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Evaluation of the teacher profile based on the attributes of teaching performance

Evaluación del perfil del profesorado a partir de los atributos del desempeño docente

Avaliação do perfil do professor com base nos atributos de desempenho docente

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ABSTRACT. The purpose of this research was to determine if the levels of teaching performance allow measuring the institutional profile based on a competency approach, as well as knowing its attributes and at what level teachers apply it: theoretically or practically. For this purpose, quantitative, cross-sectional, and correlational research was carried based on the application of two Likert-type questionnaires, obtaining these results: identification of attributes of the institutional teaching profile: mediator, planner, cultural agent, and promoter. It was distinguished that the self-evaluations measured the theoretical application of the teaching profile and the praxis from the evaluations, confirming that both are necessary to achieve the desired teaching profile. Also, the study hypothesis was verified by corroborating that the levels of teaching performance allow measuring the level of institutional teaching profile. In conclusion, the study showed that the teaching profile was satisfactory in the French Bachelor context because the teachers applied the four attributes on a scale from 80 to 89.

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PALABRAS CLAVE

Desempeño docente, enfoque por competencias, evaluación, perfil docente.

RESUMEN. El objetivo de esta investigación fue determinar si los niveles del desempeño docente permiten medir el perfil institucional basado en un enfoque por competencias, así como conocer sus atributos y en qué plano los docentes lo aplican: teórico o práctico. Para tal propósito se realizó una investigación cuantitativa, transversal y alcance correlacional mediante la aplicación de dos cuestionarios tipo Likert, obteniéndose estos resultados: identificación de atributos del perfil docente institucional: mediador, planificador, agente cultural y promotor. Se distinguió que las autoevaluaciones miden la aplicación teórica del perfil docente y las evaluaciones la praxis, confirmando que para alcanzar el perfil deseable ambas son necesarias. También, se comprobó la hipótesis de estudio corroborando que los niveles de desempeño docente permiten medir el nivel de perfil docente institucional. En conclusión, el estudio mostró que, en este contexto, el perfil fue satisfactorio porque los docentes aplicaron los cuatro atributos antes mencionados en una escala de 80 a 89.

PALAVRAS-CHAVE

Desempenho docente, abordagem por competências, avaliação, perfil de ensino.

RESUMO. O objetivo desta pesquisa foi verificar se os níveis de desempenho docente permitem mensurar o perfil institucional a partir de uma abordagem por competências, bem como conhecer seus atributos e em que nível os professores os aplicam: teórico ou prático. Para tanto, foi realizada uma pesquisa quantitativa, transversal e correlacional por meio da aplicação de dois questionários do tipo Likert, obtendo-se os seguintes resultados: identificação de atributos do perfil institucional de ensino: mediador, planejador, agente cultural e promotor. Destacou-se que as autoavaliações medem a aplicação teórica do perfil de ensino e as avaliações da práxis, confirmando que ambas são necessárias para atingir o perfil desejável. Além disso, a hipótese do estudo foi verificada ao corroborar que os níveis de desempenho docente permitem mensurar o nível de perfil docente institucional. Em conclusão, o estudo mostrou que, nesse contexto, o perfil foi satisfatório, pois os professores aplicaram os quatro atributos citados em uma escala de 80 a 89.

1. INTRODUCTION

The competency-based approach has permeated not only the labor and professional field but also the educational one that "worldwide higher-level systems are being subjected to strong pressure to raise the quality of their teaching to the point that this has become their strategic priority" (Guzmán, 2011, p. 130). University institutions have adopted it without reservation because there is the idea that such an approach allows an educational improvement (Trujillo-Segoviano, 2014). The adoption of the competency approach brought with it the task of restructuring plans, programs, profiles, pedagogical and didactic changes oriented to competencies, focusing it on redefining the profiles of students and teachers (López et al., 2018).

At the Benemerita Universidad Autonoma de Puebla (BUAP) in Mexico, which is the context of this study, the competency approach was part of its educational model in 2016 to take advantage of its contributions for the development of methodologies and pedagogical models in learning (Esparza et al., 2017). In its Institutional Development Plan (Benemérita Universidad Autónoma de Puebla, 2018), BUAP considers teaching as one of the main pillars in ensuring the quality of its educational offer and defines it through the following attributes: the teacher is a promoter, mediator, planner, and cultural agent in the construction of learning process through didactic planning that generates significant learning scenarios (Benemérita Universidad Autónoma de Puebla, 2007).

