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*Scientific articles*

**Nueva Escuela Mexicana: representaciones sociales sobre la  
evaluación docente. Límites y posibilidades en disputa**

***New Mexican School: Social representations of teacher evaluation.  
Disputed limits and possibilities***

***Escola Novo Mexicana: Representações sociais da avaliação de professores.  
Limites e possibilidades em disputa***

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## Resumen

En los últimos años, las investigaciones en el campo de las representaciones sociales sobre la evaluación docente han ido en aumento. Estas investigaciones surgen con la finalidad de explicar el conjunto de opiniones y creencias que tienen los maestros sobre los efectos que la evaluación docente ha tenido sobre su práctica. En este contexto, el objetivo de este artículo analizar las representaciones sociales que los maestros han elaborado sobre la evaluación docente en la Nueva Escuela Mexicana (NEM) en el periodo 2019-2024. Con ese propósito se realizó un estudio exploratorio, de corte transversal y alcance interpretativo. Se aplicó un cuestionario a maestros de educación básica del municipio de Puebla con el fin de indagar sobre su concepción de la evaluación docente y recabar sus propuestas de mejora. Se utilizó el software Gephi para detectar la estructura y contenido de las representaciones sociales. Los resultados sugieren una representación heterogénea, vinculada a la sobrecarga administrativa y a la profesionalización docente. También se encontró que la propuesta de los maestros gira en torno a construir un modelo de evaluación transparente y que promueva la retroalimentación, que se parezca más a un dispositivo de acompañamiento que a uno de control magisterial.

**Palabras clave:** educación básica, evaluación docente, reforma educativa, representación social, política docente.

## Abstract

In recent years, research on the social representations of teacher evaluation has increased. This research aims to explain the opinions and beliefs teachers hold about the effects of teacher evaluation on their practice. In this context, this article analyzes the social representations teachers have developed regarding teacher evaluation within the New Mexican School (NEM) model during the 2019-2024 period. To this end, an exploratory, cross-sectional, and interpretive study was conducted. A questionnaire was applied to teachers of basic education in the municipality of Puebla in order to investigate their conception of teacher evaluation and to gather their proposals for improvement. The Gephi software was used to analyze the structure and content of these social representations. The results suggest a heterogeneous representation, linked to administrative overload and teacher professionalization. It was also found that the teachers' proposal revolves around building a

transparent evaluation model that promotes feedback, which is more like a support device than a teacher control device.

**Keywords:** basic education, teacher evaluation, educational reform, social representation, teacher policy.

## Resumo

Nos últimos anos, a pesquisa sobre as representações sociais da avaliação docente tem aumentado. Esta pesquisa visa explicar as opiniões e crenças que os professores têm sobre os efeitos da avaliação docente em sua prática. Nesse contexto, este artigo analisa as representações sociais que os professores desenvolveram a respeito da avaliação docente no âmbito do modelo da Escola Novo Mexicana (ENM) durante o período de 2019-2024. Para tanto, foi realizado um estudo exploratório, transversal e interpretativo. Um questionário foi aplicado a professores do ensino fundamental do município de Puebla para explorar sua compreensão da avaliação docente e coletar suas sugestões para aprimorá-la. O software Gephi foi utilizado para analisar a estrutura e o conteúdo dessas representações sociais. Os resultados sugerem uma representação heterogênea, ligada à sobrecarga administrativa e à profissionalização docente. Constatou-se também que a proposta dos professores gira em torno da construção de um modelo de avaliação transparente que promova o feedback, assemelhando-se mais a um mecanismo de apoio do que a uma ferramenta de controle docente.

**Palavras-chave:** educação básica, avaliação docente, reforma educacional, representação social, política docente.

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## Introduction

During the 2018-2024 presidential term, the New Mexican Education Model (NEM) was established as the national educational project. The revaluation of the teaching profession became one of its pillars. This is significant because in recent decades the teaching profession has been devalued by governments of various political persuasions (González, Rivera, and Guerra, 2016; Arnaut, 2019), despite the fundamental role teachers play in the education system. The pedagogical training of new generations depends on them.

From this perspective, the New Mexican Education Model (NEM) designed a teacher career system to promote teachers' professional development. Simultaneously, a complex teacher evaluation system was developed to regulate teacher entry, promotion, and recognition. This led to the creation of the General Law of the System for the Career of Teachers (LGSCMM) (Congress of the Union, 2019b), which, through the Unit of the System for the Career of Teachers (USICAMM), is responsible for establishing the general guidelines for teacher evaluation at the national level. This task has presented a challenge for educational authorities (Piñón, 2021). Its complexity lies, on the one hand, in the number of teachers to be evaluated: more than two million basic education teachers nationwide. On the other hand, it lies in the design of the normative and pedagogical guidelines that underpin the new model.

