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Primary and secondary school teachers' perceptions of competence. Do contextual differences exist?

Percepción del nivel competencial del profesorado de Educación Primaria y Secundaria. ¿Hay diferencias contextuales?

García-García, Mercedes, Biencinto, Chantal, Carpintero, Elvira, Villamor, Patricia, & Huetos, María

Complutense University of Madrid (Spain)

Abstract

After reviewing multiple research studies on teaching competencies, it was concluded that their relevance and development may vary depending on the model applied and the social context. The aim of the present study was to analyse the primary and secondary school teachers' perceptions of their competence, both overall and according to contextual variables. For this purpose, a descriptive ex post-facto study was carried out. The instrument used to collect information was the Teaching Competencies Rubric PROFICIENCyIn+E©. This rubric was administered to a convenience sample of 426 primary and secondary school teachers from sixteen autonomous communities. The present article presents outcomes pertaining to evaluation of the level of competence perceived by participating teachers. It also considers differences according to gender, experience, knowledge area being taught, school characteristics (private/state) and, finally, the educational stage being taught at. Findings contribute interesting outcomes for the examination of the teaching competencies of primary and secondary school teachers. Specifically, although participating teachers considered themselves, generally, to be fairly competent in their teaching practice, significant differences emerged in relation to some contextual variables. The most marked differences pertained to knowledge area being taught and educational stage.

Keywords: Competence, self evaluation, scoring rubric, primary education, compulsory education.

Resumen

Tras la revisión de múltiples investigaciones sobre las competencias docentes se concluye que su relevancia y su desarrollo pueden variar en función del modelo y el contexto social. El objetivo de este estudio es analizar el nivel de competencia percibido por el profesorado de primaria y secundaria, y comprobar su posible dependencia de variables contextuales. Para ello, se ha realizado un estudio descriptivo expost-facto. El instrumento utilizado para la recogida de información ha sido la Rúbrica de Competencias Docentes PROFICIENCyIn+E©. La rúbrica se ha aplicado a una muestra incidental de 426 docentes de primaria y secundaria de dieciséis Comunidades Autónomas. Se presentan en este artículo los resultados de los análisis del nivel competencial percibido por el profesorado de la muestra, considerando las diferencias aparecidas en función del sexo, de la experiencia, del área de conocimiento en que se ejerce la docencia, de la titularidad del centro y, por último, en función de la etapa en la que se imparte la docencia. Los resultados ofrecen datos de interés para el estudio de las competencias docentes del profesorado de primaria y secundaria. Así, aunque el profesorado de la muestra se percibe, en general, competente en su comportamiento docente, aparecen diferencias significativas en algunas variables contextuales, observando las diferencias más acusadas en función del área de conocimiento y de la etapa.

Palabras clave: Competencias docentes, autoevaluación, rúbrica, educación primaria, educación secundaria.

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Corresponding author / Autor de contacto: Chantal Biencinto López. Complutense University of Madrid. Faculty of Education - Teaching & Learning Center. c/ Rector Royo Villanova, 1. 28040 Madrid (Spain). e-mail: alameda@edu.ucm.es

Teachers are one of the main architects when it comes to achieving quality inclusive education. For this reason, it is essential for in-service training measures to be developed, alongside the provision of adequate initial training. This will ensure that teachers develop and improve their teaching skills in order to respond to issues arising from their practice at the school where they work (Civis et al., 2019; Efrilia, 2020). This improvement must combine the principles of inclusion and excellence as these are fundamental in a 21st century society that is committed to the SDGs of the 2030 Agenda. More specifically, they should acquire or enhance the teaching skills that equip students and make them able to participate as full citizens and enable them to develop their full potential. In other words, they must be able to develop their individual special skillsets so that they can set themselves apart and excel. Compatibility of equity and excellence comes from the success of the Finnish education system (Melgarejo, 2013), which is considered to be one of the best according to PISA reports (OECD, 2019). In this sense, when the key to improving schools lies in teaching staff, for a quality system to be characterised by excellence and equity, with both of these being basic components of inclusion, it is necessary to identify the teaching competencies that facilitate this improvement. However, the question remains around whether a distinguishing component could exist. In other words, it is not yet known whether teacher competence is related with the contextual characteristics of the schools at which they exercise their profession or with certain characteristics inherent to teachers.

Research on teaching competencies is not new, however, the focus of study has changed over time as society and educational principles have evolved. Early studies, dating back to the beginning of the 20th century, identify teaching competencies with the level of mastery of the taught subject. In line with this, the best teachers were those with the greatest subject knowledge (Wilson et al., 2001). During the last decades of the 20th century, quality teaching started to be related with students' educational outcomes. It was noted that, beyond subject mastery, the skills and attitudes to have a greater weight in teaching competence were linked to teacher training (Wayne and Youngs, 2003). When analysing the competencies of teachers undergoing in-service training, Perrenoud (2004) and Rogero (2010) identified competencies related with teaching-learning strategies but, also, with management, values and self-training. Marchesi (2007) identified five competencies that are relevant to good professional practice when observing teaching: engaging students in their learning; adapting to student differences; working as a team; developing students emotionally, and; collaborating with families.

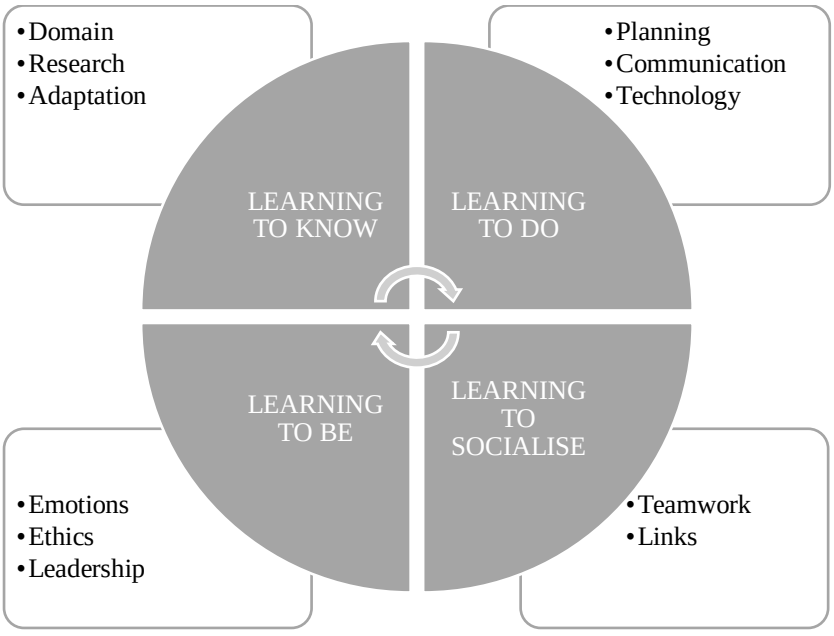
Over the last decade, analyses in both research and professional contexts have focused on competencies related to personal skills (commitment, involvement, values, institutional identity) (Bolivar, 2013; CCOO, 2012; Echeita, 2012; García, 2009; Murillo, Martínez & Hernández, 2011; Zahonero & Martín, 2012), social competencies (CCOO, 2012; Marina & Bernabeu, 2007), emotional competencies (Echeita, 2012; Palomera, Fernández-Berrocal & Brackett, 2008; Palomero, 2009; Parandones, Castejón, & Costa, 2007; Rajendran, 2020), management and research competencies (CCOO, 2012; OECD, 2009) and educational leadership or leadership for learning (Bolívar, 2010; Day, Sammons, Hopkins et al. , 2009; Juli, 2013; Krichesky & Murillo, 2011; Leithwood, Harris & Hopkins, 2008; Lieberman and Miller, 2004; Macbeth and Nempster, 2009). Further, studies on digital competence in teaching have multiplied over the last two years (Cabero & Palacios, 2020; Pozo et al, 2020; Tourón et al. 2018). However, a more global approach is likely to be needed. A joint look at the teaching competencies relevant to improving educational practice and understanding the profile of a good teacher should be favoured over specific studies focused on a single type of competence.

In fact, practising teachers do not consider the range of competencies indicated by theory, research or professional analyses. Reoyo, Carbonero & Martín (2017) highlighted the

following characteristics as being deemed by practising secondary school teachers to be associated with effective teaching: communication, clarity, proximity, motivation, dynamism and empathy. In other words, this research indicated that teachers mainly value competencies linked to interpersonal relationships, alongside those related to classroom management and development. In contrast, little value was placed on personal ethics, educational innovation or competencies linked to methodologies and didactic aspects. Escudero, Cutanda & Trillo (2017) actually state that the most neglected teaching component is that which pertains to values, commitment to a fair and equitable education and, therefore, ethical competence. Further, Martín del Pozo & Juanas (2009) observed that practising primary school teachers highlight, above all, competencies related to informing and involving parents, educating about values and mastering content. On the other hand, teachers viewed technology use, and openness to the participation of other institutions and social agents in the school as being less important. In general, competencies describing innovation and openness to the environment are not the most highly valued by in-service teachers of either primary or secondary education.