Faced with these changes and new trends in their educational work, the teacher must prepare and train in the new teaching profile since the approach implies modifying their entire teaching practice; their way of planning, conducting and acting. Regarding the above, a didactic task is required that responds to these characteristics, which leads to modifications of a theoretical, conceptual, and praxis type (Díaz, 2006).

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Thus, in this dynamic of change, the issue of the teacher profile is taking on greater relevance in educational discourses. The new educational paradigms are indicating teachers and students as central axes in the teaching-learning process. In the case of teachers, the importance of their actions in the training process is relevant, placing them in a complex and very demanding task since they have to diversify them beyond the merely didactic phase to comply with the obligations that their institutions demand them (Romero et al., 2013).

The multiplication of teacher's tasks to fulfill is the basis that defines his work, resulting in diversity of concepts to characterize him. Indeed, the most studied ones in the literature are "teaching performance, teaching function, teaching capacity, teaching profile, teaching skills, professional development, teaching practices, teaching role, among others" (Martínez & Lavín, 2017, p. 2).

The concept of the teaching profile has different connotations. One is the description of specific traits a teacher has and allows him to understand and respond to educational needs. Besides, they are a set of specific competencies that define the teaching practice, or even the set of tasks or functions that he performs (Moreno & Marcaccio, 2014). As can be seen, all of them imply a series of professional and didactic skills suitable for their work. Thus, from the perspective of a competence model, the teacher is an agent of change where they carry out different activities inside and outside the classroom based on their performance. He defines his role as a mentor in his students' learning process, promotor for personal care, designer for favorable situations in the construction of learning, and cultural mediator (Álvarez, 2011).

For Prieto de Pinilla (2012), professional or teaching competencies extend to the technical and didactic fields, developed with the implementation of useful competencies when facing tasks in their didactic work. Aubrun and Orifiamma (1970, cited in Gorrochoteguí & Ramírez, 2012) define four categories in which all the competencies involved in the development of teaching competence are. They are professional, social, Attitudinal, Creative, behavioral, affective, and ethical.

Zabalza (2004) mentions that didactic competence involves planning, didactic, communicative, methodological, and relational competencies. Hence, the training and development of both professional and teaching and didactic skills are essential in the teaching profile under a competency approach required in today's educational environment.

Attributes of the Institutional Teaching Profile.

The BUAP expresses the competencies through attributes, which reflect the transversality to define the institutional teaching profile, that is, the generic, pedagogical, and disciplinary competencies the Educational Model proposes. Generic competencies are the elementary ones that a person develops at the end of a professional training process (Medina et al., 2010). On the one hand, pedagogical competencies allow the solution of conflicts or situations of a pedagogical nature and concerning the teaching-learning process (Aguiar & Rodríguez, 2018). On the other hand, disciplinary competencies refer to the management of disciplinary knowledge specific to each professional field (Galdeano & Valiente, 2010).

The same institution defines the teacher as a mediator, planner, cultural agent, and promoter. These attributes have been worked on and rethought by the Office of the Vice President for Teaching in collaboration with the Institutional Program for Academic Evaluation (PIEVA) and some teaching representatives of the different Academic Units of the same University. The result of this work led to the classification of the attributes that belong to the institutional teaching profile:

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a. Promoter. Based on students' differences, the teacher encourages meaningful learning experiences, works on respectful, tolerant, and collaborative relationships, and fosters intercultural education and equity (López et al., 2014).

b. Mediator. He performs actions in which the students' knowledge and skills are put into play to transform and expand their understanding of the topics covered in class and their immediate reality (Parra, 2014).

c. Planner. He carries out didactic planning activities by articulating all the elements that take place in teaching: objectives, content, educational strategies, methodologies, and resources to develop an activity sequence that allows them to guide their teaching work (Brito-Lara et al., 2019).

d. Cultural agent. He is in charge of generating strategies and scenarios so that the student could share and enrich his academic and cultural knowledge through personal and collective experiences (Benemérita Universidad Autónoma de Puebla, 2007).

These attributes that compose the institutional teaching profile are in continuous validation by the Institutional Academic Evaluation Program (PIEVA) to verify that the provisions of the institutional framework are being met.