In this context, the then Secretary of Public Education, Esteban Moctezuma Barragán, pointed out three differences between the teacher evaluation model implemented with the 2013 education reform and the NEM model. He maintained that the former promoted a standardized evaluation linked to job security, while the latter was based on a regional approach, was diagnostic, and guaranteed labor rights and job stability (SEP, 2019a).

Following the end of the six-year presidential term, it is deemed appropriate to investigate the impact that the new teacher evaluation model had on teachers' practice and professional development. It is important to understand how it was adopted, what changes were proposed, and the resistance it generated. Based on this premise, this article aims to analyze the social representations that elementary school teachers in the municipality of Puebla developed regarding the USICAMM evaluation model during the 2018-2024 presidential term.

This article provides analytical elements that will broaden the discussion on the teacher evaluation model that teachers need to develop professionally and enrich their practice. Furthermore, this research incorporates the voices, experiences, and needs of teachers within their specific contexts.

## Teacher evaluation and its implications in the NEM

According to the specialized literature, one of the purposes of teacher evaluation is to encourage more reflective teaching practice. It is proposed as a tool to enhance teacher learning. Thus, formative assessment is characterized by promoting feedback processes that aim to "transform teachers' activity into an object of reflection" (Rueda and Díaz-Barriga, 2011, p. 19).

Based on this argument, we can conceive of teacher evaluation as a complex, systematic, and multidimensional process whose purpose is to enrich teaching practice. This conception coincides with the work of Sahlberg (2011), Díaz-Barriga (2015, p. 140), Gil (2018), Moreno (2021), and Rosas (2025), who maintain that teacher evaluation should promote feedback as a condition for generating learning; give importance to multiple evaluation instruments; deepen its pedagogical meaning; reflect collectively on the results obtained; propose intervention strategies; and encourage teacher participation through self-evaluation and peer evaluation.

However, in Mexico, various evaluation programs were implemented between 1988 and 2012. Their evolution reveals two structurally recurring characteristics: voluntary evaluation linked to economic incentives. Starting in 2013, a model was implemented that marked a turning point: the General Law of the Professional Teaching Service (LGSPD) (Congress of the Union, 2013) established mandatory evaluation linked to job security. Meanwhile, the New Mexican Education Model (NEM) proposed a new teacher evaluation model. To this end, the LGSPD was repealed. Subsequently, the General Law of Education (LGE) (Congress of the Union, 2019a) clarified that evaluation would be diagnostic in nature, linked to teacher training, professional development, and continuing education, eliminating its punitive bias.

As mentioned above, the design, development, and implementation of the new teacher evaluation program is the responsibility of USICAMM, a decentralized administrative body with technical, operational, and management autonomy, attached to the Ministry of Public Education (SEP) (Congress of the Union, 2019b). Its main function is to regulate the three stages of teacher evaluation: admission, promotion, and recognition of teachers, as shown in Table 1. One aspect to highlight is the multifactorial elements that designate the quantitative and qualitative aspects that this Unit uses to evaluate applicants to the system, as well as teachers requesting a promotion or recognition.

**Table 1.** Multifactorial elements of the admission, promotion, and recognition stages of the USICAMM

Stage	Aim	Multifactorial elements	Weighing
Admission	To assess the pedagogical qualities of the applicants	Teacher training	15
		Overall career average	25
		Extracurricular courses	10
		Teaching experience	20
		Assessments of knowledge and skills	30
Promotion	Horizontal: To encourage their vocation of service and commitment to their professional development.	Vocational training	15
		Antique	35
		Professional development and training	20
		Assessments of knowledge and skills	30
	Vertical: Promotion to a higher responsibility category, access to a higher income level, and a change in role.	Vocational training	15
		Antique	30
		Experience and time working in areas of marginalization, poverty and social breakdown.	15
		Recognition for good performance	10
		Assessments of knowledge and skills	30
		For additional hours: Opportunity to increase the number of hours in front of a group	Vocational training
	Antique		35
	Teacher training and professional development		20
	Assessments of knowledge and skills		30
Recognition	Recognizing outstanding teachers as key agents of transformation	Vocational training	15
		Professional development and training	20
		Experience in consulting and support	10
		Recognition of educational work in the classroom and at school	25
		Antique	30

*Note:* Prepared by the author taking as a reference the LGSCMM (Congress of the Union, 2019b), SEP-USICAMM (2023a), SEP-USICAMM (2023b), SEP-USICAMM (2023c), SEP-USICAMM (2023d) and SEP-USICAMM (2023e).

