality of education and the qualification of teaching practice as it allows a reflective practice, the perception that it has is disheartening, so much so that it considers it mainly an institutional requirement to be fulfilled without having a greater impact on teachers or their practices, a perception that generates a low participation of students in this process in addition to feeling unknown, since the institution ignores their comments, suggestions and evaluations. Thus, the students' perceptions show what happens with the concrete practice of evaluative exercise and, at the same time, reveal the beliefs that underlie them. Some insights are:

- It is something functional, a requirement, a data, a statistic;
- Useless;
- Does not acknowledge the student's opinion;
- Does not interest the student;
- Has no effect on the teacher practices;
- Is not considered in the academic work;
- It is undervalued by the institution;
- Can improve.

Opinions and perceptions show both sides of the evaluation. On the one hand, what is desired is ideal, the constructive meaning of the evaluation; on the other hand, the discouraging reality of an institutional exercise that has no significant effects, either in teaching practice or in students.

## **Final considerations**

Evaluation as a process from which a value is assigned, in this case, to the teacher and the work he develops in the university context, is institutionally conceived as an inclusive process that promotes the improvement of the quality of education and consequently of teaching practices; however, because it is constituted based on the granting of merit and incentives and focused on results and production, and not as a mechanism that contributes to the qualification of teachers' work, it is an excluding practice.

As can be seen in this article, the discourses on teacher evaluation are distanced from the institutional reality, since evaluation as a process that has been present since the admission of the teacher to the institution is identified by a series of conditions and requirements that are not inclusive, but which are characterized by the exclusion of those who do not comply with them for different reasons: contractual, academic possibilities, stability in the institution, working conditions, among others.

The reality of institutional practices is different from the purposes that have an inclusive character, to clearly denote exclusion, which is reflected in the different moments and processes that involve the academic life of teachers in an institution.

Therefore, and based on a discussion of what implies exclusion and inclusion in teacher evaluation, we consider it necessary to think of inclusive teacher evaluation as a continuous formation process that allows conditions to favor learning; to subtract labels, hierarchies and classifications; that it is not used to compare teachers or institutions and that it involves all educational actors based on multidisciplinary work; that promotes the formation of subjects and the quality of education. Educational inclusion constitutes a teacher formation policy for diversity and, consequently, a teacher evaluation that considers their diversity and their particular socio-cultural conditions.

Finally, the distance between the inclusive evaluation discourse and the excluding practices, is evident in the perceptions that students have, which account for a reality from which the assessment is fulfilled as an institutional requirement, but whose practices distance themselves compliance with the purposes for which it is indicated to exist. In this context, it lacks theoretical and investigative analysis, which is a reference point for future questions; for which it is worth asking ourselves about the criteria and the purpose of an inclusive assessment for teachers at the Higher Education level.

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