After reviewing the specialised literature and carrying out a study with practising teachers, García-García et al. (2017) concluded that eleven teaching competencies exist which are necessary for quality educational practice. In consideration of Delors' (1996) four pillars of education, the competencies that frame good teaching can be grouped around learning to know (subject mastery, innovation and adaptation to differences), learning to do (planning, communication and technology), learning to be (emotions, ethics and pedagogical leadership) and learning to live together (teamwork and links with the community) (Figure 1). In short, they concluded that, these are the eleven teaching competencies to stand out from theory, research and educational practice as being necessary for excellent and inclusive teaching practice.

Figura 1. Competencias docentes PROFICIENCyIn+E 2017



Note: adapted from García-García et al. (2017, p.703).

Research to date (Eurydice, 2013; Jofré & Gairín, 2009; Tribó, 2008; Van Werven et al., 2021) tends to vary study foci according to educational stage. Nonetheless, pedagogical theory and research in both primary and secondary education, identify similar competencies for all teachers. Further, it highlights socio-emotional and didactic management competencies above those pertaining to content mastery or innovation. On the other hand, in research focused on practising teachers, a lower number of competencies tend to be rated as necessary for practice to facilitate the development of effective learning processes. These competencies also tend to differ according to educational stage. Outcomes from these studies show that primary school teachers mainly value competencies associated with the relationships formed with families and ethics, whilst secondary school teachers emphasise communication, classroom management, planning and commitment. Further, primary school teachers place less value on competencies pertaining to technology and openness to the environment, whilst secondary school teachers place less importance on ethics and innovation (Bahmannia, Malaki &Khosravi, 2020).

Current research also prioritises the examination of factors that may, in some way, determine the development and, even, the evaluation of all of these teaching competencies. The importance of teaching competencies may vary according to the teaching model applied and the social context in which teaching is carried out. Murillo, Martínez & Hernández (2011) outlined the importance of accompanying competencies with enthusiasm, involvement and commitment to students, school and society, in addition to installing a sense of belonging to the institution. They also highlighted that all characteristics are mediated by other factors that are present in the socio-political and school context (initial and ongoing training, working conditions, school climate, approach to school management and administration, and family involvement). These aspects should, therefore, be considered, both in research into competencies for the improvement of school practice, as well as in professional development plans.

As stated in the OECD (2018b) study on equity, teachers should improve their diversity-related competencies in order to offer personalised learning methodologies matched to learning needs. This requires a positive attitude towards diversity. This competency is a key factor as it is, not only, a matter of increasing the number of teachers in line with the school's diversity but, also, of ensuring that teachers have the appropriate training and experience (OECD, 2018a). Furthermore, fostering family-school relationships and the commitment of families to their children's education seems to be another essential element for educational success. This is especially the case at-risk students or those from more vulnerable backgrounds.

Nevertheless, it should be considered that the teaching model may also condition the type of competencies that are assessed (Ortiz, 2013). A full examination of these models is beyond the scope of this paper and so they will be summarised here according to two models, specifically, a more technical teaching model and model that is more focused on student needs. Within the technical teaching staff model, subject mastery and in-depth knowledge are valued above other aspects, school programming follows the official curriculum and teaching processes focus on facilitating the acquisition of knowledge on the programmed content. In this case, good teacher performance is demonstrated through student outcomes which are often related to academic performance in instrumental subjects. Along these lines, teachers identified as highly competent in the *Perspectives of Irreplaceable Teachers* (TNTP, 2013) study were associated with the concept of quality, more specifically linked the academic performance of students with future success and received feedback from colleagues, students and school management.

The second perspective, which is more closely linked to a student-centred teaching model such as that proposed in the *Teacher Evaluation 2.0* project (TNTP, 2010), defines teaching quality as the ability to help all

students learn and meet excellence and motivation criteria for planned learning. This approach to teaching is advocated by Pérez Juste, Ortega & Quintanal (2012) and is characterised by availability, cordiality, credibility and the formation of open, close and friendly human relationships. This concept is also defended by Bartau, Azpillaga and Joaristi (2017), who argue that highly effective schools achieve comprehensive development in each and every one of their students, regardless of their initial performance or the socio-economic and cultural situation of their families. In other words, this model emphasises adaptive, emotional, communicational and professional commitment competencies as key for teachers.

Given the constantly changing knowledge society, a third flexible and dynamic perspective could be proposed. This conceives a competent teacher as being more closely linked to a reflective teaching model in that they are capable of analysing their practice and of proposing and implementing innovative solutions for specific situations. In this model, competent teachers are also willing to learn, conduct research and generate new knowledge to improve their educational practice, and solve specific challenges in the classroom and school. In other words, a competent teacher is characterised by their capacity for self-evaluation and self-improvement through research and engagement in rigorous and systematic evaluation of their practice (Eurydice, 2018). This reflective model becomes essential when the curriculum is more open and flexible. As a consequence, there is an increasing need to adapt this model to specific educational situations, groups and students in order to guarantee both basic competencies and optimal personal development.

This model refers to an innovative teacher who questions their own practice and who observes, tests, designs, implements and self-evaluates change. In short, they are oriented towards providing a better response to the problems that arise in the classroom, making proposals for change which are then evaluated in order to continue making decisions geared towards improvement. From an action-research perspective focused on improving educational processes and school reality, this teacher-researcher approach has been advocated by Stenhouse (1984) as a way of identifying specific educational problems in order to design and implement actions geared towards resolving them. It is a model that requires competencies linked to innovation, adaptation and openness to the environment and, potentially, teamwork competencies due to the fact that the solution of complex problems involves collaboration between colleagues (Blanchard & Muzás, 2018).

Thus, it seems that both theory and research propose a set of competencies that must be possessed by 21st century teachers in order for them to be more efficient and respond more effectively to classroom situations. Nonetheless, questions remain around the perceptions held by practicing teachers about their level of competency development when reflecting on their teaching. Further, it is also unclear whether such perceptions are influenced by the reality of the socio-educational context in which teachers carry out their work.

The aim of the present study was to analyse the level of competence perceived by primary and secondary school teachers as a function of contextual variables.

Method

In order to meet the study aim, a descriptive ex post-facto study was carried out. The Teaching Competencies Rubric PROFICIENCyIn+E©[1] (see Annex I) was used to collect information. This rubric has a digital format and is accessed from the *Habilmind* platform [https://www.habilmind.com/competencias-docentes-ucm.html] which was developed as an online learning management system for schools.

[1] © M-001944/2020, registry entry number 16/2020/6869, of 11 January 2021.

Design and elaboration of the PROFICIENCYIn+E© rubric was based on the realisation of four discussion groups with practicing teachers, of whom two taught primary education and two taught secondary education. Excellence and diversity profiles of the schools were considered. Schools were classified as "excellent" if they had obtained a high score on the standardised tests carried out by the Community of Madrid (Spain) on basic skills and knowledge. Schools were classified as "inclusive" if they had a high rate of student diversity, with at least 90% of these students graduating (García-García, García -Corona, Biencinto & Asensio, 2012; García-Corona, García-García, Biencinto, Pastor & Juárez, 2010; García-García, Biencinto, Carpintero, Núñez & Arteaga, 2013). Following evaluation of discussion groups, eleven key competencies for quality practice with excellent and inclusive outcomes were confirmed (García et al., 2017). The dimensions and specific skills that define them were also specified. Relevance, parsimony and length criteria were employed to specify dimensions, with five one-dimensional competencies being identified, alongside five competencies made up of 2 dimensions and one competency conformed by 3 dimensions.

The instrument is composed of 17 dimensions that assess 11 teaching competencies. It employs four levels of assessment which are, in turn, divided into 4 categories. This allows outcomes to be obtained on a scale of 1-16. Once the instrument is completed, together with the contextual and evaluative questions on usefulness of the rubric, an individual report on the level of competence is drawn up (García et al., 2017) (Table 1).

The rubric has adequate levels of reliability (Cronbach's alpha of 0.882) and has been validated via PROXSCAL multidimensional scaling, producing stress measures close to 0 (Sbn = 0.02092) and fit measures close to 1 (CCT = 0.988948), both of which indicate excellent outcomes (Biencinto et al., 2021).