As can be seen, in the admissions stage, the exam is the multifactorial element with the highest weighting, 30 out of a possible 100 points. It is administered online through the Venus platform. This has generated problems. Teachers have reported technical failures,

platform crashes, and a lack of institutional response. Franco (2021, para. 3) argues that, despite having the required profile, “their right to participate in the process is thwarted by the technical failures of a digital platform, characterized by impersonal procedures, and where no one responds to any problem, error, or omission.” Furthermore, it is noteworthy that, for this stage, the applicant's GPA upon graduation is given greater weight than their doctoral studies.

On the other hand, to be eligible for horizontal promotion, teachers must have two years of accumulated service in their current role. It is important to note that there are eight incentive levels for this stage, with a minimum of four years of service at each level. The percentages are slightly modified for teachers from areas of high poverty or marginalization, as shown in Table 2. This increase is an incentive intended to recognize the work that hundreds of teachers perform despite adverse circumstances.

**Table 2.** Incentive levels in horizontal promotion

Area	Level	1	2	3	4	5	6	7	8
Conurbation	Percentage	35%	65%	95%	120%	145%	165%	185%	205%
High poverty	Percentage	41%	77%	113%	144%	175%	201%	227%	247%

*Note:* SEP-USICAMM (2023d)

Regarding the promotion of additional hours, teachers seeking to increase their hours can access a maximum of twenty. Furthermore, the recognitions awarded to teachers are of three types: Professional Development, Mentoring, Support and Mentoring, and Recognition of Educational Practice. Applicants may only participate in one process.

## Theoretical framework

### Social representations

The theory of social representations has played a prominent role within the social sciences and humanities. One of the most common definitions states that social representations are constituted by a set of perceptions, opinions, beliefs, and attitudes of a social group or culture regarding a social object or phenomenon (Abric, 2001). In this way, this theory is established as a tool that allows us to articulate three key aspects: subjective formations, the groups that produce them, and social phenomena. A fourth aspect should be added: the context in which they are generated, interact, and develop.

Serge Moscovici was the first to use the term "social representations." He did so in his doctoral thesis entitled "*Psychoanalysis: Its Image and Its Public*" (Moscovici, 1979). Over the years, the theoretical framework has been strengthened through the introduction of new concepts that allow us to organize and explain the impact that various social phenomena have on social groups.

In this context, it is worth asking: what are social representations? Moscovici argues that "Social representations allow people in a group or society to understand their world clearly and distinctly, to interpret fortunate or unfortunate events, and to predict and judge the behavior of others" (Wagner & Hayes, 2011, p. 13). For Araya (2002, p. 2), "Social representation theory is just one way of approaching the social construction of reality." Similarly, Jodelet (1986, p. 472) states that social representations are "a system of reference that allows us to interpret what happens to us, even to make sense of the unexpected; categories that serve to classify circumstances, phenomena, and the individuals with whom we have something to do; forms of social knowledge that allow us to interpret everyday reality ."

However, not all social phenomena can become the object of the theory of social representations. Certain conditions must be met for them to emerge. According to Páez (1987), representations arise in response to social processes or events that demand normalization. This means that such a process bursts onto the social scene and imposes a new dynamic that generates surprise, unease, and distrust among the members of the group in question. Thus, Jodelet (1986) proposes three conditions that lead to their emergence: that the phenomenon under study disrupts or questions social norms and laws; a collective crisis; and that the social fact is presented repeatedly both in everyday conversations and in the media.

In the 1990s, Jean-Claude Abric proposed the core theory, arguing that representations not only possess content but also a structure. This approach is called the structural approach. Thus, he maintains that:

"The analysis of a representation and the understanding of its functioning necessarily require a double identification: that of its content and that of its structure. That is, the constituent elements of a representation are hierarchized, assigned a weighting and maintain relationships within them that determine the meaning, and the place it occupies in the representational system" (Abric, 2001, p. 18).

