
STANDARDS AND METHODOLOGIES FOR EVALUATING TEACHING PERFORMANCE IN EARLY CHILDHOOD EDUCATION: A LITERATURE REVIEW

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Abstract

This study analyzes the standards and methodologies applied in the evaluation of teaching performance at the early childhood level, based on a literature review of 21 scientific articles published between 2021 and 2025 in the Scopus and SciELO databases. The analysis revealed six critical dimensions, namely didactic planning, continuous assessment, digital technologies, pedagogical observation, professional development, and attention to diversity. The findings reveal that teaching quality depends on formative approaches, contextualized instruments, continuous feedback, and inclusive institutional frameworks. However, challenges persist regarding the limited validation of theoretical models, methodological gaps, and tensions between standardized and authentic assessment. It is concluded that it is necessary to design hybrid evaluation models that integrate technical criteria with pedagogical sensitivity, adapted to the complexity of early childhood education and aimed at holistic child development.

Keywords: teaching evaluation, early education, educational standards, lesson planning, inclusive education.

INTRODUCTION

Limitations in the methodological training and continuous professional development of early childhood education teachers have been shown to directly affect the quality of learning in children aged 3 to 5 years (UNESCO, 2024). In this regard, UNESCO (2023b) notes that the lack of pedagogical strategies adapted to the characteristics of child development, combined with the absence of ongoing training, hinders the planning of meaningful and personalized educational experiences. These deficiencies impact children's cognitive, emotional, and social development, especially when there are notable differences in their maturity levels and skills (OECD, 2025a). Furthermore, UNESCO (2025) emphasizes that the implementation of specialized teacher training programs in neurodevelopment, pedagogical play, and formative assessment is essential to address these challenges.

According to OECD (2025b), strengthening these competencies contributes to more inclusive and effective teaching, aligned with the real needs of children and the current demands of early childhood education. Additionally, making such training accessible for teachers in rural or low-resource contexts can lead to significantly improved educational outcomes (UNESCO, 2024). Based on UNESCO (2023b), it is therefore essential to continue investigating innovative approaches to training and pedagogical support. The professional empowerment of early childhood educators represents a concrete and sustainable path to improving teaching practices in the early years, fostering holistic child development from the earliest stages of life (OECD, 2025a). In this context, UNESCO (2025) reports that, globally, 42% of early childhood education teachers lack specialized ongoing training for the 3–5 age group, which limits their ability to implement appropriate pedagogical strategies. Moreover, 37% of educators do not employ active methodologies such as symbolic play or guided exploration, which are fundamental in early childhood (OECD, 2025b). According to UNESCO (2024), 45% of education systems do not provide didactic resources adapted to the cognitive and emotional levels of this stage. This combination of deficiencies compromises the achievement of meaningful learning and a solid foundation for comprehensive child development (UNESCO, 2023b).

According to UNESCO (2024b), in Latin America, 58% of early childhood teachers report difficulties in adapting their methods to the developmental needs of children due to a lack of training in updated approaches. Only 32% have received training in the use of playful or technological resources in the past three years (World Bank and Inter-American Development Bank, 2024). UNESCO (2024c) also indicates that 49% of children aged 3 to 5 exhibit delays in communicative and motor skills, requiring specialized intervention that many educators are not prepared to provide. These figures reflect a significant gap between classroom demands and current professional preparation (UNESCO, 2024b).

Furthermore, the Ministry of Education of Peru (2020) reports that 67% of early childhood education teachers in the country have not received recent training in active methodologies centered on play and autonomy. In addition, only 28% of institutions have appropriate materials for sensory and cognitive development at this level (Ministry of Education of Peru, 2023a). In this framework, the Ministry of Education of Peru (2023b) also notes that 46% of children aged 3 to 5 enter school with marked differences in language, coordination, and socioemotional skills. This heterogeneity demands differentiated approaches that most educators are unable to implement due to structural and training limitations.

This review is warranted due to the pressing need to systematize and critically analyze the standards and methodologies used in evaluating teacher performance at the early childhood level—a field that, despite its relevance, shows significant theoretical fragmentation and a lack of methodological coherence. Although there are scattered studies addressing dimensions such as planning, feedback, or the use of technology, few offer a comprehensive framework that integrates these variables from a formative, inclusive, and developmentally appropriate perspective. Additionally, a significant methodological gap is identified: most studies lack comparable designs, validated instruments, or context-sensitive approaches that allow for rigorous and applicable evaluation in diverse settings. Therefore, this review aims to fill that gap by conducting a bibliographic analysis of the literature that not only identifies best practices but also highlights existing limitations and proposes lines of action aligned with the current challenges of early childhood education.

Educators in early childhood settings serving children aged 3 to 5 encounter a variety of systemic challenges, chief among them the insufficient preparation in pedagogical methodologies tailored to the cognitive, emotional, and social characteristics of this developmental stage. Often, the methods used are not sufficiently adapted to the cognitive and emotional needs of young children, limiting their learning and overall development. The lack of specialized training in innovative pedagogical approaches and in managing individual differences within the classroom makes it difficult to create enriched and stimulating learning environments. Additionally, the wide variation in developmental levels among children at this stage makes teaching even more complex, as some children show more advanced progress in specific areas than others. This study aims to deepen the understanding of the standards and methodologies applied in evaluating teacher performance at the early childhood level, with the goal of ensuring that teachers have access to appropriate didactic resources that enable them to implement

child-centered methodologies. These approaches should promote active and personalized learning that supports children's emotional, social, and cognitive development during the first years of life.

THEORETICAL FRAMEWORK

One of the most influential models in the evaluation of teaching performance in early childhood education is the Framework for Teaching for Professional Evaluation developed by Charlotte Danielson, which has been widely adopted and discussed in the international literature (Tanner et al., 2023). This theory emerged in the 1990s in the context of educational reforms in the United States, with the purpose of establishing clear and systematic standards that allow for a comprehensive and formative assessment of teaching practices (Takkoush, 2021). The model proposed by Danielson encompasses four essential domains: planning and preparation, classroom environment, instruction, and professional responsibilities—all oriented toward the teacher's continuous professional development (Iriani & Lelatobur, 2024).