Table 1. Implementation of competencies

COMPETENCE	**DIMENSIONS**	**LABEL**
SUBJECT MASTERY AND RELEVANCE	---	DOM-1
COMMUNICATION	Basic resources	COM-1
	Passion	COM-2
WORK PLANNING AND ORGANISATION	Development of learning goals	PLAN-1
	Organisation of activities and tasks	PLAN-2
	Learning assessment	PLAN-3
TEAMWORK AND COLLABORATION	---	TEAM-1
EMOTIONAL	---	EMO-1
ETHICAL COMMITMENT AND VALUES	Social interaction	ETIC-1
	Equity-justice	ETIC-2
ADAPTATION TO DIFFERENCES	Student knowledge	ADAP-1
	Flexibility	ADAP-2
RESEARCH AND REFLECTION ON TEACHING PRACTICES	---	INVES-1
COMMUNITY LINKS	Family	LINK-1
	Community, neighbourhood, town council, autonomous community, etc.	LINK-2
LEADERSHIP	---	LIDER-1
TECHNOLOGY	---	TIC-1

Sample description

The rubric was administered to a convenience sample of 426 primary and secondary teachers from sixteen autonomous communities between the months of September and December 2018. Greatest participation came from teachers in the Community of Madrid (41.54%) and Andalusia (23%), with just over 10% of the sample coming from the Community of Valencia, 8% from the Basque Country, 5% from Asturias and 4% from La Rioja. 51.87% were secondary school teachers and 48.12% were teaching at primary schools. 65.96% of the sample was female, whilst 34.03% was male (Table 2).

Table 2. Sample distribution according to sex and educational stage

SEX	**TEACHING STAGE**		**TOTAL**
	Primary Ed.	Secondary Ed.	
Woman	151 (35.4%)	130 (30.5%)	281 (65.96%)
Man	54 (12.7%)	91 (21.4%)	145 (34.03%)
Total	205 (48.1%)	221 (51.9%)	426 (100%)

45.77% of teachers worked at public (state-funded) schools, 46.71% at affiliated schools and 7.51% at private schools. With regards to teaching experience, 64.55% had 10 or more years of experience, with trends being similar across all teaching areas (Figure 2).

Figure 2. Distribution according to experience and teaching area

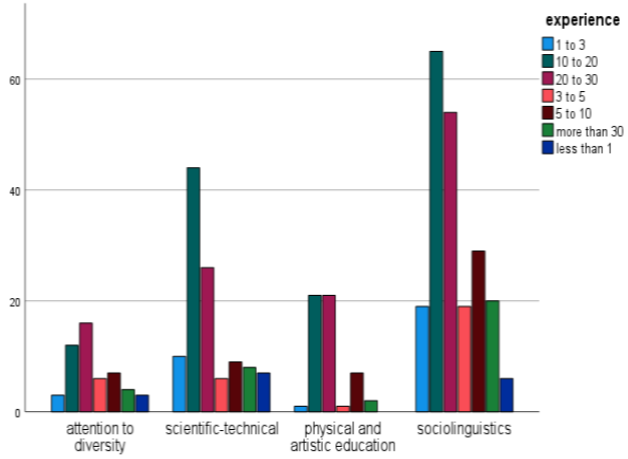
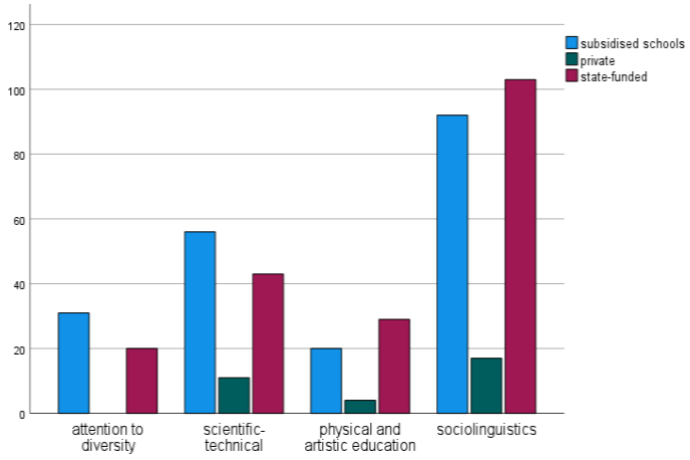


Figure 3. Distribution according school type and teaching area



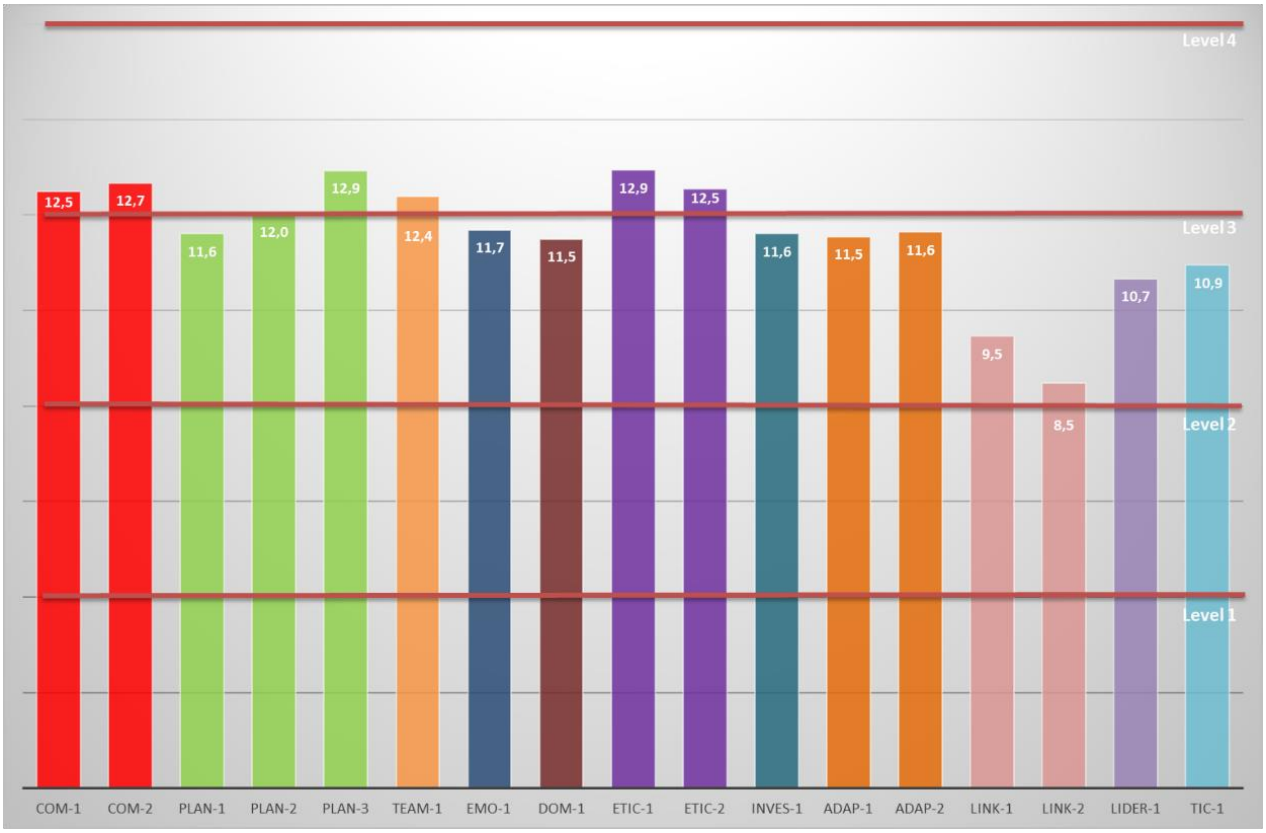
With regards to teaching area, sociolinguistics was highly represented accounting for 49.76% of the sample, followed by the scientific-technical area with 25.82%. The areas of physical and artistic education were less represented, corresponding to 12.44% of the sample, with attention to diversity being the least represented (11.97%). There was a greater presence of teachers from state-funded schools in the physical-artistic and sociolinguistic areas, whereas teachers in the scientific-technical and attention to diversity areas were more likely to come from subsidised schools (Figure 3).

Results

Firstly, the competence level of participating teachers is described. As can be seen in figure 4, which shows self-perceptions pertaining to the 17 dimensions, there is a tendency for most competencies to be rated between categories 2 and 3 of the 4 proposed levels. Specifically, all of the competencies, apart from two (LINK-1 and LINK-2), scored higher than 10 out of 16.