In this regard, Rizo (2004, p. 9) states that "evaluation is a systemic assessment that facilitates detailed knowledge of the applied processes and fundamentally the future decisions of change that we intend to carry out." Therefore, evaluating provides positive aspects. According to Rueda (2009), the advantages of the teaching profile evaluation from a competency approach are:

• Have a great range of attributes in its description.

• Provide relevant information to teachers about what they should do and what is expected from them.

• Set clear goals for trainers.

• Clarify expectations for students.

In this context, PIEVA periodically performs teacher evaluation to generate information to know teacher performance and ensure quality education under the competency approach (León, 2011), taking into account the following attributes:

Mediation: it is the methodological strategy that the teacher uses to stimulate the development of potentialities, modify cognitive functions that present problems, and favor learning (Ferreiro & Espino, 2009). Likewise, within mediation, teaching strategies and resources are considered too. The first one is "an action guide that leads to getting intended results in the learning process and gives sense to everything done to reach students' competence development" (Hernández et al., 2015, p. 80). Finally, didactic resources the set of physical and virtual materials used to facilitate teaching and learning (Vargas, 2017).

Evaluation: it is the set of interpretation, application, and intervention strategies carried out by the teacher to achieve the tangible result of the cognitive, psychomotor, and affective development of the students and for the planning of learning, the selection of strategies and contents, and the effective use of their materials (Ávila et al., 2010).

Planning: in this area, the teacher "analyzes and organizes educational content, determines the objectives, intentions, purposes to be achieved, and the sequence of activities in time and space" (Ascencio, 2016, p. 111).

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Transversal axes (cultural agent and promoter): these are the aspects that enrich the training through the connection with reality, developing the student life skills (Jauregui, 2018).

It is necessary to mention that the attributes of the Minerva University Model (MUM) and PIEVA complement each other to define the attributes of teaching performance under a competency approach, remaining as follows:

Table 1

Attributes of the Minerva University Model and the Institutional Academic Assessment Program.

MUM attributes	PIEVA attributes	Attributes of teaching performance
Mediator Cultural agent Promoter Planner	Mediation Evaluation Planning Crosscutting	Mediator Evaluator Planner Cultural agent and promoter (transversal axes)

As evaluation is a means of assessment, it requires modalities or several types of valuations that complement each other to obtain broad information about the object measured. Regarding literature, different authors point out the necessity of accomplishing hetero-evaluations as a means of having complete evaluations. In this sense, hetero-evaluation is someone's assessment based on the reference of other's attributes or characteristics (Casanova, 1998). Besides, self-evaluation is a type of evaluation focusses on reflection (Martínez-Izaguirre et al., 2018) to identify the potentialities and limitations of oneself, allowing improvement and self-knowledge actions to be carried out (Torres & Torres, 2005).

For teacher's evaluation, Jiménez (2008) identifies four different models:

A model based on students' opinions. It is the most used in educational institutions for its rich contributions in information. In this model, a psychometric and statistical analysis instrument takes place to have validity and reliability.

The peer evaluation model. In this procedure, the teacher is evaluated by a peer who could be a colleague from the same institution or someone external but part of the same disciplinary field. Peers are experts in the disciplinary area, so they share experiences, knowledge, and values, which allow a more objective evaluation. The methodology used for the application is observation and interview, and a measuring instrument such as rubrics and graphic, descriptive, and numerical scales.

The self-assessment model. It is used as a complement for other models and consists mainly of conducting a critical reflection by the teacher about his teaching activity to improve his performance.

The evaluation model through the portfolio. It is a less used model due to its range of difficulty in its elaboration.

2. METHOD AND MATERIALS

Methodology

The selection was a cross-sectional quantitative method with a correlational scope (Creswell, 2003) since the objective was to know if, through the measurement of teaching performance, compliance with the institutional teaching profile is achieved. A quantitative approach was also applied because "it uses data collection to test

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hypotheses based on numerical mediation and statistical analysis" (Hernández et al., 2014, p. 4). Furthermore, the cut is transversal (Bisquerra, 2004) due to the unique moment when the data was collected (at the end of the 2019-2020 school year). Moreover, the analysis of variables for statistical treatment (Müggenburg & Pérez, 2007) was crucial to measure the attributes of teacher performance and their possible correlation with the institutional teacher profile.