Although frameworks such as the Danielson Framework or the Authentic Assessment model have proven useful in systematizing evaluation criteria in diverse contexts, it is important to note that countries like Peru have developed their own proposals, such as the Marco del Buen Desempeño Docente (MBDD) promoted by the Ministry of Education (2022). This national instrument incorporates ethical, pedagogical, institutional, and continuous training dimensions, with a more contextualized approach. However, its empirical application and validation in scientific research remain limited, especially in indexed academic publications. This scarce representation in specialized literature reinforces the relevance of adopting theoretical frameworks with broader transnational reach and methodological support, such as Danielson's, which allows for robust comparative bases to analyze teaching performance at the early childhood level on an international scale.

Furthermore, Tanner et al. (2023) state that, at the early childhood education level, this theory is adapted to assess teachers' ability to create affective, safe, and stimulating environments for children aged 3 to 5 years, as well as their capacity to develop learning experiences based on play, exploration, and emotional connection. It also emphasizes ongoing feedback as a tool for continuous improvement and the need for context-based classroom observations (Takkoush, 2021). According to Iriani & Lelatobur (2024), this theory establishes a professionalized vision of teacher evaluation, focusing on the development of pedagogical, emotional, and ethical competencies specific to working with early childhood.

Scalcione (2022) notes that, in line with a professionalizing approach, the Theory of Authentic Assessment constitutes a relevant framework for evaluating teaching performance in early childhood education. This theory, promoted by Wiggins, proposes evaluation in real-life contexts, prioritizing qualitative evidence such as portfolios, pedagogical observation, and early learning outcomes (Grant et al., 2021). Unlike standardized models, it focuses on authentic situations that reflect the teacher's impact on the child's comprehensive development (Good, 2022). From this perspective, it is particularly relevant in early childhood education as it considers socioemotional, communicative, and family engagement dimensions. In this way, authentic assessment promotes a reflective and ethical view of pedagogical practice, contributing to a comprehensive and context-sensitive appraisal of the teacher's role (Scalcione, 2022).

The standards and methodologies for evaluating teaching performance constitute technical frameworks that allow for the objective and systematic assessment of pedagogical quality (Chaudhry et al., 2023). These standards address dimensions such as planning, classroom management, pedagogical interaction, disciplinary knowledge, and professional reflection (Lee, 2021). Beyond measuring outcomes, they aim to guide continuous improvement processes and strategic institutional decisions (Su et al., 2022). The methodologies employed combine qualitative, quantitative, or mixed approaches, including classroom observation, portfolios, student surveys, rubrics, and self-assessments (Chaudhry et al., 2023). This diversity fosters a holistic understanding of teaching performance, framed in professional development rather than punitive evaluation (Su et al., 2022). In particular, Lee (2021) underscores the importance of applying these approaches from the early childhood level, given their structural influence on learning and comprehensive child development.

From a comprehensive perspective, teaching performance in early childhood education encompasses pedagogical practices, interpersonal skills, and didactic strategies aimed at fostering children's cognitive, emotional, and social development (Su et al., 2023). This role goes beyond the transmission of knowledge, involving the creation of affective, safe, and stimulating environments that encourage curiosity, language, and interaction (Su & Yang, 2022). Wahyudi (2022) emphasizes that teachers must demonstrate pedagogical sensitivity, mastery of child development, and a commitment to inclusion, adapting methodologies to each child's individual learning pace and promoting progressive autonomy. Fair and formative evaluation of teaching performance at this level is key to identifying good practices, guiding improvements, and ensuring quality educational care (Su et al., 2023).

The present study was conducted through a bibliographic review of scientific literature, which made it possible to identify thematic patterns, conceptual gaps, and causal relationships documented in previous research, ensuring traceability, transparency, and replicability in the analytical process.

Searches were carried out in the Scopus and SciELO databases, selected for their relevance in the field of social sciences. Controlled terms and Boolean operators were used to optimize the retrieval of relevant information. Boolean operators such as AND and OR were applied to combine the search terms, generating the following strings:

"estándares" AND "evaluación" AND "docencia";

"estándares" OR "evaluación" OR "docencia";

"estándares" AND "evaluación" AND ("docencia"); "estándares" AND "docencia" AND ("evaluación");

"evaluación" AND "docencia" AND ("estándares");

"evaluación" AND ("estándares" OR "docencia").

These search strings were adapted to the search engine of each database in order to maximize both precision and comprehensiveness in identifying relevant studies.

The following inclusion criteria were defined:

- Articles published between 2021 and 2025.
- Empirical studies using quantitative, qualitative, or mixed methods, as well as prior systematic reviews related to the object of study.
- Publications that explicitly addressed standards and methodologies for evaluating teaching performance at the early childhood level.

The exclusion criteria were established as follows:

- Letters to the editor, narrative reviews, book chapters, and conference proceedings.
- Studies without full-text access.
- Research that did not offer an original contribution or that did not focus directly on the topic analyzed.