The competencies of communication (COM-1 and COM-2), teamwork (TEAM-1), ethics (ETIC-1 and ETIC-2) and planning dimension 3 (PLAN-3) were scored at level 4 on the rubric. That is, teachers appear to have reached the highest level of competence, although they fall short of reaching the maximum level defined for them. The competencies of community links (LINK-1 and LINK-2), leadership (LEADER-1) and technology (ICT-1) produced the lowest scores, although scores always exceeded the average level for each one.

Figure 4. Teacher competence ratings



In general, competence dimensions, such as communication, ethics and adapting to differences, tended to be rated similarly by teachers. In contrast, comparison of the dimensions of planning (PLAN) and community links (LINK) showed greater differences. Specifically, teachers seem to perceive themselves as being more competent at planning assessment activities (PLAN-3) than at formulating learning objectives (PLAN-1) and more competent at connecting with the family (LINK-1) than with the community (LINK-2). In order to compare potential differences between competencies according to contextual variables, analysis was conducted using non-parametric Mann-Whitney U and Kruskal Wallis H tests. These tests were chosen due to the scale of

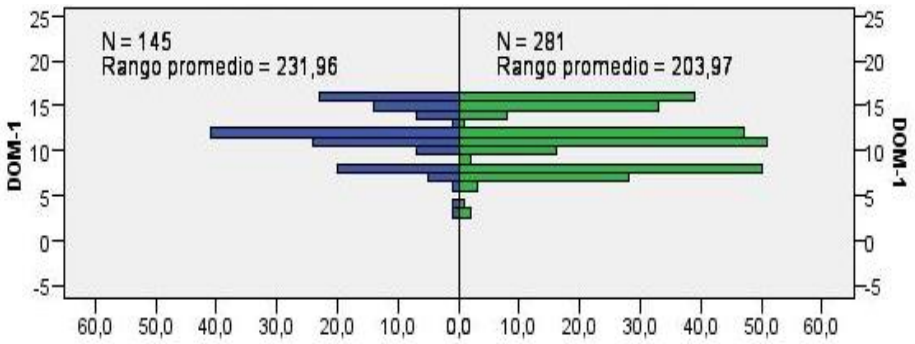
measurement pertaining to the variables and the rejection of parametric assumptions.

Firstly, differences according to gender were analysed. As shown in table 3, the competence profiles produced for men and women were similar. Different distributions were only found with regards to the competencies "subject mastery and relevance" (DOM-1). This difference favoured men (average range=231.96), with women being more likely to give responses that corresponded to lower rating levels (Figure 5).

Table 3. Gender differences

COMPETENCE	**DIMENSIONS**	**Sig.**
SUBJECT MASTERY AND RELEVANCE	(DOM-1)	**.024**
COMMUNICATION	(COM-1) Basic resources	.908
	(COM-2) Passion	.533
WORK PLANNING AND ORGANISATION	(PLAN-1) Development of learning goals	.883
	(PLAN-2) Organisation of activities and tasks	.859
	(PLAN-3) Learning assessment	.859
TEAMWORK AND COLLABORATION	(TEAM-1)	.174
EMOTIONAL	(EMO-1)	.180
ETHICAL COMMITMENT AND VALUES	(ETIC-1) Social interaction	.083
	(ETIC-2) Equity-justice	.710
ADAPTATION TO DIFFERENCES	(ADAP-1) Student knowledge	.320
	(ADAP-2) Flexibility	.310
RESEARCH AND REFLECTION ON TEACHING PRACTICES	(INVES-1)	.249
COMMUNITY LINKS	(LINK-1) Family	.968
	(LINK-2) Community, neighbourhood, town council, autonomous community, etc.	.346
LEADERSHIP	(LIDER-1)	.600
TECHNOLOGY	(TIC-1)	.254

Figure 5. Statistically significant gender differences in teaching competencies



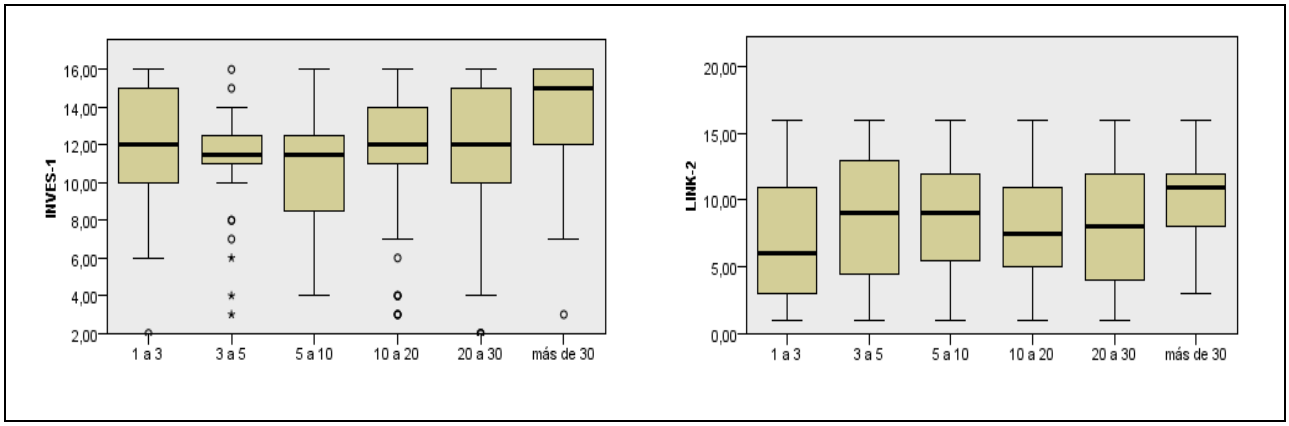
Findings are presented below according to the experience of teaching staff. In this regard, significant differences were only found with regards to research competencies, defined as the evaluation of daily practice and orientation towards improvement, as well with regards to links with the environment, specifically, in the dimension related to community-directed actions (neighbourhood, town council, etc.) (Table 4).

Table 4. Differences according to years of experience

COMPETENCE	**DIMENSIONS**	**Sig.**
SUBJECT MASTERYAND RELEVANCE	(DOM-1)	.462
COMMUNICATION	(COM-1) Basic resources	.299
	(COM-2) Passion	.944
WORK PLANNING AND ORGANISATION	(PLAN-1) Development of learning goals	.689
	(PLAN-2) Organisation of activities and tasks	.847
	(PLAN-3) Learning assessment	.268
TEAMWORK AND COLLABORATION	(TEAM-1)	.860
EMOTIONS	(EMO-1)	.535
ETHICAL COMMITMENT AND VALUES	(ETIC-1) Social interaction	.236
	(ETIC-2) Equity-justice	.214
ADAPTATION TO DIFFERENCES	(ADAP-1) Student knowledge	.486
	(ADAP-2) Flexibility	.713
RESEARCH AND REFLECTION ON TEACHING PRACTICES	(INVES-1)	**.003**
COMMUNITY LINKS	(LINK-1) Family	.388
	(LINK-2) Community, neighbourhood, town council, autonomous community, etc.	**.023**
LEADERSHIP	(LIDER-1)	.549
TECHNOLOGY	(TIC-1)	.532

Relative to novice teachers, it is evident that teachers with more years of experience rated their competence more highly with regards to research and reflection on teaching practice (sig = 0.000). In contrast, teachers with less teaching experience perceived themselves to have fewer relations and links with the community compared with teachers with more experience (sig = 0.035). However, it should be remembered that this dimension (LINK-2) produced the lowest scores overall (Figure 6).

Figure 6. Statistically significant differences between competence, according to years of experience



Outcomes regarding the knowledge area being taught were measured according to four categories (attention to diversity, scientific-technological, sociolinguistic, and artistic and physical education). Significant differences were found in Kruskal-Wallis outcomes with regards to competencies pertaining to adaptation to differences (student knowledge and flexibility), links with the community (family and community), and some dimensions

of communication competencies (basic communication resources and passion), planning (organisation of activities and tasks and evaluation) and ethics (equity and justice). On the other hand, differences did not emerge in relation to domain, teamwork, emotional, research, leadership and technological competencies. Nor were differences found with regards to the dimensions of passion in communication, formulation of objectives in planning and social interaction, and ethical commitment (Table 5).

For both dimensions of the communication competencies, teachers in the sociolinguistic area presented a median that was nearly 14 points (it should be remembered that the scale runs from 1-16) higher than those in the area of attention to diversity. However, although a number of outcomes were close to achieving statistical significance, pairwise comparisons only produced significant differences in relation to COM-1 (sig = 0.033).