Sample

The total population of the French Teaching Bachelor was taken into account, composed of 10 teachers and 138 students enrolled from the first to tenth semesters to accomplish this research. The decision was because the study analyzed data from the 2019-2020 school year.

Instruments

Casanova (1998) suggests using heterogeneous evaluations to evaluate and measure the object of the study accurately and objectively. In the present research, two questionnaires with a Likert-type scale of the agreement were applied (Méndez & Peña, 2007) since these make it possible to collect and quantify subjects' perceptions.

In this case, a teacher self-evaluation questionnaire was applied to 10 teachers and a teacher evaluation questionnaire through the perception of the students to 138 students, who evaluated the following subjects: Adquisición del lenguaje, Análisis del discurso, Comprensión de textos orales y escritos en francés, Cultura de los pueblos de habla francesa, Descubriendo el mundo francófono: producción oral y escrita, Desarrollo de habilidades docentes, Didáctica del Francés como Lengua Extranjera, Diseño curricular, Enseñanza para niños, Español de México, Evaluación del aprendizaje, Experiencia docente Adolescentes y Adultos, Experiencia docente Niños, Fonética y fonología contrastiva, Gramática contrastiva, Interacción oral y escrita I, II y III, Lengua Meta Francés I, II, III, IV, V y VI, Literatura Francesa I y II, Literatura Mexicana, Metodología de la Investigación, Morfología y Sintaxis, Observación e investigación en el Aula, Pintores Mexicanos, Semántica, Seminario de Investigación, Taller de Materiales, Técnicas de investigación en el medio universitario, Traducción Científica-Técnica en el Área de la Salud, en el Área de las Ciencias Sociales y Traducción Literaria.

For the validation of both instruments, Supo's steps (2014) were considered:

a. To identify and define the attributes that characterized the institutional teaching profile and develop the teaching performance evaluation instruments, the researcher did a literature review. Thus, Institutional documents were revised as the MUM Educational-Academic Model, reports, infographic of the PIEVA undergraduate academic assessment instruments, and the article by Loredo (2015), in which the task of designing and redesigning teacher evaluation instruments is described.

b. The items that are part of the two Likert instruments were extracted from the literature review: the teacher evaluation questionnaire (students' perceptions) and the teacher self-evaluation questionnaire.

c. A pilot test was applied with a randomly selected representative sample to evaluate the internal consistency of the items.

d. Finally, with the results from the pilot test, factor analysis was carried out to obtain validity and reliability of the instrument using Cronbach's Alpha through the SPSS program.

The structures of questionnaires are explained below:

Table 2

Structure of the teacher evaluation questionnaire through the perception of the students

Attributes	Items	Percentage value	Purpose
Mediator Planner Evaluator Cultural agent and promoter (transversal axes)	5 2 2 2	46% 18% 18% 18%	Measure the Weighted Didactic Satisfaction Index and the attributes of teaching performance at a practical level.
Total items for the didactic dimension	11	100%	

Source. Own elaboration.

In the case of self-assessments, the structure of the questionnaire was as follows:

 Table 3.

Structure of the teacher self-evaluation questionnaire

Attributes	Items	Percentage value	Purpose
Mediator Planner Evaluator Cultural agent and promoter (transversal axes)	5 2 2 2	46% 18% 18% 18%	Measure the Weighted Didactic Satisfaction Index and the attributes of teaching performance at a theoretical level.
Total items for the didactic dimension	11	100%	

Source. Own elaboration.

Data collection technique

At the end of the school year (2019-2020), both teachers and students from the sample took questionnaires digitally on an institutional platform on the same day. They were asked to answer each of the items objectively, making it clear that the treatment of the information would be exclusively for research purposes.

Data analysis model

Once the results of both instruments were obtained, they were analyzed and interpreted taking into account the following models:

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Table 4.

Analysis model for the treatment of results by students: evaluations of teacher performance by subject

Attributes of teaching performance	Institutional teaching profile	Measuring dimension:
Mediator Evaluator Planner Cultural agent and promoter (transversal axes)	Mediator Planner Cultural agent and promoter	Weighted Satisfaction Index (ISP) Didactic to demonstrate the application of performance attributes at a practical level.

Source. Own elaboration.

Table 5.