STUDY SELECTION AND ORGANIZATION PROCESS

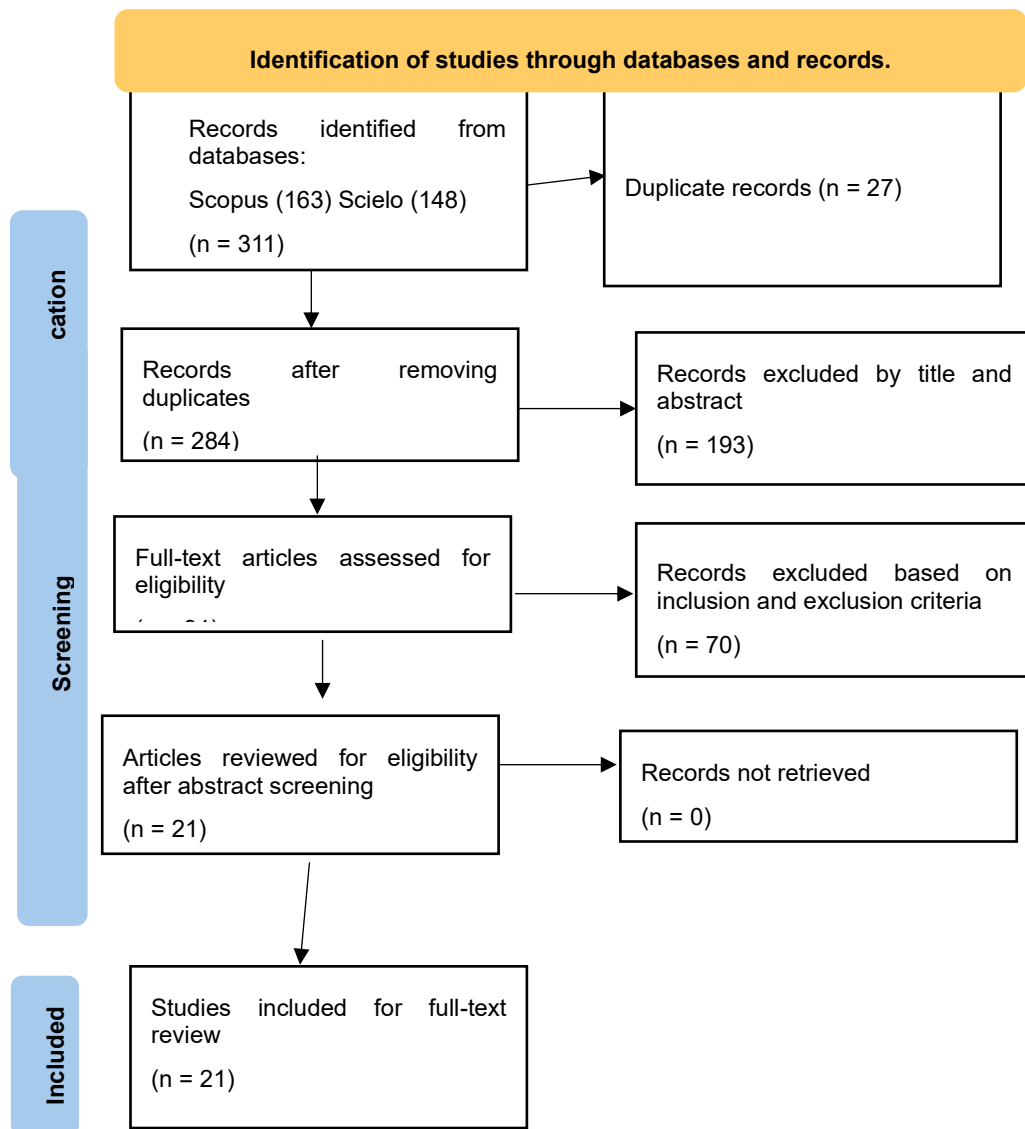
The selection process was carried out in several phases. First, a systematic search was executed in the selected databases. Duplicate records were then removed, followed by a review of titles, abstracts, and keywords, which enabled a preliminary thematic screening. The preselected articles were subsequently evaluated through full-text reading to verify alignment with the established methodological criteria. All inclusion or exclusion decisions were recorded in a tracking matrix. Additionally, the reference manager Zotero was used to maintain systematic order in bibliography management and facilitate citation generation.

For data systematization, a structured analysis sheet was designed, gathering the following elements from each study: author(s), year of publication, country of origin, methodological approach, type of institution, study population, research objectives, main findings, identified limitations, and conclusions. This information was organized into a comparative matrix, which allowed for the analysis of thematic convergences, divergences, and gaps in the literature.

To ensure the validity and reliability of the findings, the critical appraisal tools of the Joanna Briggs Institute (JBI) were applied, tailored to the study design (qualitative, quantitative, mixed, or systematic review). Each selected article was assessed according to eight methodological dimensions: research design clarity, transparency in data collection, coherence of arguments, risk of bias, contextual relevance, reflexivity, replicability, and overall scientific rigor.

These methodological differences were considered during the interpretive analysis of results. The initial search yielded a total of 311 scientific articles. After removing 27 duplicates, 284 unique studies were evaluated. Of these, 91 passed the full-text review phase, and finally, 21 articles met all inclusion criteria and were incorporated into the final analysis.

FIGURE 1 DIAGRAM OF THE SCIENTIFIC ARTICLE SELECTION PROCESS



After applying the selection criteria, 19 full-text publications were selected for systematic analysis, as shown in Table 1.

TABLE 1 SCIENTIFIC ARTICLES SELECTED FOR ANALYSIS

Nº	Author	Article Title	Methodology	Country	Year	Database
1	Brouwer et al. (2022)	Effect of a Person-Centered, Tailored, and Practice-Oriented Training Program on the Continuous Professional Development of STEM Teachers	Mixed	Netherlands	2021	Scopus
2	Chou (2013)	Beliefs About Information Technology Teaching Among Preschool	Quantitative	Taiwan	2013	Scopus