Thus, the present research incorporates this approach. We are interested in analyzing the content and structure of teachers' social representations of teacher evaluation during the period 2019-2024. We aim to understand how teachers perceive the impact of evaluation on their practice. Core theory posits that social representations consist of peripheral elements organized around a few central elements that form the core (Abric, 2001). This core is the most fixed and unalterable component because it enjoys broad consensus within the group. If this core changes, the nature of the representation is transformed. Meanwhile, the elements of the peripheral system correspond to knowledge that varies from one individual to another (Moliner & Lo Monaco, 2017). We will use Gephi software to identify the core and the peripheral system; that is, the central ideas, those with the greatest consensus, and the secondary ideas evoked by some of the teachers.

Social representations are distinguished from other theoretical models by being organized, shared by the same social group, collectively produced as a result of a global communication process, and because they are socially useful (Rateau and Lo Monaco, 2013). Thus, they constitute a way to learn and make sense of our reality through language. According to Méndez-Cadena et al. (2020, p. 1047) “Social representations allow people to understand and control their context, make it predictable and find a certain coherence and stability in the face of the saturation of information with which they interact daily.”

The theoretical aim of social representations is not to arrive at universal formulas; on the contrary, the objective is much simpler: to account for the particular aspects and processes that serve groups to explain and shape their reality (Moliner and Lo Monaco, 2017).

However, the connection between the theory of social representations and education, specifically with teacher evaluation, is recent. This is the case with the research of Reyes and Arbesú (2017), Cuevas (2018), and Rosas (2025). This theoretical perspective is relevant for explaining and interpreting how teachers have adapted to teacher evaluation models in recent decades. In this regard, Jodelet (2011, p. 141) argues that “the field of education appears to be one of the most fertile for the application of an approach in terms of social representations and its various methodologies.” To date, few studies address teachers' social representations of teacher evaluation in the New Mexican Education Model (NEM). This is where the relevance of this research lies.

## Methodological approach

This research employs a cross-sectional design with an interpretive scope. This design is considered relevant because it allows for capturing the diverse perspectives teachers have on teacher evaluation during the period 2019-2024. In terms of educational policy, this research is valuable because it allows for comparison with previous studies and also contributes to the development of evaluation models that better serve teachers' pedagogical needs.

In this context, the theory of social representations was adopted from its structural perspective. A three-part questionnaire, consisting of two sections, was developed for data collection. The first section gathered general information to identify the participants' profile: age, gender, seniority, educational background, etc. The second section consisted of a series of three-part questions in which respondents were asked to spontaneously recall three words in response to a prompt. The aim was to collect the set of subjective formations—such as opinions, beliefs, and attitudes—that teachers hold regarding three areas of analysis: the concept of teacher evaluation, the values they promote, and their own proposals for improvement based on their experience. According to Moliner and Lo Monaco (2017, p. 71), the use of questionnaires in research on social representations has the advantage of accurately assessing adherence to an opinion or belief within a given population.

Prior to its implementation, the questionnaire underwent expert review to ensure its relevance and clarity. Subsequently, a pilot test was conducted with five teachers who met the required profile. These procedures allowed for adjustments, refinements, and, where necessary, reformulation of some questions that appeared ambiguous or confusing.

The questionnaire was applied to a purposive sample of 90 teachers from the municipality of Puebla in the second semester of 2024. To define the sample size, we started from the hypothesis proposed by Fernández (2002) who, in his doctoral thesis, maintains that in samples greater than 35 subjects it is possible to differentiate the ideas that form the central core from those that constitute the peripheral system.

Now, the criteria for selecting the teachers were three: being assigned to the municipality of Puebla, Puebla, providing their services at the basic level (primary and secondary schools), and having at least three years of service in front of a group.

The approach to the teachers required several phases. First, authorization was requested from the school principals. Subsequently, the teachers who agreed to participate were given the printed questionnaire, as well as the informed consent form for the protection

of their identity and personal information. Eight primary schools and three secondary schools participated. Of the 90 teachers surveyed, 73 were women and 17 were men, ranging in age from 26 to 70 years, with 3 to 40 years of service. Regarding their highest level of education, 58 teachers had a bachelor's degree, 26 a master's degree, and 6 a doctorate. For illustrative purposes, Table 3 describes the profile of twenty participating teachers.