Analysis model for the treatment of results by teachers: self-evaluations of teacher performance

Attributes of teaching performance	Institutional teaching profile	Measuring dimension:
Mediator Evaluator Planner Cultural agent and promoter (transversal axes)	Mediator Planner Cultural agent and promoter	Weighted Satisfaction Index (ISP) Didactic to demonstrate the application of performance attributes at a theoretical level

Source. Own elaboration.

Subsequently, factor analysis was carried out (Méndez & Rondón, 2012) through the SPSS program to analyze the variables like level of teaching performance and institutional teaching profile to determine if teaching performance measures compliance with the teaching profile and establish a possible correlation. It is imminent to point out that according to the Minerva University Model (Hernández et al., 2018), there is a scale to determine the level of performance of the institutional teaching profile, being this:

Table 6.

Performance levels of the institutional teaching profile

Level	Description
Excellent	It is between 90 to 100
Satisfactory	It is between 80 to 89
Regular	It is between 70 to 79
Inadequate	It is below 69

Source: Adapted from Hernández, et al. (2018).

Descriptive statistics carried out to interpret the results allowed to process the nominal data into numerical values to facilitate their understanding and treatment. These data were classified into tables, presented in the next section.

3. RESULTS

This section presents the results according to the research questions that guided the present study.

Research question 1.

What are the attributes of the teaching profile established by the institution focused on competencies?

According to the institutional teaching profile, the attributes that a teacher must show are the following: mediator, planner, cultural agent, and promoter.

Table 7.

Correlation Table between the attributes of Evaluation of Teaching Performance and Desired Institutional Teaching Profile

Attributes of teaching performance	According to students	According to teachers	Equivalence to desired Institutional teaching profile	Average Didactic ISP
Mediator Evaluator Planificator Cultural agent and promoter	87.81 86.77 86.81 90.81	90 89.50 90 80	Mediator (excellent) Planner (satisfactory-excellent) Cultural agent and Promoter (Excellent-satisfactory)	Satisfactory

Source: Own elaboration

The table shows that teachers apply the performance attributes corresponding to a mediator, evaluator, planner, cultural agent, and promoter in an authentic context. Then, when correlating the teaching performance and the institutional profile, the following attributes were identified:

Mediator (88.90). It means the teacher applies learning strategies to guide their objectives, goals, and expected learning under a competency approach, as pointed out by Parra (2014).

Planner (88.13). The percentage indicates that the teachers elaborate their didactic sequences according to objectives, goals, contents of the educational program, methodologies, and resources to carry out the teaching-learning process, findings that coincide with Brito-Lara et al. (2019).

Cultural agent and promoter (85.40). Both indicate that teachers provide their students with personalized experiences that promote academic and cultural knowledge that is significant for their immediate context, as supported by the research by Jauregui (2018).

The correlation between teaching performance level and desirable institutional teaching profile determines that the weighted index is satisfactory. These attributes are the basis of the competency profile stated by Galvis

(2007), who defines the teaching profile under the competency model with attributes like a mediator, planner, and cultural leader. Likewise, Álvarez (2011) points out in his studies on the teaching profile that it is analyzed through its functions, and its attributes are a promoter, mediator, planner, manager, and tutor.

Research question 2.

Do teachers handle the competency approach at a theoretical or practical level?

To answer the above research question, the data from the evaluations corresponding to the practical application of the competency approach are in the first instance analyzed, and later, the self-evaluations that are part of the theoretical one.

Table 8.

Averages of focus by competencies based on their descriptors: practical application

Planner	Mediator	Evaluator	Cultural agent and promoter (transversal axes)
91.155	90.12	88.48	92.28
92.15	92.71	92.55	95.5
87.755	90.92	90.47	88.52
90.55	90.67	87.46	97.84
78.245	79.17	79.10	85.8
84.035	91.79	91.39	92.7
98.19	97.13	96.68	98.09
95.465	95.25	93.93	98.01
71.805	70.08	67.72	74.08
78.725	80.30	79.95	85.32
86.81	87.81	86.77	90.81

Source: Own elaboration

As can be seen, the attributes of teacher performance (planner, mediator, evaluator, cultural agent, and promoter) have a satisfactory index, which implies that the student perceives the teacher as a promoter of the approach by competencies at the practical level during the teaching process. from French. In this regard, Zambrano et al., (2005), Mazón et al., (2009), Tello and Tello (2013), Rodríguez and Coelho (2018) confirm that the evaluation by the students allows knowing if the teacher is applying the competency approach to comply with the requirements of your institution to have the desired learning process and under this approach.