		Teachers: The Critical Path to Teaching Effectiveness				
3	Sun et al. (2023)	Research on the Assessment of Resource Allocation Levels in Preschool Education and Spatio-Temporal Differences: Based on the Repeated Indicators Method and Theil Index	Quantitative	China	2022	Scopus
4	Saputra et al. (2023)	Preschool Teachers' Paradigm Toward Common Learning Problems: The Early Childhood Perspective	Qualitative	Indonesia	2023	Scopus
5	Li & Bai (2025)	Self-Regulated Learning and Technological Integration Competence: A Multilevel Latent Profile Analysis of Preschool Teachers	Quantitative	China	2025	Scopus
6	Rojas-Chávez et al. (2023)	Teaching Performance in Early Childhood Education: Challenges in Times of Pandemic	Qualitative	Peru	2023	Scielo
7	Yaranga-Rodríguez & Yaranga-Rodríguez (2024)	Teaching Performance in Basic Education	Mixed	Peru	2024	Scielo
8	Aranda & Llontop (2023)	Evaluation Policy and Its Implications for the Teaching Work in a Peruvian Educational Community	Qualitative	Peru	2023	Scielo
9	Choez-Suárez (2024)	Success in Teaching Performance Through Instructional Planning	Quantitative	Venezuela	2024	Scielo
10	Ley & Espinoza (2021)	Characteristics of Educational Assessment in the Learning Process	Qualitative	Ecuador	2021	Scielo
11	Monier et al. (2023)	Teaching Performance: A Perspective from Theory	Mixed	Ecuador	2023	Scielo
12	Soria et al. (2020)	Pedagogical Teaching Performance and Student Learning in the Education Major at the University Level	Quantitative	Peru	2020	Scielo
13	Sierra et al. (2024)	Evaluation of Teaching Performance Based on the Implementation of Digital Lesson Plans	Quantitative	Ecuador	2024	Scielo

14	Vera (2024)	Design of Active Strategies and Their Impact on Pedagogical Performance	Quantitative	Ecuador	2024	Scielo
15	Martos-Huamán (2024)	Teaching Performance in Basic Regular Education in Peru: A Systematic Review	Systematic review	Peru	2024	Scielo
16	Mora-Barzola (2023)	Emerging Technological Strategies for Teaching Performance	Quantitative	Venezuela	2023	Scielo
17	Imaceila et al. (2025)	Formative Feedback Strategies to Improve School Performance	Systematic review	Latin American context	2025	Scielo
18	Aloizou, V. (2024).	Multimodal Teaching Methods and Evaluation in Kindergarten Education	Quantitative	Greece	2019	Scopus
19	Arrese, Olivares, Villarreal, M., & Damm, N. (2023)	Formative and Shared Assessment of Biology Students Using Concept Maps, Rubrics, and Self-Assessment	Descriptive, retrospective	Argentina	2022	Scopus
20	Kolaski, A., et al. (2021)	Quality Appraisal of Systematic Reviews of Interventions for Children with Cerebral Palsy Reveals Critically Low Confidence	Systematic methodological study	Europe and Latin America	2023	Scopus
21	Maturrano, E. (2020)	Semiotics of Teacher–Student Discourse in Remote Education	Qualitative	Peru	2020	Scopus

RESULTS

For the treatment of data extracted from the selected studies, an inductive thematic analysis was applied in order to identify recurring patterns, conceptual dimensions, and emerging categories related to the object of study. This phase involved an interpretative reading of the findings and conclusions of each article, coding relevant excerpts according to criteria of recurrence, theoretical relevance, and explanatory value. Subsequently, the codings were grouped into six main categories that structured the analysis: (1) continuous and systematic teacher evaluation, (2) didactic planning, (3) integration of digital technologies, (4) observation and formative feedback, (5) professional training and ongoing development, and (6) inclusive approach and attention to diversity. These categories allowed for the structured organization of the discussion, facilitating the comparison between studies, the identification of thematic gaps, and the formulation of proposals aimed at improving teaching performance in early childhood education.

TABLA 2 APORTES DE LOS ARTÍCULOS CIENTÍFICOS SOBRE ESTÁNDARES Y METODOLOGÍAS PARA LA EVALUACIÓN DEL DESEMPEÑO DOCENTE EN EL NIVEL INICIAL.

Authors	Objective of the Article	Article Results	Article Conclusions
Brouwer et al. (2022)	Investigate the effects of a professional development program for university STEM teachers (UTQ), which is personalized, person-centered, and practice-oriented, and its relationship with short- and long-term outcomes.	Proposes a useful structure for professional development programs focused on teaching practice, which could inspire similar approaches at early education levels. Evaluation models such as Kirkpatrick's are mentioned.	The UTQ program helped improve teaching competencies, course design, and professional focus. Interest in improving competencies decreases once they are mastered. Continuous institutional support and further research on specific design elements are recommended.
Chou (2013)	Examine kindergarten teachers' beliefs about the use of information technology and its impact on teaching effectiveness in kindergartens in northern Taiwan.	Uses specific dimensions of teaching effectiveness: instructional interaction, interpersonal relationships, and classroom management. Suggests that teacher beliefs and appropriate use of technology positively influence effectiveness. Relevant for assessment in early childhood education.	Partial positive correlations were found between teacher beliefs, use of information technology, and teaching effectiveness. Technology partially moderates the relationship between beliefs and effectiveness. Proper technology integration enhances educational quality and professional development.
Sun et al. (2023)	Evaluate the level of resource allocation (human, material, and financial) for preschool education in China between 2003 and 2019, including spatial and temporal differences, problems, and proposals for improvement.	The focus is on the allocation of educational resources.	Progress in resource allocation was identified, but significant differences remain between provinces and regions, driven by economic and geographic inequalities. Equitable distribution of resources is suggested to improve the quality and equity of preschool education.
Saputra et al. (2023)	Analyze teachers' paradigms regarding frequently occurring learning problems in early childhood education, specifically in Nur Toyyibah Kindergarten in Jambi, Indonesia.	Highlights the importance of understanding the challenges faced by teachers, such as children's fixation on mobile phones, disobedience, and fear of separation from parents, in order to provide guidance and solutions.	The most common issue was children's excessive fixation on cell phones, which negatively affects attention, interest, and motivation to learn. More appropriate methods and better-structured instruments are recommended to obtain valid data and propose adequate solutions.
Li & Bai (2025)	Explore how teachers' beliefs, emotions, and knowledge combine to form competence in technology integration (ICT) in preschool education. It examines the role of self-regulated learning (SRL) in predicting such competencies and continuous intention to use technology.	Provides a framework that combines individual and contextual factors to assess ICT competence. Self-regulated learning (SRL) is key to teacher performance in ICT. Suggests that training interventions should focus on SRL to improve technology integration.	Teacher and student profiles were identified (Novice, Competent, Advanced for teachers; Developing, Progressing, Leader for students). SRL predicts technological competence at both levels. Recommendation: strengthen SRL for teachers with low performance in technology integration.