Table 5. Differences according to teaching area

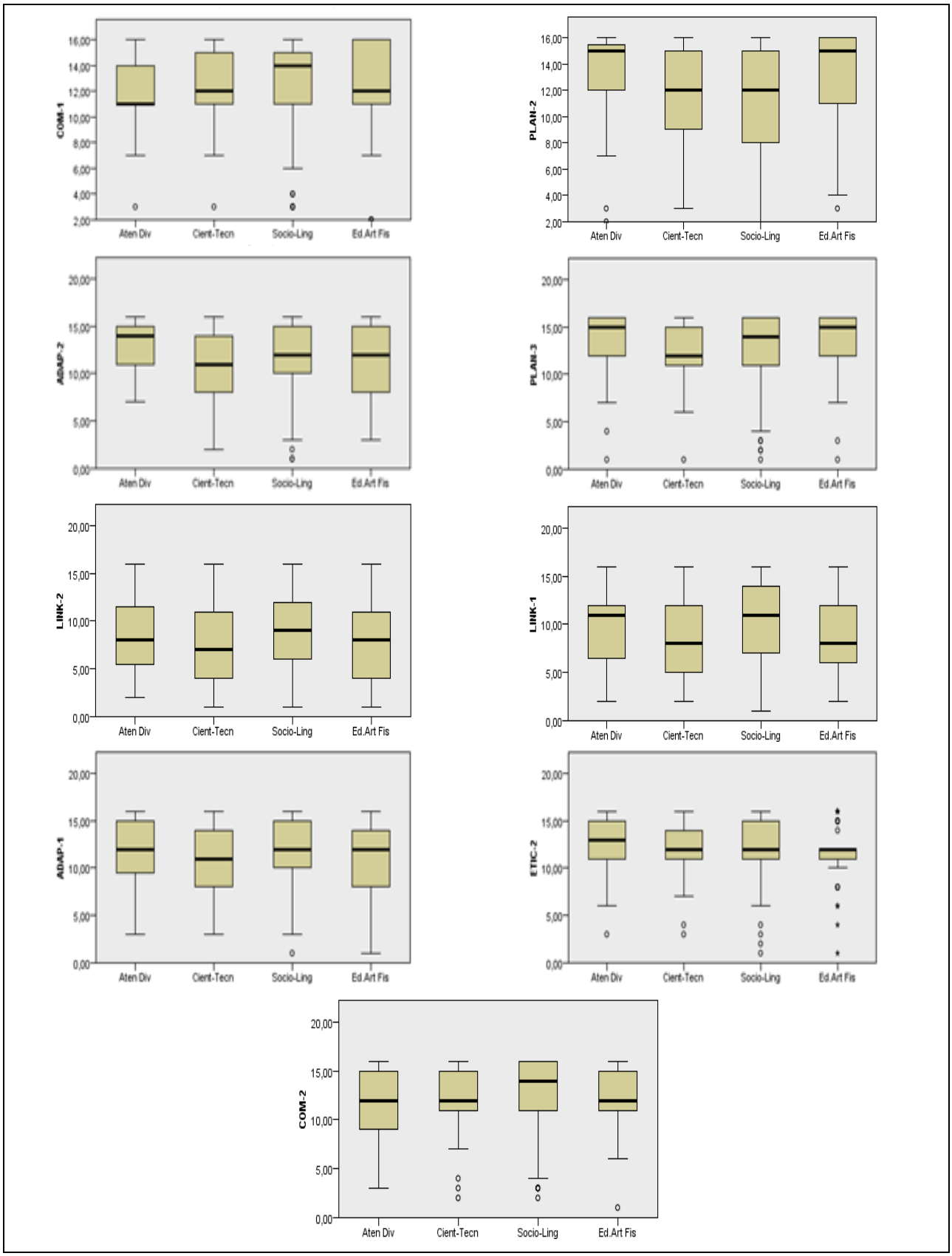
COMPETENCE	**DIMENSIONS**	**Sig.**
SUBJECT MASTERY AND RELEVANCE	(DOM-1)	.870
COMMUNICATION	(COM-1) Basic resources	**.022**
	(COM-2) Passion	.044
WORK PLANNING AND ORGANISATION	(PLAN-1) Development of learning goals	.088
	(PLAN-2) Organisation of activities and tasks	**.008**
	(PLAN-3) Learning assessment	**.015**
TEAMWORK AND COLLABORATION	(TEAM-1)	.154
EMOTIONAL	(EMO-1)	.143
ETHICAL COMMITMENT AND VALUES	(ETIC-1) Social interaction	.151
	(ETIC-2) Equity-justice	**.027**
ADAPTATION TO DIFFERENCES	(ADAP-1) Student knowledge	**.021**
	(ADAP-2) Flexibility	**.003**
RESEARCH AND REFLECTION ON TEACHING PRACTICES	(INVES-1)	.662
COMMUNITY LINKS	(LINK-1) Family	**.008**
	(LINK-2) Community, neighbourhood, town council, autonomous community, etc.	**.037**
LEADERSHIP	(LIDER-1)	.960
TECHNOLOGY	(TIC-1)	.079

In addition, teachers of attention to diversity or artistic and physical education perceived themselves to be more competent at planning activities and tasks (PLAN-2) and assessing learning (PLAN-3), compared to teachers in the sociolinguistic (sig = 0.031) and scientific-technical (sig = 0.048) areas, respectively.

With regards to the equity dimension (ETIC-2) of ethical competence, although table 5 presents some significant differences, subsequent contrasts did not support the existence of difference. It is likely that these outcomes were very close to reaching the 95% significance value.

Lower median scores were reported by teachers who belonged to the scientific-technological field in both the competencies pertaining to adapting to differences (ADAPT-1 and ADAP-2) and that pertaining to links with the community (LINK-1 and LINK-2). Specifically, significant differences were found between teachers in the scientific-technical and sociolinguistic fields in student knowledge (sig = 0.045), flexibility (sig = 0.027), and links with the family (sig = 0.008) and the setting immediately surrounding the school (sig = 0.027) (Figure 7).

Figure 7. Statistically significant differences between competencies, according to knowledge area



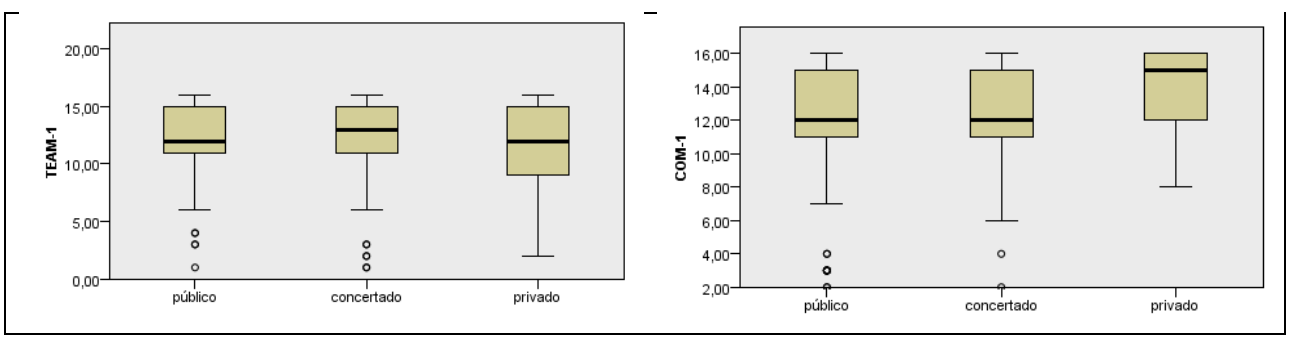
Differences pertaining to school ownership are now discussed. This variable is particularly relevant in the Spanish context given that, according to data from the Ministry of Education (2019) for the 2018-19 academic year, 19,093 of the 28,495 schools in Spain are publicly owned or state subsidised, with just 9,402 being private. Nonetheless, as shown in table 6, differences are only seen with regards to the COM-1 dimension of the communication competence (defined as the use of basic resources: tone, pauses, eye contact, fluency, and physical and bodily disposition) and collaborative work (understood as individual skills for teamwork and shared responsibility).