**Table 3.** Participant Profile

Participant	Age	Sex	Highest level of education	Antique	Affiliated Institution
M-1	36	M	Mastery	4	Primary
M-2	24	H	Degree	21	Primary
M-3	58	M	Degree	8	Secondary
M-4	41	M	Mastery	16	Primary
M-5	63	M	Degree	8	Primary
M-6	39	H	Degree	15	Primary
M-7	45	M	Degree	21	Primary
M-8	37	H	Degree	12	Primary
M-9	42	M	Degree	17	Primary
M-10	23	H	Degree	23	Secondary
M-11	52	M	Degree	6	Primary
M-12	33	M	Doctorate	14	Primary
M-13	35	M	Degree	26	Primary
M-14	44	M	Degree	19	Primary
M-15	48	H	Degree	29	Primary
M-16	29	M	Degree	31	Primary
M-17	31	H	Mastery	25	Primary
M-18	37	M	Degree	29	Secondary
M-19	55	M	Degree	12	Secondary
M-20	36	M	Degree	5	Primary

*Note:* The complete table includes 90 participants. For illustrative purposes, only the first twenty were used as a reference.

The collected information was stored in an Excel database. A total of 1,350 responses were recorded, 810 of which corresponded to the ideas provided by the teachers regarding the proposed areas of analysis. The Social Network Analysis method proposed by Jiménez and Fernández (2019) was used for the analysis and processing of the information. The authors maintain that this method allows for the identification and understanding of the structure of social representation, which is presented through a network graph—a fabric composed of nodes and lines whose interconnections and overall structure allow for an account of a particular phenomenon.

To this end, adjacency matrices were developed to organize the information based on the ideas with the greatest consensus. However, the diverse responses from the teachers consisted of words with different grammatical variations but belonging to the same lexeme. To resolve this issue, lemmatization was chosen, which, according to Moliner and Lo Monaco (2017, p. 101), “is an operation that consists of reducing the elements of a lexical corpus to their canonical form. Conventionally, in lemmatization, verbs are converted to the infinitive.” This procedure helps to reduce the heterogeneity of the stored responses in order to subsequently group, refine, and systematize them into representative thematic categories.

These matrices were imported in SVG format to The open-source software Gephi 0.10.1, specializing in visual network analysis, was used to graph the flow of interactions between the ideas used by the teachers. The *Force Atlas design algorithm* was used to plot the aesthetic distribution of the network. Then, the number of connections for each node was identified using the *Degree metric*. Finally, the *Betweenness metric* was used. The most important nodes were visually revealed based on their previously identified frequency. This allowed for the identification of the network's core and peripheral system. Finally, the *Modularity Analysis algorithm* was used to recognize the different communities or subgroups that make up the network based on their level of similarity and connectivity.

Thus, the interpretation of the networks involves, on the one hand, the analysis of the classification designed by the Gephi software, where the largest nodes represent the most important ideas and those with the greatest consensus within the network, which we interpret as the central core, and where the smallest nodes represent the ideas with less impact, which can be assumed as part of the peripheral system and, on the other hand, the analysis of the meaning that the teachers give to the words evoked, considering the constitutional regulations and the experience of the teachers.

## Results

### Social representation of teacher evaluation

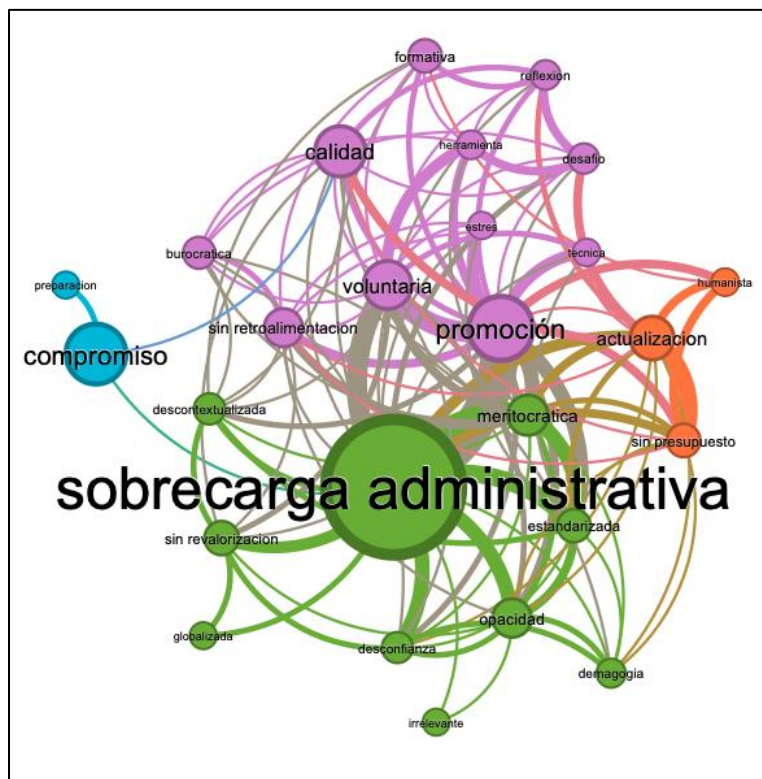
Figure 1 shows that the network analysis of the concept of teacher evaluation is structured around 26 nodes and 244 edges. The Degree metric allowed us to identify the most influential nodes in the representation: *administrative overload* (green), *promotion* (purple), and *commitment* (blue). These nodes correspond to the ideas with the greatest consensus. Therefore, they are considered to form the core of the social representation. The peripheral