Rojas-Chávez et al. (2023)	Identify the state of the art in research on teaching performance in early childhood education during the pandemic.	Teaching performance is identified as a set of indicators that assess the quality of teaching across all phases of the educational process: preparation, implementation, and evaluation of instructional strategies. Continuous assessment of teaching performance is crucial to ensure educational quality, especially in early childhood where foundational capacities are developed. During the pandemic, digital competencies became critical for teaching performance due to virtual learning environments. Emphasizes the inclusion of multiple intelligences in the classroom for meaningful learning.	Teaching performance must be understood as a catalyst for societal change. The literature review provides guidance for improving teacher performance in early childhood education, especially in the post-pandemic context. Understanding the multiple components of teaching performance is essential to promote quality education in the face of new challenges.
Yaranga-Rodriguez & Yaranga-Rodríguez (2024)	Identify the factors influencing teacher performance in basic education, using the PRISMA methodology to ensure replicability and avoid bias.	Highlights the importance of continuous assessment to improve teaching performance. Recommends the use of evaluation rubrics to ensure consistency among evaluators and reduce subjectivity. Systematic and peer observation significantly contributes to professional growth and the improvement of teaching methods. School leadership and regular supervision with clear principles also positively influence teacher performance.	The study contributes to optimizing teacher performance by identifying internal (motivation, adaptability, vocation, certification) and external factors (supervision, institutional support). Promotes the adoption of innovative technologies and teaching methods. Emphasizes the need to improve teacher well-being, addressing burnout, and recommends academic supervision with clear standards and collaborative peer observation to foster ongoing improvement and an efficient educational environment.
Aranda & Llontop (2023)	Analyze the evaluation policy and its implications for teaching work in a Peruvian educational community, as well as teachers' perceptions of the policy's impact on their performance and their concept of evaluation.	Describes teacher evaluation through dimensions such as: satisfaction with policy, disciplinary knowledge, collaborative planning, instructional management, ongoing assessment, management skills, collaboration with families and community, and personal and professional development. Addresses tensions, punitive aspects, relevance, and communication mechanisms in the implementation of evaluation policies. Emphasizes the need for fair and equitable assessments that consider the	Teachers acknowledge that evaluation has improved economic aspects and recognizes merit but claim it is neither equitable nor fair. The policy initially caused tensions but has made progress in reducing conflict through better implementation.

		complexity of teaching beyond traditional testing.	
Choez-Suárez (2024)	Analyze the success of teaching performance through instructional planning.	Instructional planning allows teachers to set clear objectives, choose appropriate strategies, and anticipate learning problems, adapting to students' individual needs to improve educational quality. Recognizes the importance of using diverse assessment methods (written tests, projects, oral presentations, group discussions) to comprehensively evaluate students. Planning should consider students' developmental stages, a key aspect in early childhood education. Well-structured planning and adapted methodologies foster meaningful learning and assessment aligned with children's competencies and needs (ages 3–4).	Instructional planning is key to successful teaching performance. Well-conceived planning enhances teaching and facilitates student learning. Flexibility and adaptability to individual needs are essential. The study lays the groundwork for future research and training programs focused on planning as a key component of educational success.
Ley Espinoza (2021)	Examine the characteristics of the educational assessment process, with emphasis on learning assessment, as a contribution to the dissemination of knowledge about this important component of the teaching-learning process.	Focused on general educational assessment, highlighting didactic-methodological strategies, ongoing feedback, and decision-making based on judgments of students' cognitive strengths and weaknesses.	Educational assessment is an integral and formative process that must be continuous, systematic, objective, and efficient. It helps identify student and group strengths and weaknesses. Assessment should go beyond measurement to include feedback that promotes self-regulation and learning.
Monier et al. (2023)	Investigate teaching performance in relation to inclusion and attention to diversity, based on training, management, leadership, and competitiveness, in order to understand key elements of teacher performance and the impact of relevant theories.	Teacher evaluation processes aim to manage competencies and assess leadership. Institutions must assume responsibility for systematic evaluation to foster innovation and sustainability in improving quality and educational management. Supports inclusive and diverse education.	Awareness and teacher training in adapting their management and leadership are essential. Requires acquisition of new technical and methodological knowledge to address educational challenges. Contributes to students' social autonomy and improves teaching professionalism.
Soria et al. (2020)	Demonstrate the relationship between teaching performance and student learning among students in Early Childhood and Primary Education programs at the National University of Ucayali.	Dimensions include: teaching-tutoring, the teaching-learning process, research, and social outreach. Traditional evaluations focus on teacher actions; a novel approach includes student achievements. Predominance of quantitative methods is noted; qualitative methods (case studies, observation) are recommended. Suggests expanding studies to other faculties.	There is a strong correlation between teaching performance and student learning, indicating a positive influence of the former on the latter.