Table 9.

Approach averages by competence based on their descriptors: theoretical application

Planner	Mediator	Evaluator	Cultural agent and promoter (transversal axes)
87.5	95	75	100
87.5	80	62.5	100
87.5	85	75	100
87.5	80	75	100
100	85	87.5	75.00
100	100	100	100
100	85	75	100
87.50	95	87.5	75.00
75	95	75	87.5
87.5	95	87.5	100
90	**90**	**89.50**	**80.00**

Source. Own elaboration.

The most relevant attributes in the theoretical application are planner and mediator, with an average of 90. These conclude that teachers' conception of teaching practice is determined by teachers' educational model, conceptions, knowledge, and training, as indicated by studies from Barraza (2007), Adams (2011), and Barrón (2015). They argue that teaching practice is related to the didactic and theoretical vision that suggests transversality between knowledge or theoretical-practical approach.

Subsequently, an analysis to contrast theoretical and practical applications with the teaching profile determines at what level teachers apply the competence approach in their teaching work.

Table 10.

Management by competencies at a theoretical and practical level.

Descriptors	Average of theoretical level (results of self-assessments)	Average of practical level (results of evaluations)	Didactic ISP according to desirable teaching profile	Average of Didactic ISP
Planner Mediator Evaluator Cultural agent and promoter	90 90 89.50 80	86.81 87.81 86.77 90.81	Excellent-satisfactory Excellent-satisfactory Satisfactory Excellent-satisfactory	Satisfactory

Source. Own elaboration.

The results show that teachers manage both theoretical and practical competency approach on a satisfactory level based on the teacher profile scale. These results are related to the vision of Casanova et al., (2018), who describe that the competency approach requires a series of conditions regarding its application for student training. Therefore, this teaching practice implies the interaction of the competence approach at a theoretical and practical level to improve teaching. Investigations by Barraza (2007) and Ravanal (2019) also support these findings by concluding that the satisfactory interaction between theory and practice is of utmost importance for appropriate teaching and didactics.

Research question 3.

Do results from the evaluation of the teaching performance of the French teaching Bachelor allow to measure the fulfillment of the institutional teaching profile?

In the attempt to answer it, the teaching performance results from the two instruments were analyzed and correlated with the levels of the desired profile to determine if the latter can effectively be measured from the underlying attributes in the questionnaires, and finally corroborate or refute the hypothesis of the study.

Table 11.

Results of teacher self-evaluations and student evaluations

# Evaluated teacher	Grading by the student	Self-assessment score	Average teacher performance
P1.	89.67	100.00	94.84
P2.	89.92	90.91	90.42
P3.	91.57	84.09	87.83
P4.	92.11	81.82	86.97
P5.	70.76	86.36	78.56
P6.	96.87	88.64	92.76
P7.	79.51	86.36	82.94
P8.	88.97	86.36	87.67
P9.	79.99	93.18	86.59
P10.	95.54	88.64	92.09
General media	87.49	88.63	88.06

Source. Own elaboration.

According to the data obtained from the evaluations (students' and teachers' self-evaluations), it is concluded that the attributes of academic performance are a reference to measure the fulfillment of the teacher profile. In fact, research carried out by Ravanal (2019) affirms that characterization of the teaching practice through its attributes accounts for the teacher's profile, which serves as a reference to determine his compliance. However, to carry out this process and measure these attributes accurately, objectively, reliably, and from different areas, instruments are crucial. In this sense, Segovia and Cabello (2017) argue that the most pertinent evaluations to measure teacher performance are those made from the student's perception since they allow to confirm if the teacher is acting according to the desired profile. In a complementary way, Jaime et al., (2008) add that evaluating performance from the teacher-student perspective allows generating evaluative judgments about the possible

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fulfillment of the teaching profile based on the actions of the teaching staff. From these guidelines, the present study was carried out with teachers and students to concentrate the perceptions of the main educational actors to analyze the object of study.

Subsequently, the teaching performance averages were correlated with the institutional teaching profile, presented in the following table.

Table 12.