system is made up of the smaller nodes, that is, the ideas with less influence among teachers. It is important to mention that these latter ideas are more susceptible to change over time. The prominent nodes are *demagoguery* (green), *bureaucracy* (purple), and *lack of budget* (orange).

Using modularity analysis metrics, four communities were identified. The first is identified in purple and represents 42% of the total network nodes. The second is green and represents 38%. The third community is orange and is part of the peripheral system due to its location; it represents 12%. Finally, the fourth community is blue and also belongs to the peripheral system, representing 8%.

Another important aspect concerns the edges. At the center of the network, the thickest edges can be observed between the nodes *administrative overload*, *promotion*, and *voluntary*. As they move away from the center, the edges become increasingly thinner, as seen with the nodes *"irrelevant," "preparation,"* and *"globalized."*

**Figure 1.** Network analysis on teacher evaluation in the NEM



Note: Original work

## Social representation of the values it promotes

Figure 2 shows that the network analysis of the values promoted by teacher evaluation is structured around 31 nodes and 142 edges. Using the Degree metric, the nodes with the greatest importance and influence within the network were identified as: *professionalization* (purple), *meritocracy* (purple), *individualism* (purple), and *frustration* (orange). These ideas stand out due to their central position and the stability they provide to the representation. Consequently, these nodes are considered to form the core of the representation. On the other hand, the nodes *uncertainty* (purple), *competitiveness* (green), and *equality* (orange) stand out in the peripheral system.

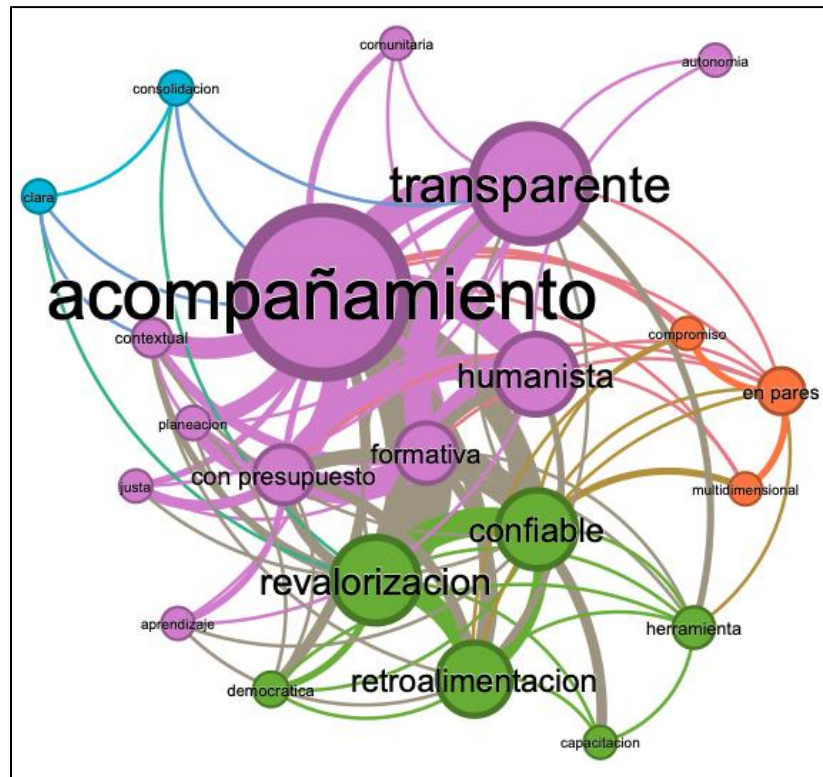
In this context, modularity analysis identified three communities. The first corresponds to the color purple, representing 48% of the total nodes within the network. The second is orange and comprises 29%. The third is green and integrates the peripheral system, representing 22% of the nodes.