Table 6. Differences according to school type

COMPETENCE	**DIMENSIONS**	**Sig.**
SUBJECT MASTERY AND RELEVANCE	(DOM-1)	.337
COMMUNICATION	(COM-1) Basic resources	**.007**
	(COM-2) Passion	.850
WORK PLANNING AND ORGANISATION	(PLAN-1) Development of learning goals	.796
	(PLAN-2) Organisation of activities and tasks	.235
	(PLAN-3) Learning assessment	.758
TEAMWORK AND COLLABORATION	(TEAM-1)	**.032**
EMOTIONAL	(EMO-1)	.678
ETHICAL COMMITMENT AND VALUES	(ETIC-1) Social interaction	.226
	(ETIC-2) Equity-justice	.698
ADAPTATION TO DIFFERENCES	(ADAP-1) Student knowledge	.988
	(ADAP-2) Flexibility	.951
RESEARCH AND REFLECTION ON TEACHING PRACTICES	(INVES-1)	.252
COMMUNITY LINKS	(LINK-1) Family	.301
	(LINK-2) Community, neighbourhood, town council, autonomous community, etc.	.522
LEADERSHIP	(LIDER-1)	.595
TECHNOLOGY	(TIC-1)	.052

Specifically, teachers working at private schools rated themselves as being more competent when it comes to technical communication skills (COM-1) than their colleagues in state (sig = 0.005) and state-subsidised schools (sig = 0.018). On the other hand, no differences were found relative to perceptions of private school teachers regarding their competence for collaborative work, although differences were found between teachers in state and subsidised schools (sig = 0.046) (Figure 8).

Figure 8. Statistically significant differences between competences, according to school type



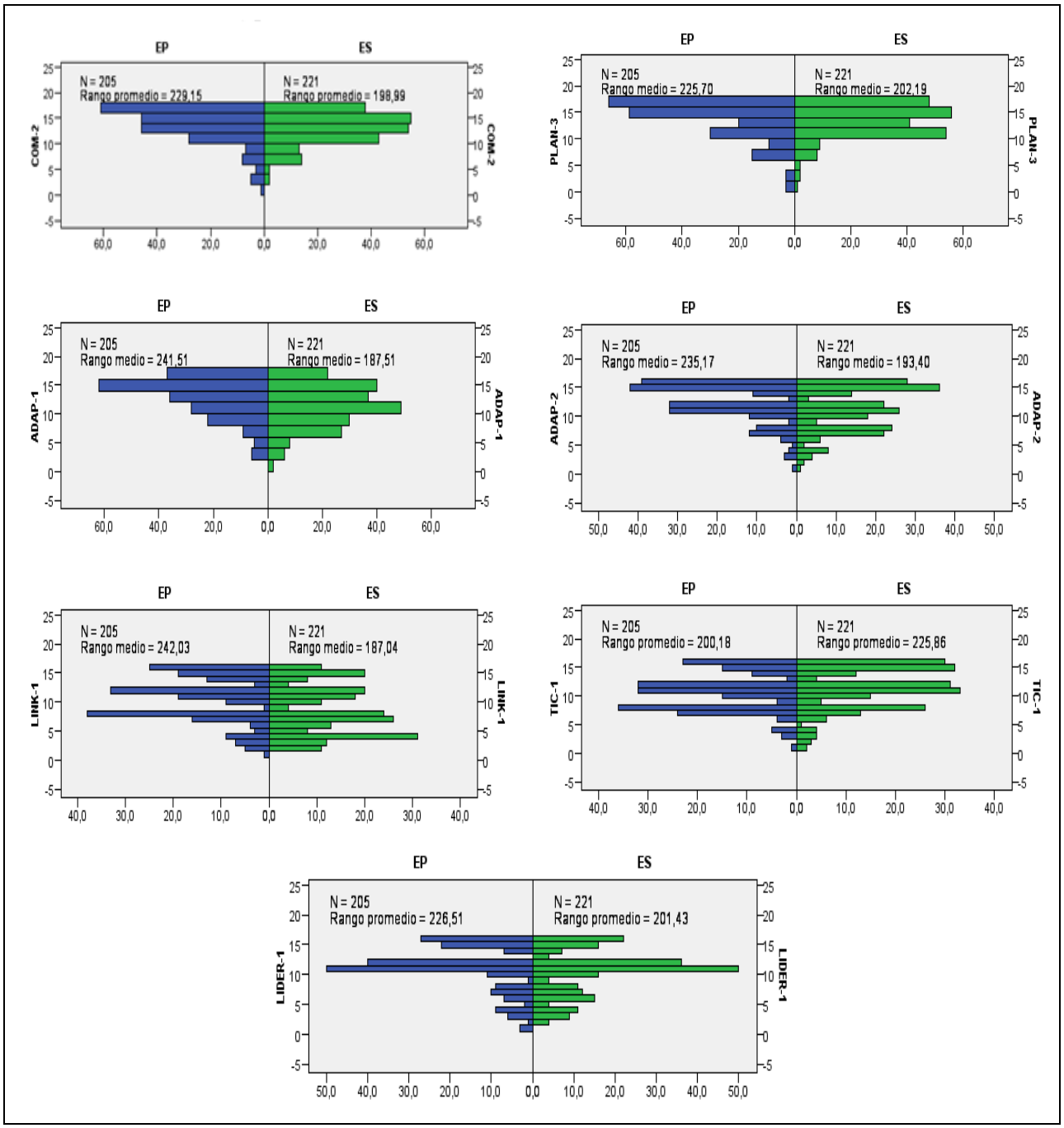
Finally, with regards to the educational stage at which the teacher was teaching, differences are found in relation to the competencies of adaptation to differences, leadership and technology, and some dimensions of the competencies of communication (passion), planning (assessment of learning) and links with the community (family). A similar profile was found for the competencies of mastery, teamwork, emotional skills, ethics and research, as well as for some of the dimensions of the competencies of communication (resources), planning (learning objectives and activities) and links (community) (Table 7).

Table 7. Differences according to teaching area

COMPETENCE	**DIMENSIONS**	**Sig.**
SUBJECT MASTERY AND RELEVANCE	(DOM-1)	.499
COMMUNICATION	(COM-1) Basic resources	.306
	(COM-2) Passion	**.010**
WORK PLANNING AND ORGANISATION	(PLAN-1) Development of learning goals	.689
	(PLAN-2) Organisation of activities and tasks	.838
	(PLAN-3) Learning assessment	**.045**
TEAMWORK AND COLLABORATION	(TEAM-1)	.190
EMOTIONAL	(EMO-1)	.461
ETHICAL COMMITMENT AND VALUES	(ETIC-1) Social interaction	.331
	(ETIC-2) Equity-justice	.232
ADAPTATION TO DIFFERENCES	(ADAP-1) Student knowledge	**.000**
	(ADAP-2) Flexibility	**.000**
RESEARCH AND REFLECTION ON TEACHING PRACTICES	(INVES-1)	.966
COMMUNITY LINKS	(LINK-1) Family	**.000**
	(LINK-2) Community, neighbourhood, town council, autonomous community, etc.	.198
LEADERSHIP	(LIDER-1)	**.034**
TECHNOLOGY	(TIC-1)	**.030**

Primary school teachers perceived themselves to be more competent in the COM-2 dimension related to passion for their subject, both dimensions of adapting to differences (ADAP-1 and ADAP-2), adjusting assessment methodologies (PLAN-3), educational leadership (LEADER-1) and in the dimension of links with the family within the competence of links with the community (LINK-1). In contrast, secondary school teachers rated themselves more highly in the technological competence (ICT-1) (Figure 9).

Figure 9. Statistically significant differences in teaching competencies



Evaluation of outcomes provides interesting data for the examination of teaching competencies in primary and secondary school teachers. In short, it seems that participating teachers perceived themselves, generally, to be fairly competent in their teaching practice (with all evaluations scoring 3 or higher on the rubric). However, they seem to be aware of their limitations and scope for improvement as only 6 of the 17 dimensions were rated with a score of 4 and, in none of these cases, teachers gave full marks to more than half of the skills represent within the domain. Ethics and communication were two of the most highly rated competencies. On the other hand, the worst rated competencies were links with the community, with both links with the family and the immediate environment being poorly rated.

Thus, competencies traditionally related to teaching such as communication, teamwork and planning were highly rated, whilst leadership, technological competence and, above all, links with the community were perceived to be less well developed.

Further, differences in perceptions of competence according to gender, teaching experience and tenure were not very marked. In the case of gender, significant outcomes only emerged in relation to subject mastery, with males perceiving themselves to be more competent than females. In addition, no major differences were found in terms of years of experience (differences found for only two of the 17 dimensions) and school type (differences found for only two of the 17 dimensions). Differences according to teaching experience were found in relation to research competencies and the community dimension, with teachers with more years of experience rating themselves more highly. When analysing the school ownership, differences were only observed in terms of the technical skills dimension of the communication competence, with private school teachers rating themselves more highly, and the teamwork dimension, with state-subsidised teachers rating themselves more highly than teachers at public schools. Nonetheless, it serves to highlight that few private schools participated in the present study (only 7.5%).