Sierra et al. (2024)	Evaluate the effect of digital lesson planning for teacher training on high school English learning and its impact on teaching performance and academic achievement.	Training in digital tools strengthens teachers' skills and digital lesson planning. Promotes a technological and innovative approach with a positive impact on teaching.	Digital lesson plans improved both teaching performance and student learning. Training effectively enhanced digital and pedagogical skills. Digital planning is confirmed as a valuable tool for continuous professional improvement.
Vera (2024)	Design active strategies and evaluate their impact on teachers' pedagogical performance, aiming to improve educational practices and the quality of learning.	Emphasizes the use of active strategies (debates, service learning, case method) as tools to strengthen pedagogical competencies. Improves learning management and curriculum design.	Active strategies improve teaching performance and student learning. Their success requires continuous implementation and ongoing training. A percentage of teachers still need improvement.
Martos-Huamán (2024)	Analyze teaching performance in regular basic education in Peru through a systematic review of studies since 2020.	Evaluates performance in basic regular education. Variables include educational management, leadership, organizational climate, and digital competencies. Suggests applying Peru's "Good Teaching Performance Framework."	Teacher performance in Peru is regular/moderate. It correlates with leadership, management, organizational climate, and digital skills. Implementation of improvement strategies and instructional planning is recommended.
Mora-Barzola (2023)	Describe emerging technological strategies that influence teaching performance across educational levels, and how teachers select, implement, and perceive them.	Highlights the importance of teacher training in technology and assessing its effectiveness. Broad applicability across all educational levels, including early childhood.	Emerging technological strategies positively impact teaching performance and learning, especially in higher education. Continuous training, collaboration, and regular evaluation are recommended.
Imaceila et al. (2025)	Review literature on formative feedback strategies and their impact on academic performance in primary and secondary education.	Focused on formative feedback for students. The benefits are also transferable to teaching contexts.	Formative feedback improves performance, metacognition, and self-regulation. It must be immediate, specific, and process-oriented. Technology supports its implementation. Challenges include teacher resistance and lack of institutional support.
Aloizou, V. (2024).	Explore the assessment techniques used in preschool education by both practicing and pre-service early childhood educators. Specifically, it presents a comparative study between the two groups to identify their knowledge of assessment and the types of techniques they use.	Highlights the need for a strong theoretical foundation based on the assessment process, promoting synergy between traditional and alternative techniques. Assessment should address cognitive, socioemotional, linguistic, and motor skills. Identifies challenges among teachers due to limited training; practical and content-focused professional growth programs are crucial.	There is a clear interest in ongoing professional development and systematic re-education programs to improve the practical implementation of assessment based on specific criteria, aiming to enhance the quality of the educational service provided.
Arrese, F., Olivares, J., Villarreal, M., &	Analyze the formative and shared assessment implemented during final exams for biological and science teacher training students	Relevant for promoting active student participation in assessment and encouraging institutional mindset change.	Consistency was maintained between formative shared assessment during the course and the final exam. Concept

Damm, N. (2023)	over a six-year period, using tools such as concept maps and rubrics.	maps, consensus-based rubrics, and self-assessment were used. Most students achieved optimal evaluations. The most difficult criterion was integrating content across disciplines. Institutional support is needed to transform assessment practices.
Kolaski, A., et al. (2021)	Assess the methodological quality of recent systematic reviews of interventions for children with cerebral palsy to determine the level of confidence in their conclusions.	Focuses on the methodological quality of systematic reviews of interventions for children with cerebral palsy.
Maturrano, E. (2020)	Propose a model of formative distance assessment for basic education students based on an interdisciplinary semiotic-pedagogical approach, as a strategy to address connectivity limitations in remote education during COVID-19. It also aims to design an instrument to identify semiotic features in distance education.	Proposes a semiotic-pedagogical model to assess learning evidence in remote basic education.
		The “semiotic-pedagogical inventory for learning assessment” allows for documenting semiotic features in remote education. It highlights the use of images, messages, audio, and video as evidence. Provides an interdisciplinary perspective for formative assessment in distance education.

ONGOING AND SYSTEMATIC TEACHER EVALUATION

In early childhood education processes, the continuous evaluation of teacher performance constitutes a key practice that connects educational quality, pedagogical supervision, and sustained professional transformation (Rojas-Chávez et al., 2023). From a systemic approach, Yaranga-Rodríguez and Yaranga-Rodríguez (2024) emphasize that standardized rubrics not only structure evaluation criteria but also help reduce evaluator subjectivity. In parallel, the institutional impact of evaluation is enhanced when supervision is directed toward methodological improvement rather than punitive control (Martos-Huamán, 2024). Additionally, Aranda and Llontop (2023) argue that permanent evaluation allows for the identification of tensions between educational policies and teaching practice, requiring a critical and context-sensitive reading of its implementation.

In this same line, Rojas-Chávez et al. (2023) highlight that evaluative continuity becomes even more relevant when approached from a formative perspective closely linked to classroom experience. Likewise, instruments that recognize the diversity of early childhood educational settings promote evaluation processes better adjusted to real and heterogeneous contexts (Yaranga-Rodríguez & Yaranga-Rodríguez, 2024). For Martos-Huamán (2024), the link between evaluation and professional development becomes meaningful when it is an integral part of the educational project, providing inputs for continuous improvement. Thus, the relevance of evaluation processes lies in their ability to generate meaningful data to guide pedagogical decision-making (Aranda & Llontop, 2023). However, Rojas-Chávez et al. (2023) warn that fragmented or sporadic evaluations tend to overlook the comprehensive dynamics of classroom teaching performance, limiting their transformative effectiveness. In response, Yaranga-Rodríguez and Yaranga-Rodríguez (2024) stress the need to incorporate immediate feedback mechanisms that support pedagogical improvement. In this framework, Martos-Huamán (2024) proposes that evaluation should be understood as an ethical and continuous process of professional support, rather than as an isolated or punitive measure. Strengthening this evaluative logic requires institutional frameworks that promote teacher co-responsibility and foster a culture of reflective self-assessment (Aranda & Llontop, 2023).

A notable limitation in the reviewed studies is the lack of problematization regarding the tensions between standardized evaluation models and more authentic or formative approaches. While institutional rubrics and regulatory frameworks aim to standardize criteria and ensure technical objectivity, these instruments often

overlook the situated and qualitative aspects of teaching practice, reducing performance to quantifiable indicators. In contrast, authentic assessment—centered on contextualized evidence, critical reflection, and active teacher participation—offers a more comprehensive understanding of pedagogical work, although it faces challenges regarding large-scale implementation and formal validation. This duality poses a central dilemma: how can we ensure fair, relevant, and transformative evaluation without falling into punitive logics or abandoning comparable frameworks? The literature analyzed does not fully resolve this tension, which highlights the need to research and design hybrid evaluation models that integrate the technical robustness of standardized frameworks with the pedagogical depth of formative approaches, adapted to the complexity of early childhood education.