Finally, it can be observed that the thickness of the edges increases between the nodes of *professionalization*, *opacity*, *training*, and *frustration*. The frustration node acts as a bridge, facilitating the flow of connections between significant ideas. The thickness of the edges reflects the significant relationship between the interconnected nodes. The thinnest edges are found on the periphery, as is the case with *apathy*, *surrender*, and *honesty*.



the edges with the greatest intensity link the nodes of *acompañamiento* and *revalorización*. At the periphery, the edges that appear less frequently are those of *autonomía*, *multidimensional*, and *claridad*.

**Figure 3.** Network analysis of the proposal to improve teacher evaluation processes



Note: Original work

## Discussion

The objective of this research was to analyze teachers' social representations of teacher evaluation in the New Mexican Education Model (NEM) during the period 2019-2024. To this end, the structural approach of social representation theory was employed to investigate three key aspects: the teachers' conception of teacher evaluation, the values it promotes, and the proposals for improvement developed by the teachers themselves. In this way, the study aimed to understand the impact of the new teacher evaluation model on the daily practice of classroom teachers.

It is noteworthy that teachers no longer associate teacher evaluation with a threat. With the repeal of the LGSPD (General Law of the Professional Teaching Service), the

possibility of losing their jobs was eliminated. However, the exceptional labor regime imposed by the educational reform under the Enrique Peña Nieto administration still prevails (Aboites, 2023; Hernández, 2023). It is considered pertinent that the conditions for entry, promotion, and recognition be incorporated into Article 123, Section B, instead of remaining in Article 3 of the Political Constitution of the United Mexican States, as is currently the case.

Another relevant aspect is that the teachers used technical language to formulate the set of subjective formations. This seems to indicate that they developed specialized knowledge as a result of the struggle they had to undertake in their schools, forums, debates, and discussions to curb the most aggressive aspects of the previous reform, while simultaneously proposing alternatives for building a new evaluation model.

Thus, the social perception of teachers' understanding of teacher evaluation is primarily linked to administrative overload. This suggests that evaluation as an institutional phenomenon increases administrative workload. It is important to mention that teaching in Mexico is considered one of the professions that most frequently generates stress and burnout (Rodríguez, Guevara, & Viramontes, 2017). This allows us to infer that administrative overload implies a reduction in the time dedicated to teaching practice. These findings are consistent with the research conducted by Ávila (2013) and González, Rivera, & Guerra (2016), who highlight the diverse activities that teachers must perform in relation to teacher evaluation: filling out forms, submitting documentation, preparing reports, uploading evidence, taking training courses, and studying for exams. These are in addition to the activities inherent to the teaching profession: planning classes, preparing teaching materials, attending Technical Councils, reviewing assignments, grading exams, preparing celebrations and parades, monitoring students, having sessions with parents, etc. (González et al., 2024; García, 2024; Hernández, 2020).

Teachers also associated the evaluation with promotion. The presence of this idea can be categorized positively, as it refers to an institutional procedure of paramount importance for their professional development: it opens the possibility of promotion, financial incentives, or additional teaching hours.

On the other hand, the teachers linked teacher evaluation to a commitment. This demonstrates an ethical stance toward their practice. Furthermore, this idea is strongly linked to ongoing professional development. This suggests that the teachers take a proactive role in their professional growth.

Another prominent issue is the lack of feedback. This suggests that teachers do not have access to an institutional system that allows them to identify their strengths and areas for improvement, even though this process is essential for learning. Moreno (2021) states that feedback is a crucial component of formative assessment. Along the same lines, Díaz-Barriga (2015, p. 140) points out a recurring problem in the implementation of teacher evaluation models in recent decades: “They lack a pedagogical perspective on the use of evaluation results. An administrative view prevails, in which decisions are made without adequate assessment or feedback based on the findings”.

Regarding the values promoted by teacher evaluation, it is noteworthy that the value that garnered the most consensus among teachers was professional development. This suggests that they perceive evaluation as a means to continue their pedagogical training. It is also observed that the word "professional development" is strongly linked to "meritocratic." This sequence of meanings indicates the importance given in teacher evaluation to individual effort, that is, personal merit, over collective efforts.

In contrast, another group of teachers associates teacher evaluation with frustration. This perception may have several causes. Network analysis shows a strong correlation between this perception and opacity. This suggests that frustration is directly related to a lack of transparency, but also to administrative overload, an idea present in the previous social representation. These results align with Freudenberger's findings. (1974) which pointed out that frustration is a wear and tear caused by the excessive workload or energy demand on a person who becomes exhausted in their attempt to achieve their professional goals.