With regards to educational stage, differences were found in relation to 7 out of 17 dimensions. It could be concluded that teachers' competence perception profiles were similar, irrespective of gender and the educational stage being taught. However, taking a closer look at differences according to educational stage, primary school teachers scored more highly than secondary school teachers on the competencies of adapting to differences, leadership, some dimensions of communication (passion for knowledge and arousing interest in learning), and planning the assessment of learning and collaboration with the family. In contrast, secondary school teachers were seen to be most competent in technological competence.

Further differences were found with regards to subject area (in 10 of the 17 dimensions). This could suggest that profiles differ more greatly according to subject area than due to the other contextual variables. Teachers in the socio-linguistic area perceived themselves to be more competent in the use of basic communication resources than those in the area of attention to diversity. Further, they rated themselves more highly than teachers in the scientific-technological area in relation to adapting to differences and, links with families and the community. Finally, teachers of attention to diversity and of artistic-physical education perceived themselves to be more competent at planning activities and assessing learning than those in the scientific-technological and socio-linguistic areas.

These findings allow us to conclude that participating teaching staff were fairly homogeneous in terms of their perceptions of their own teaching competences, with the most marked differences depending on the knowledge are and educational stage.

Discussion and conclusions

Participating teachers believed themselves to have medium-high competence levels. The most highly valued competencies were communication, teamwork, ethics and the assessment of learning dimension of the planning competence. This was in accordance with findings reported by Bolivar (2013), Marina and Bernabeu (2007), Reoyo, Carbonero and Martín (2017), although they contrast to conclusions made by Escudero, Cutanda and Trillo (2017). The latter identified ethics as one of the most neglected competencies. Competence perceptions were somewhat less positive regarding the competencies of community links, leadership and technology. In any case, teachers acknowledge that there is room for improvement for most of the competencies since they did not report having achieved the maximum possible skill level for all skills.

Nonetheless, it should be noted that although high teacher ratings of competence are clearly positive, it should also be considered that the instrument itself suffers from potential social desirability as it is the teachers themselves who assess the skills described in the achievement indicators for each competence level. Thus, competence profile must still be examined alongside student learning outcomes.

Given that leadership emerged as one of the least highly rated competencies together with links to the community, conceived as active participation to resolve community needs, and research, understood as reflection on practice, it seems that improvement should target innovative leadership and research projects. For teacher development to achieve excellence and inclusion, these should focus on teaching practice and opening the school up to its immediate environment.

Although a similar profile emerged for all participating teachers, identified differences highlight that different profiles may exist depending on certain contextual variables.

Male and female teachers differed only in subject mastery, with men rating themselves as being more competent. It should be noted that all participants perceived themselves to know and apply content, and keep it up-to-date, however, men rated themselves more highly at introducing training activities and participating in scientific seminars and networks. Without more information, these differences can only be interpreted from a gender perspective and in terms of work-life balance. This aspect should be further considered in future studies.

Educational stage has emerged as an important factor in other studies such as those conducted by Tribó (2008) Jofré & Gairín (2009), Martín del Pozo & Juanas (2009), and Bahmannia, Malaki & Khosravi (2020). According to the results of the present study, primary school teachers perceived themselves to be competent at forming relations with families and perceived themselves to be less competent at technology use. However, they also rated themselves to be enthusiastic and good transmitters of knowledge. This is important for capturing student interest, adapting plans to assessment processes, knowing how individual students learn and offering flexible teaching and assessment processes. Such teachers are also more likely to lead projects which improve learning in the classroom, competencies closely related to inclusion and student-centred teaching models. These findings are similar to those reported by Marchesi (2007), Pérez Juste, Ortega & Quintanal (2012) and Bartau, Azpillaga & Joaristi (2017).

Competence profiles also differed according to subject area (attention to diversity, and scientific-technological, sociolinguistic and artistic-physical skills). It is very interesting to note teachers of less instrumental areas (artistic-physical and attention to diversity) rated themselves more highly than teachers in the sociolinguistic area at designing activities and assessment processes adapted to the characteristics of students rather than colleagues. Teachers in the sociolinguistic area believed themselves to be more competent when it came to transmitting messages and effective use of verbal and non-verbal communication resources than their colleagues in the area of attention to diversity. This same group also reported greater competence than their peers in the scientific-technological area when it came to knowing how their students learn and being flexible in teaching and assessment procedures, as well as establishing channels for active collaboration with the family and programming activities for community participation. This leads us to conclude that teaching staff in the areas of attention to diversity, sociolinguistics and arts and physical education may have introduced the principle of inclusion in the teaching-learning processes in line with OECD guidelines (2018a). Excellence has traditionally been more closely linked to subject mastery and didactic technique for content planning. Nonetheless, inclusion, urges greater flexibility and innovative change in order to seek appropriate responses to educational challenges, adapting them to the context and student characteristics in order to

individually guide them towards the achievement of their objectives. To the extent that the student takes a leading role in their own learning over knowledge of the subject matter, teaching competence tends to be linked more to reflection. This enables appropriate, realistic and achievable objectives to be proposed for all student, whilst also ensuring motivational presentation of subject matter which arouses interest, promotes learning satisfaction and links new learning with what is already known. Further, inclusion encourages the adaptation of learning strategies, in addition to promoting student commitment and dedication throughout the learning processes. In other words, technical and affective components must come together within the teaching competence should excellent and inclusive schools emerge to meet SDG4 of the 2030 Agenda (2020).

The use of authentic tasks and examples from everyday life, as performed with the rubric described in the present study, has proven to be a powerful self-assessment tool (Carless, 2007). Although assessment rubrics have been commonly used for student assessment (Lázaro & Gisbert, 2015; Lázaro, Gisbert & Silva, 2018; Panadero, Alonso-Tapia &Reche, 2013; Salazar, Tobón & Juárez, 2018), they provide tools that can also be used to assess competence given that they allow this complex element to be broken down into a series of relevant competencies which are then graded from the most basic level to mastery (Alsina, 2013; Cano, 2015; Torres & Herrero, 2012).

Studies are yet to be conducted to explain why longer teaching experience is related with different perceptions of the competencies of research and community links. Moreover, it will certainly be necessary to identify whether the competence profiles of primary and secondary teachers should be similar or different. This is important to be able to converge the principles of excellence and equity, as well as to verify the effect on learning and educational outcomes pertaining to students, families and the educational setting. A final reflection should consider whether teachers who have mastered the eleven competencies proposed by excellent and inclusive schools when developing the rubric used in the present work, achieve better learning in all students when operating at high levels of the competencies desired for 21st century society. It will also be possible to consider other, more school-specific variables, pertaining to the socio-political and school context (educational model, school climate, educational project or family participation). Such research could follow the lines proposed by Murillo, Martínez & Hernández (2011).

Finally, it should be noted that the present study was conducted prior to the COVID-19 pandemic. The teaching situation, educational context, and needs of students, families and teachers themselves have changed and, as a result, new issues have arisen. It remains unclear whether the pandemic has had an impact on the competencies perceived by teachers as being necessary for inclusion and excellence indices of all students. It would be particularly interesting to examine the technology competence. This competence was so lowly valued by participating primary school teachers and it would be interesting to know if this perspective has changed. Finally, it would be illuminative to uncover whether the competencies of communication, educational leadership, adapting to differences or family links are now better developed in secondary school teachers.

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Annex I. RUBRIC TEACHER COMPETENCIES PROFICIENCyIn+E©

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COMPETENCE	DOMAIN/ACHIEVEMENT INDICATOR			
	Competence level 1	**Competence level 2**	**Competence level 3**	**Competence level 4**
COMMUNICATION	➢ In the classroom, when I communicate with my students...			
	I structure explanations according to the topic. I respond and react mainly to calls for attention.	I use some of the basic resources of communication to maintain attention. I adapt my language and take care to keep it clear and simple.	I convert knowledge and ideas into good didactic messages. I am attentive to non-verbal messages.	I use basic verbal and non-verbal communication resources effectively. I readjust my communication according to my students' responses.
	➢ In my day-to-day work in the classroom...			
	I convey content clearly and rigorously. I believe that the what is more important than the how.	I enjoy some activities and I make sure that the class is enjoyable.	I enjoy my classes and I try to make my students feel interested in the subject.	I am enthusiastic, exciting and am able to reach my students with what I say. I seek to develop a passion for knowledge.