Correlation with the desirable teaching profile

Attributes of teaching performance	Attributes of teaching profile	Total correlation	Cronbach's alpha
Planner and evaluator	Planner	0.914	0.972
Mediator	Mediator	0.924	0.972
Cultural agent and promoter	Cultural agent and promoter	0.782	0.975
Media		0.873	0.973

Source. Own elaboration.

As can be seen in the table, the level of correlation is high and positive, which allows us to affirm that the teacher profile is measured from the attributes of teacher performance. In addition, the data show the reliability of 0.97 from Cronbach's Alpha, which gives validity to the present investigation. Based on these results and the desirable profile scale instituted by the Minerva University Model, it is stated that the desirable profile level of teachers from the French Teaching Bachelor is satisfactory, as shown in table 13.

Table 13.

Correlation between the level of teaching performance and the desirable teaching profile

Average teacher performance	Correspondence to the desirable teacher profile scale	Determination of the desirable profile
88.06	80-89	Satisfactory

Source. Own elaboration.

The results verify the hypothesis, stating that if teachers show the theoretical-practical application of the attributes of teacher performance such as promoter, mediator, planner, and cultural agent, they comply with the institutional teacher profile. Definitely, the elements that make up the educational plan and its implementation determine their quality. For the specific case of teaching, this quality is expressed in the teaching profile measured from the performance of the teaching staff, as Martínez-Chairez et al., (2016) declare. For this reason, it is essential to consider teacher evaluation tasks from the perspective of all the actors in the curriculum to have timely and adequate monitoring that allows innovating the teaching process and achieving the expected educational quality.

4. DISCUSSION

The teacher profile is a fundamental element in the didactic work, which indicates the fulfillment of theoretical, methodological principles and resources by the teacher to develop their educational task. Currently, compliance with the institutional profile is a primary characteristic at the Benemérita Universidad Autónoma de Puebla to

respond to society's needs, demands, and educational contexts. The characterization, identification, and fulfillment of the teacher's profile is key to determining the attributes of their practices as Prieto (2008) states that recognizing them lets determine teacher's actions and attitudes in their practice in front of the group and how he identifies with them.

However, only knowledge about the characteristics of the teaching profile is not enough. It is also necessary to define under what approach and competencies should be framed to effectively develop the student training process (Triado et al., 2014). That is why this research is done from the competency approach since Tobón's studies (2013) claim the teaching profile is composed of mediation, learning evaluation, resource management, and ICT. In a more particular case, Aubrun and Orifiamma (cited in Gorrochoteguí and Ramírez, 2012) mention their typology focussed on the competencies involved in the teaching profile as professional and social competencies linked to behavior and activities of production, management, collaboration, and commitment. Attitudinal skills referred to the ability to relate, solve conflicts, and show positive attitudes. Creative competencies allow the teacher to generate new ideas and propose solutions for improvement or behavioral, affective, and ethical competencies where the teacher is aware of his professional behavior with critical thinking and values.

Based on the results of the first research question, it was verified that the institutional teaching profile is on an approach by competencies since it defines the teacher as a mediator, planner, promoter, evaluator, and cultural agent like Álvarez (2011) pointed out. The findings regarding the attributes of teaching performance affect what has been pointed out by different authors. In the first place, there is Zabalza (2004), who makes mention of a series of competencies that define the teaching profile from their work or didactic, planning, communicative, methodological, and relational competencies.

On the one hand, Barrón (2009, p.79) defines planning competence as the capacity teacher has to "plan the program design, the organization of the contents and the selection and organization of teaching, learning and evaluation strategies". On the other hand, Villarroel and Bruna (2017) define didactic competence as the ability to select methods and strategies suitable to the student's learning needs to achieve objectives. Pompa and Pérez (2015) describe communicative competence as the ability to handle both language and communicative processes in a strategic way to have understanding and effective interaction, using communication actions such as recognition, interpretation, and argumentation to create promoting learning environments.

Concerning methodological competence, this study coincides with Tejada's definition (2009), which describes it as the ability to apply theoretical-practical knowledge, didactic strategies, and didactic resources and means to carry out planning, execution, and evaluation of the learning process. Finally, it was found that communicative and relational competencies, also called transversal competence (Barrón, 2009), are a set of communication activities the teacher generates through interaction, promoting the participation of students in communicative situations.