Other teachers associate teacher evaluations with corruption and mistrust. At this point, it could be deduced that if the problem of opacity is not resolved, there is a risk of encouraging practices associated with corruption. Regarding this situation, Esteban Moctezuma Barragán, the then Secretary of Public Education, stated the following: “Finally, there will be a transparent system for managing the allocation of teaching positions and the various procedures for teachers, which, for different reasons, were subject to extortion, abuse, and corruption by the educational authorities and union representatives” (SEP, 2019b , para. 3). However, the teachers surveyed expressed the belief that corruption persists. This perception coincides with the research of Campañ (2024, p. 189), who points out that “The current administration fosters opacity and corruption and disdains transparency.”

Furthermore, the proposals developed by the teachers to improve teacher evaluation processes were particularly relevant to this research. The most important idea in their

presentation was mentoring, which in the educational field refers to a strategy for professional development and continuous improvement. It points to an evaluation with a formative approach rather than one focused on accountability. Thus, the teachers proposed an evaluation model that resembles a mentoring mechanism more than a tool for teacher control.

Along these lines, teachers propose that teacher evaluation be transparent, reliable, and fair, since transparency strengthens trust and legitimacy in evaluation processes.

## Conclusions

The social perception of teachers regarding teacher evaluation in the New Mexican Education Model (NEM) reveals two differences compared to the evaluation implemented in the 2013 education reform. First, teacher evaluation changed from mandatory to voluntary. This allowed teachers to set priorities without prior coercion. Second, teachers no longer perceive teacher evaluation as a threat. By eliminating the punitive aspect, specifically the link between evaluation results and job security, the risk of losing employment disappears.

The results indicate that social perception is linked to administrative overload. This is problematic because it limits the possibilities for improving teaching practice. On the other hand, it is significant that teachers consider professionalization, associated with preparation and responsibility, to be the most important value promoted by teacher evaluation.

The teachers also pointed out the limitations of the evaluation model. First, its lack of transparency. They believe that mechanisms for transparency in the allocation of positions, promotions, and awards are needed. Second, there are no feedback processes, which are fundamental for building knowledge related to their practice. Finally, they believe that the multifactorial elements give undue weight to standardized assessments.

One aspect worth highlighting is the introduction of two multifactorial elements that aim to recognize the work of teachers in highly marginalized areas, as well as their role within the educational community. These elements are “Experience and time working in areas of marginalization, poverty, and social breakdown” and “Recognition of educational work in the classroom and at the school”. These elements reflect the inclusion of another approach, still with minimal impact, that seeks to encourage the participation of teachers working in disadvantaged contexts in evaluation processes.

However, the proposal developed by the teachers aims to transform teacher evaluation into a transparent support mechanism that fosters feedback, elements necessary to promote an increasingly reflective practice.

In conclusion, it can be stated that teachers' overall attitude toward teacher evaluation has a contrasting structure: it comprises both negative and positive aspects. The majority of teachers believe it generates administrative overload. They associate it with negative emotions such as stress, distrust, and demagoguery. Another group believes it promotes professional development and advancement. Therefore, the social representation is considered heterogeneous because it is made up of divergent ideas that oppose one another, making difference its main characteristic and the source of its explanatory richness.

### **Future lines of research**

To broaden and deepen research on teacher evaluation within the New Mexican Education System (NEM), it is considered pertinent to investigate, through comparative studies, the differences and similarities between the General Law of the Professional Teaching Service (LGSPD) and the General Law of the Social and Cultural Management of Teachers (LGSSCMM). This could contribute to identifying the most significant changes needed to reorient teacher evaluation processes toward continuous improvement. Furthermore, it is suggested that the research be expanded to include other stakeholders, such as principals and supervisors, who can provide a different institutional perspective on the effects of the teacher evaluation model on school dynamics. Finally, it would be worthwhile to examine the proposal made by President Claudia Sheinbaum Pardo to redefine the teaching career and reform the USICAMM (Unit of System for the Career of Teachers and Professors of the Metropolitan Region). What does this redefinition entail? What substantive changes are proposed? How will the evaluation of admission, promotion, and recognition processes be improved? Will the exceptional labor regime imposed on teachers by the 2013 education reform be repealed? The development of these lines of research aims to provide decision-makers with analytical tools to strengthen the design and implementation of teacher evaluation in its three stages, prioritizing the improvement of teaching practice.

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