COMPETENCE	DOMAIN/ACHIEVEMENT INDICATOR			
	Competence level 1	**Competence level 2**	**Competence level 3**	**Competence level 4**
WORK PLANNING AND ORGANISATION	➢ When I think about the objectives to be worked on in the classroom...			
	I use the ones in the textbook as course objectives.	I prepare them by consulting current regulations and other official documents.	I create my own objectives in a precise, actionable way and sequence them correctly.	I create my own objectives taking into account the characteristics of the context (school, classroom, students).
	➢ When planning activities...			
	I mainly organise activities and tasks according to the textbook.	Although I take into account the activities in the teaching guides, I incorporate new tasks adapted to my group of students.	I organise, sequence and adjust tasks, activities and resources according to the established planning.	I organise, sequence and create tasks, activities and resources, adapting them to the personal and social characteristics of my students.
	➢ For the assessment of learning...			
	I use what the textbook proposes.	I build tools from the information collected from the teaching guides.	I design the assessment process by incorporating other instruments.	I design the assessment process adapting it to the personal and social characteristics of my students.

COMPETENCE	DOMAIN/ACHIEVEMENT INDICATOR			
	Competence level 1	**Competence level 2**	**Competence level 3**	**Competence level 4**
TEAMWORK AND COLLABORATION	➢ When I work with a team...			
	I usually work best on my part individually and then share it with the rest of the team. I listen to what others say, although I usually keep my own view of the problem. I think about the solution, but do not usually present it to the rest of the team.	I reflect with others when the situation requires it. I listen to what others say and value solutions, but have difficulty in offering creative ideas or solutions.	I am flexible and adopt the different roles that are needed at every step of the work. I listen actively, work on others' suggestions and am prepared to contribute creative ideas.	I am fully committed to the group. I share materials and rework them with my colleagues. I always evaluate alternative solutions to achieve common goals.
EMOTIONAL	➢ In the relationship with my students...			
	I identify my own emotions. I am aware of the mood of my students and understand the discrepancy between what they may be feeling and what they actually verbalise.	I am aware that my mood influences the decision-making process. I promote, among my students, a state of mind that is conducive to the activity they are about to undertake.	I understand the causes of my mood. I interpret the meaning of emotions in others and recognise the transition from one emotional state to another.	I have the ability to regulate my own and others' emotions, moderating negative emotions and intensifying positive ones in order to achieve the student's emotional and intellectual growth.

COMPETENCE	DOMAIN/ACHIEVEMENT INDICATOR			
	Competence level 1	**Competence level 2**	**Competence level 3**	**Competence level 4**
SUBJECT MASTERY AND RELEVANCE	➢ As for the knowledge of the subjects I teach...			
	I know the basic contents.	I know the contents and their practical application. I update my knowledge.	I integrate theoretical and practical content. I attend training activities related to the subjects I teach.	I master the subject and I am concerned about the usefulness of knowledge for my students. I actively participate in seminars, working groups and/or scientific communities in my area.
ETHICAL COMMITMENT AND VALUES	➢ To improve coexistence in the classroom...			
	I try not to let conflicts arise and avoid confrontations when they do occur.	I take care of the social atmosphere and I am concerned about compliance with the rules.	I promote participation and the construction of rules with students. I emphasise democratic, social and sustainability values.	I convey a consistent model of civic behaviour through my actions. I act as an agent of educational change, promoting coexistence and respect for democratic, social and sustainability values.
	➢ To compensate for inequalities...			
	I can do very little to change my students' conditions and opportunities.	I avoid favouritism and prejudice, I treat all students in the same way.	I try to be objective and fair in my treatment of students so that each one has the opportunities they need.	I give each student what they need to compensate for existing inequalities and to develop all of their abilities.

COMPETENCE	DOMAIN/ACHIEVEMENT INDICATOR			
	Competence level 1	**Competence level 2**	**Competence level 3**	**Competence level 4**
RESEARCH AND REFLECTION ON TEACHING PRACTICES	➢ Reflections on my teaching practice...			
	I feel that day-to-day life doesn't leave me time to reflect. I feel that my teaching practice improves over the years, as time goes by I gain more experience in the classroom.	I ponder over any major problem or when difficulty arises. I try to understand the cause and, if possible, incorporate some modifications in my teaching practice.	I identify teaching-learning situations and ask myself questions to analyse and improve my teaching practice.	I make decisions in response to the analysis of my teaching practice. I participate in innovative projects to improve the school.
ADAPTATION TO DIFFERENCES	➢ To adapt to the differences of my students...			
	I know the learning characteristics of my class (the way in which they learn according to their age) and I plan with them in mind.	I make an effort to know the communication and learning needs of my students with disabilities and/or educational difficulties and plan activities tailored to them.	I identify and take care to help students who have learning difficulties and/or who stand out more. I plan differentiated learning pathways.	I take care to find out from each of my students how they learn, what they excel at, what difficulties they have, what interests they have, etc., and I plan different procedures to suit them.
	➢ To adapt to the different ways of learning...			
	I follow the same procedure that has already been planned for all of my students. I support those who have not achieved their objectives after assessment.	I provide specific resources for my students with disabilities or significant learning difficulties.	I incorporate specific reinforcement, extension and deepening procedures for my students.	I use different teaching and assessment procedures to adapt to the different ways of learning of each student.

COMPETENCE	DOMAIN/ACHIEVEMENT INDICATOR			
	Competence level 1	**Competence level 2**	**Competence level 3**	**Competence level 4**
COMMUNITY LINKS	➢ In my relationship with families...			
	I recognise their importance in the educational process, although I find it difficult to get them to attend meetings and other activities.	I propose collaborative activities and maintain regular contact with them.	I encourage their active involvement in their children's learning process.	I establish a culture of active collaboration in the classroom and in the school.
	➢ To promote the participation of my students in their community...			
	I make sure I am aware of the services in my community and inform students about the resources and activities in the surrounding area.	Different community services come and give talks and/or workshops in my classes.	I plan activities that involve participation in the community.	I encourage their active participation in meeting community needs.
LEADERSHIP	➢ When faced with a new project in the classroom or in the school...			
	I prefer other people to take the lead in projects.	I have good ideas but I find it difficult to organise them and involve people to participate.	I am able to put good ideas into practice but I do not always find the necessary support.	I effectively organise an enthusiastic team that follows me through to completion.
TECHNOLOGY	➢ When I use ICT...			
	I am familiar with some ICT resources, although I do not usually integrate them into the classroom.	I use ICT to show content (videos, presentations, etc.), which I have found through different media.	I plan classroom situations where my students can carry out activities, as well as access resources and content through the use of ICT.	I design classroom situations where my students can develop content and learn autonomously and critically through the use of ICT.

Authors / Autores

García-García, Mercedes (mergarci@edu.ucm.es) 0000-0002-2942-3141

PhD in Educational Sciences, she is a tenured lecturer in the Department of Research and Psychology in Education at the Complutense University of Madrid and co-director of the research group Adaptive Pedagogy. Her teaching focuses on the areas of Differential Pedagogy and Educational Guidance.

Biencinto López, Chantal (alameda@edu.ucm.es) 0000-0002-6385-2230

PhD in Philosophy and Educational Sciences (UCM). Currently Associate Professor in the Department of Research and Psychology in Education of the Faculty of Education and co-director of the research group Adaptive Pedagogy. Her main lines of work are research methodology and data analysis.

Carpintero Molina, Elvira (ecarpintero@edu.ucm.es) 0000-0003-1223-6857

PhD in Psychopedagogy from the Complutense University of Madrid. Lecturer in the Department of Research and Psychology in Education at the UCM. She focuses her teaching in the areas of Differential Pedagogy and Educational Guidance. Her main lines of research revolve around learning strategies and adaptive education. She is a member of the consolidated research group Pedagogía Adaptativa.

Villamor Manero, Patricia (ptciavil@edu.ucm.es) 0000-0002-8154-8451

PhD in Pedagogy, she holds an extraordinary doctorate award from the Complutense University of Madrid. She is a lecturer in the Department of Educational Studies in the Faculty of Education-Teacher Training Centre at this university. Her lines of research focus on education policy and comparative analysis of international education policies and, in particular, on privatisation policies and financing of the education system, leadership studies in education from a gender perspective and the analysis of teacher training policies. She is a member of the consolidated research group Adaptive Pedagogy.

Huetos Domínguez, María (mhuetos@ucm.es) 0000-0001-5527-4920

Graduate in Pedagogy from the Complutense University of Madrid. Staff member of the PROFICIENCyIn+E Research Project since 2016. Collaborator of the University Guidance Service (SOU). Her professional experience is framed in the educational field, focusing her interest in the design of academic and professional guidance workshops for students of Compulsory Secondary Education, Baccalaureate and last years of Degree.

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