DIDACTIC PLANNING AS A CORE OF PERFORMANCE

Didactic planning represents a structural dimension of teaching performance, as it organizes educational intentions in relation to classroom needs (Choez, 2024). Moreover, Vera (2024) states that teachers plan not only to manage time, but to transform their role into active facilitators of learning. The implementation of varied resources and diversified assessments enables content contextualization and attention to classroom heterogeneity (Sierra et al., 2024). Based on these premises, Choez (2024) argues that coherence between planning and execution promotes more effective learning environments. Structured planning with flexible criteria creates favorable conditions to adjust methodologies according to children's progress (Vera, 2024). Effective planning strengthens the connection between pedagogical goals and dynamic evaluation processes (Sierra et al., 2024). From another perspective, Vera (2024) affirms that well-planned activities align with children's emotional and cognitive development, thereby increasing teaching quality. This correlation between planning and achievement is reinforced when teachers integrate continuous feedback throughout the process (Choez, 2024). Likewise, Sierra et al. (2024) emphasize that digital planning tools enable the articulation of objectives, methodologies, and evaluation within a unified strategic framework.

DIGITAL TECHNOLOGIES IN TEACHING PRACTICE

The pedagogical use of digital technologies has redefined the demands of teaching performance in early childhood education, generating more dynamic and inclusive environments (Mora, 2023). In this regard, Chou (2013) maintains that the effectiveness of teaching depends on the relationship between teacher beliefs and technological integration. Li and Bai (2025) explain that technological competence depends not only on access but also on the development of self-regulated skills that sustain continued use. From a contextual approach, Mora (2023) argues that emerging technologies not only transform practice but also strengthen the link between content and formative assessment. This transformation is enhanced when institutions promote professional development programs aimed at improving teachers' digital competencies (Chou, 2013). Technology thus becomes a key mediator for methodological innovation and the optimization of instructional time (Li & Bai, 2025). From this convergent approach, Chou (2013) considers that the integration of technology is not merely instrumental, but part of a reflective construction of teaching practice. The design of contextualized digital activities allows for curriculum adjustment and responsiveness to diverse learning trajectories (Mora, 2023). Similarly, Li and Bai (2025) highlight that teacher competency profiles largely depend on institutional support and the digital climate of the school.

OBSERVATION AND FEEDBACK AS KEY TOOLS

Teacher observation practices have evolved toward collaborative frameworks centered on improving performance and strengthening professional capacity (Yaranga & Yaranga, 2024). Along these lines, Aranda and Llontop (2023) argue that structured monitoring makes it possible to visualize qualitative aspects of teaching that often escape traditional metrics. From this perspective, Imaceila et al. (2025) emphasize that formative feedback mechanisms enhance teacher self-reflection and consolidate continuous improvement processes. In alignment with these findings, Yaranga and Yaranga (2024) consider that peer observation not only helps identify good practices but also promotes the creation of learning communities. Teaching quality is reinforced when feedback moves beyond evaluative judgment to become pedagogical dialogue (Imaceila et al., 2025). The systematic use of pedagogical observation is thus positioned as a strategic resource within comprehensive evaluation frameworks (Aranda & Llontop, 2023). Furthermore, Imaceila et al. (2025) point out that active feedback should be based on observable evidence, avoiding general or decontextualized approaches. This practice becomes more effective when promoted by institutional leaderships with a shared pedagogical vision (Yaranga & Yaranga, 2024). Likewise, Aranda and Llontop (2023) highlight that an evaluation culture grounded in rigorous observation enables the identification of pedagogical patterns that are sustainable over time.

Despite the general consensus on the relevance of formative feedback and collaborative observation, tensions persist in the literature regarding the institutionalization of these practices. For example, while Imaceila et al. (2025) and Yaranga & Yaranga (2024) advocate for peer observation and dialogic feedback as mechanisms of empowerment, Aranda and Llontop (2023) warn that without supportive leadership and clear protocols, these tools may lose effectiveness and be perceived as bureaucratic rather than formative. Similarly, although Brouwer et al. (2022) highlight the value of personalized feedback in professional development programs, other studies such as Saputra et al. (2023) suggest that such feedback often lacks contextual alignment when standardized formats are used. These divergences reveal a fundamental tension between top-down and bottom-up approaches to teacher evaluation, underscoring the need to align institutional cultures with pedagogical goals.

PROFESSIONAL TRAINING AND CONTINUOUS TEACHER DEVELOPMENT

The strengthening of teaching performance requires training programs that integrate practical, reflective, and personalized dimensions (Brouwer et al., 2022). From this perspective, Monier et al. (2023) argue that professional development should aim to build competencies that respond to diversity and institutional context. Additionally, training plans that integrate ICT and pedagogy enable meaningful teacher updating, especially during the early stages of schooling (Sierra et al., 2024). Complementarily, Saputra et al. (2023) emphasize that continuous training should incorporate strategies for addressing the socioemotional challenges that arise in the classroom. Within this framework, Brouwer et al. (2022) state that successful training programs are those that combine active learning with situated reflection. This combination enhances the transformation of practice and fosters teacher autonomy (Monier et al., 2023). Saputra et al. (2023) also indicate that professional development becomes more effective when it begins with the explicit recognition of everyday classroom problems. Sustained accompaniment in real teaching contexts enables theoretical knowledge to be translated into pedagogical actions (Sierra et al., 2024). In relation to these findings, Monier et al. (2023) argue that professional development should be guided by coherent and sustained institutional policies. Performance improvement cannot be detached from training processes that promote pedagogical leadership capacities (Saputra et al., 2023). Moreover, Sierra et al. (2024) highlight that training plans focused on digital competencies contribute to more adaptive and context-aware teaching. Permanent teacher education is thus consolidated as a key pillar for educational quality at all levels (Brouwer et al., 2022).