Concerning the second research question, it was found that teachers manage a theoretical and practical teaching profile at a satisfactory level. At this point, Rizo's studies support these findings (2004) by affirming there is an intrinsic relationship between teachers' thinking and acting to achieve the fulfillment of the desired profile.

In inquiring about the theoretical-practical aspects, a hetero-evaluation and a self-evaluation were applied to measure the perceptions of students and teachers since Mateo (2000) considers students are a primary source

of information on teaching effectiveness because they are the ones who receive it. In this regard, Ruedas (2009) indicates the relevance of an evaluation process from a competency-based approach focussed on all the factors that influence the said process. Likewise, Vera et al. (2018) suggest that said evaluation is from different modalities such as self-evaluation or hetero-evaluation, which allow a complete vision of the study phenomenon.

Regarding the third research question, it is concluded that the attributes of teacher performance considered as the main engine of the training process (Álvarez, 2011) measures the desirable institutional teacher profile thanks to the data collection instruments, as well as the statistical treatment of information.

In this sense, Gómez and Valdés (2019) explain that the best way to evaluate teacher performance is through the perception questionnaires of the actors of the curriculum (students and teachers) since they allow investigating various dimensions of their teaching performance, such as group management, teaching techniques, and strategies, evaluation strategies, effective use of materials and resources, disciplinary knowledge, attitudes, among others. These attributes determine a frame of reference (Triado et al., 2014, leading to a desirable teacher profile establishment that measures the quality of teaching and allows taking decisions to improve the said process.

It is imminent to point out that this research is innovative and provides theoretical and methodological contributions to evaluate the teacher according to their knowledge and praxis in an immediate work context, the French Teaching Bachelor.

The theoretical contribution lies on the identification of the attributes or constructs necessary to evaluate the teaching practice under a competency approach, which is planner, evaluator, mediator, cultural agent, and promoter, as well as the equivalence of these attributes with the descriptors of the Institutional teaching profile established by the Minerva University Model of BUAP.

The methodological contribution is reflected in the two instruments (an evaluation for students and a self-evaluation for teachers) to quantitatively measure the teacher profile based on the attributes of teacher performance underlying the teaching practice and evaluated from the point of view of students and teachers.

Nonetheless, the research has limitations, and one of them is its exclusive focused-quantitative approach due to the very nature of the instruments used, which according to Cisneros & Stake (2010), this type of evaluation has its limitations. Working with the perceptions of students and teachers can run the risk of losing objectivity; that is why it is ideal to complement this research with a qualitative approach to have a broader vision of the object of study that contributes from another perspective to the instrument, which measures perceptions through the search for patterns that can corroborate the global interpretation of the object, and from this, derive results.

Finally, from the obtained results, future research topics are identified that underline from the analysis of the performance attributes and teaching profile such as Diagnosis of the institutional teaching profile from the use of measurement instruments, Decision-making for good teaching practices based on teacher's evaluation, Application of teacher performance attributes as a means to innovate teaching practice, Teaching-learning of a foreign language based on a competency approach, the cultural agent as a figure to teach culture in a foreign language, Implementation of emerging methodologies from a planner teacher, Impact of the mediator teacher in the teaching-learning process, Innovative evaluation methodologies based on the competency approach and the figure of the evaluator, to mention a few.

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5. CONCLUSIONS

First, the findings conclude that the attributes of the teaching profile established by the institution based on competencies are planner, mediator, cultural agent, and promoter. Their equivalence in the teaching performance is mediator, planner, evaluator, promoter, and cultural agent.

Second, teachers manage a theoretical and practical competency approach at a satisfactory level according to the institutional teacher profile scale. It implies that both are essential to influence both teaching-learning and teacher's evaluation processes positively.

Third, it was determined that the attributes of teaching performance make it possible to measure the teaching profile.

Finally, results corroborated the study hypothesis, and this allowed to make theoretical and methodological contributions to evaluate teachers taking into account their theoretical and practical knowledge in their immediate work context.

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Rol de los autores / Authors Roles:
Norma Flores: conceptualización, curación de datos, análisis formal, adquisición de fondos, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & amp; edición.

Vianey Castelán: conceptualización, análisis formal, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & amp; edición.

Mónica Zamora: conceptualización, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & amp; edición.

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