INCLUSIVE APPROACH AND ATTENTION TO DIVERSITY

Addressing diversity requires that teaching performance frameworks consider both the structural conditions of the environment and the individual capacities of students (Sun et al., 2023). From this perspective, Monier et al. (2023) affirm that inclusive education must be guided by evaluative processes capable of identifying and responding to differences from within the classroom. Consequently, Soria et al. (2020) point out that an inclusive approach requires methodologies open to experimentation but also grounded in pedagogical evidence. Based on this approach, Sun et al. (2023) emphasize that the equitable distribution of resources directly impacts teachers' ability to implement inclusive practices. Teaching performance cannot be separated from the material conditions that enable each student to actively participate (Monier et al., 2023). Diversity in the classroom becomes a starting point rather than an obstacle (Soria et al., 2020). Along these lines, Monier et al. (2023) warn that teacher training programs must explicitly integrate inclusion criteria to ensure coherent practice. Educational quality improves when methodological decisions are based on a contextualized reading of the group's needs (Sun et al., 2023). On the other hand, Soria et al. (2020) argue that collaborative work with families strengthens the integration of students with learning barriers.

Critical Review of Theoretical and Methodological Frameworks in Teacher Evaluation

Beyond the practical dimensions of evaluation, the findings reveal a structural weakness in the use of solid theoretical and methodological frameworks to support evaluation processes at the early childhood level. The study by Aloizou (2024) reveals a critical lack of initial and ongoing teacher training regarding relevant assessment techniques, which compromises the ability to adequately capture dimensions such as cognitive, socioemotional, or motor development. Often, evaluation is limited to traditional techniques, with no connection to alternative approaches or contextualized criteria—an omission that affects the quality of education at its core.

From another perspective, Arrese et al. (2023) demonstrate that it is possible to build evaluation practices consistent with student-centered approaches—such as formative and shared assessment—through tools like concept maps, consensus-based rubrics, and self-assessment. However, it is noted that these methodological advances frequently lack institutional support, hindering their sustainability and scalability. In turn, Kolaski et al. (2021) offer a broader methodological critique by warning that many systematic reviews used as the basis for setting educational standards present insufficient methodological quality. This represents a risk, as it weakens the robustness of the criteria used to assess teaching performance. Finally, the semiotic-pedagogical model proposed

by Maturrano (2020)—although developed in remote education contexts—suggests innovative pathways for assessing learning in non-conventional settings, using multimodal evidence.

A distinct contribution of this review lies in the articulation of six interdependent dimensions—didactic planning, pedagogical observation, formative feedback, inclusive practices, technological integration, and professional development—as a comprehensive analytical framework for evaluating teacher performance in early childhood education. Whereas prior studies have often examined these elements in isolation, this review proposes their integration into a context-sensitive and systemic model that reflects the symbolic, non-verbal, and highly situated nature of early childhood pedagogy. This synthesized framework not only supports a more holistic understanding of teaching effectiveness, but also offers a replicable basis for developing contextually relevant and institutionally adaptable evaluation instruments. Methodologically, the application of JBI critical appraisal criteria and inductive thematic analysis reinforces the rigor of the review. Moreover, by highlighting tensions between standardized and authentic assessment approaches, this study opens new pathways for constructing hybrid evaluation models that are both pedagogically meaningful and technically robust—an area still underexplored in the current literature.

CONCLUSION

The synthesized evidence on teacher performance evaluation in early childhood education highlights a critical convergence across six interrelated dimensions: didactic planning, continuous assessment, technological integration, inclusion, professional development, and reflective pedagogical practices. When oriented toward formative improvement rather than managerial control, evaluation becomes a transformative mechanism that redefines the teaching role as an agent of pedagogical innovation. Concurrently, robust and coherent instructional planning bridges the gap between theoretical frameworks, practical execution, and meaningful assessment, aligning educational interventions with children's developmental trajectories and the lived realities of the classroom.

The strategic incorporation of digital technologies—mediated by self-regulatory competencies and supported by institutional structures—enhances teachers' capacities for differentiated instruction and timely feedback. Likewise, pedagogical observation and formative feedback emerge as critical levers for strengthening professional learning communities and fostering sustainable teaching excellence. These mechanisms gain substantive value when embedded within reflective institutional cultures that prioritize ongoing professional growth over compliance-driven metrics.

Despite these promising developments, the literature reveals persistent structural and methodological shortcomings. These include insufficient teacher preparation in assessment strategies, limited alignment between innovative pedagogies and prevailing policy frameworks, and a prevalent reliance on unvalidated evaluative instruments. Such gaps hinder the development of robust, scalable, and contextually sensitive standards for early childhood education. This review advocates for the design of hybrid evaluation models that integrate technical rigor with pedagogical sensitivity—models that are interdisciplinary, empirically grounded, and responsive to the holistic nature of early childhood development.

Moreover, an inclusive lens and attention to diversity not only broaden the scope of educational quality but also necessitate an ethical redefinition of pedagogical practice. Equitable access to resources, sustained training in inclusive methodologies, and context-aware planning are fundamental for positioning diversity as a catalyst for educational transformation rather than as a marginal concern.

A notable limitation of this review lies in the context-specific nature of many of the selected studies, which restricts broader generalizability. Additionally, several contributions lack direct empirical measures of teacher performance, constraining the comparability of findings and the strength of derived inferences. Future research should prioritize longitudinal designs that trace the relationship between initial teacher education, classroom performance, and child learning outcomes. It is also imperative to explore intercultural and interdisciplinary frameworks that integrate socio-educational variables at multiple levels. Finally, the co-construction of evaluation models involving diverse educational stakeholders—teachers, families, institutions, and policymakers—emerges as a promising pathway toward more equitable and context-relevant teacher assessment systems.

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