

Psychosocial aspects and management of evaluation in secondary high and low achievement

Aspectos psicosociales y gestión de la evaluación en secundarias de alto y bajo logro

Research

Alicia Rivera Morales

Universidad Pedagógica Nacional-México
alirimo@hotmail.com

Received: 16 of October, 2015 / Accepted: 13 of January, 2017

Abstract

This article describes a segment of a broader study of mixed cut occurs. In this space only part of the qualitative analysis is recovered around the psychosocial aspects that influence the management of the evaluation results from the application of semi-structured interviews and focus groups with 80 senior secondary schools with high and low achievement located in four states of Mexico: Sonora, Durango, Mexico City and Oaxaca. The findings are presented from categories they consider the meaning, beliefs and expectations about evaluation and how these aspects influence the actions of the directors of the schools studied. Polarized cases allow, in their contrasts, identify processes and factors that mark the differences or similarities between them. Thus it was found that school principals low achievement hope to change the attitude of teachers towards the assessment, expect supervisors to monitor teachers and external support (specialists) that indicate how to evaluate them. Moreover, the idea that a school with high achievement is an organization that promotes the participation director, has high expectations of students and teachers, its management system and decision-making can achieve the objectives set, and reasserts Assessment proposes actions that seek continuous improvement.

Keywords: Psychosocial aspects, management, evaluation, secondary, high schools and low educational attainment.

Resumen

En este artículo se presenta un segmento de un estudio de corte mixto más amplio, se recupera una parte del análisis cualitativo en torno a los aspectos psicosociales y la gestión de la evaluación, es resultado de la aplicación de entrevistas semiestructuradas y grupos de enfoque a ochenta directivos de escuelas secundarias de alto y bajo logro educativo ubicadas en cuatro entidades de México: Sonora, Durango, DF y Oaxaca. Los hallazgos se exponen a partir de categorías que consideran el significado, las creencias y expectativas acerca de la evaluación, así como la gestión de la evaluación de los directivos de las escuelas estudiadas. Los casos polarizados permiten, en sus contrastes, identificar procesos y elementos que marcan diferencias o coincidencias entre ellos. De esta manera se encontró que los directivos de las escuelas de bajo logro esperan: cambiar la actitud de los docentes frente a la evaluación, que los supervisores controlen a los docentes y el apoyo externo (especialistas) que les indiquen como evaluar. Por otra parte, se reafirma la idea de que una escuela con alto logro, es una organización en la que el director propicia la parti-

cipación, tiene altas expectativas de alumnos y docentes, su sistema de gestión y toma de decisiones permite alcanzar los objetivos establecidos y propone acciones de evaluación que buscan la mejora continua.

Descriptores: Aspectos psicosociales, gestión escolar, evaluación, escuelas secundarias, alto y bajo logro educativo.

Introduction

The quality of education is a special concern on the agenda of educational policies. In Mexico, it is promoted once the massification of the basic education offer is consolidated. This concern has had as one of its tangible results the motivation to make it visible and measurable. Thus, it is not only a question of developing measurement systems at the national level, comparing them by strata, regions or levels of development. The evaluation processes imposed by policy in recent years in schools require a redesign of the directive function, supervisors and principals, who reconstruct their role in school, radically simplifying their administrative tasks and supporting their status as academic leaders.

In this paper, which is part of a larger study, it is intended to illustrate how some psychosocial aspects, such as the meaning, expectations and beliefs in the management of the evaluation of eighty directives of public high schools in the States of Sonora, Durango, Oaxaca, and the Federal District, selecting cases that are polarized by levels of educational attainment (20 high level and 20 low achievement). The article is constituted by four sections: 1) theoretical basis; 2) method; 3) findings and 4) conclusions.

Theoretical basis

One of the aspects that have led to the revival of the school as a focus of research is the management movement based on schools and effective schools. A movement that in Latin America coincides with the processes of educational decentralization (Slavin, cited in Loera, Cázares, García, González, Hernández, & G. de Lozano, 2003).). The organizational dimension

of educational policy considers its basic actors (teachers, directives, students and parents) in its effort to constitute, in the institutional space of the school, an effective and meaningful learning community (Rivera and Rivera, 2006).

Researches have been numerous, focused on effective schools, and has its origins in Coleman's (1990) study on equal opportunities in education. . Classical studies in the field of effective schools, we can mention: that of Rutter et al. (1979) conducted in secondary schools, established seven factors linked to the effectiveness of schools and that of Mortimore (1991) pointed out that there are school conditions such as size, environment and stability of teachers favoring their improvement. The factors indicated by Sammons et al. (1995) offer an image that outlines the characteristics of effective schools, among others are: leadership, shared vision and goals, high expectations, among others. Similar conclusions can be found in various studies in Latin America. To mention, Arancibia (1992), Espinoza et al. (1995), Zárate (1992), Servat, (1995) and Alvaríño and Vizcarra (1999) emphasize the sense of mission shared by directives and teachers as key factors in effective schools. In this sense, the works of Teddlie & Stringfield (1993), Reynolds (1996) and Stoll & Fink, (1999) are relevant. In the light of these studies it is clear that there are certain additional factors relevant to explaining the ineffectiveness or loss of effectiveness of the schools. For example: absence of leadership (directors with low expectations and little committed). Within the researchers that try to approximate both paradigms are: Hargreaves (1994) Hopkins (1994); Ainscow, Hopkins, Soutworth, & West (1994); Stoll and Fink (1999).

For the evaluation of schools they have been mainly inspired by the study of Stufflebeam



and Shinkfield (1985), Stake (1967), Provus (1971) and the progress made in the field of added value measurement methodology, specifically Hierarchical Linear Model (HLM), as described by Bryk and Raudenbush (1992), Goldstein (1988). School evaluation focused on student outcomes as measured by standardized tests as if they were the only valid results of student activity (Gardner, 1995). In their study, Loera, Cázares, García, González, Hernández, & G. de Lozano (2003) include: consensus on school objectives, leadership, learning opportunities, school climate and interaction among teachers. These result indicators provide information on definitions of “good schools” and “good management practices” or schools of high achievement.

Horn and Murillo, in a multilevel study, discuss the incidence of school management on teachers’ commitment (Horn and Murillo, 2016); In another article they question what tasks of school principals are the ones that most affect student learning (Murillo, and Hernández-Castilla, 2015); Murillo and Krichesky (2015) emphasize improving the school from the lessons learned. These studies allowed problematizing on the school culture from a psychosocial perspective; it is an approach to the representations, beliefs, expectations, values, power, and subjective elements inherent in all human action when carrying out evaluative processes. In the case in question, it is intended to answer the following questions How do directives represent the evaluation? What are their expectations and beliefs about educational evaluation? How do they manage that evaluation in their schools? What actions do they take? Are there differences in the elements and evaluation management in high and low achievement secondary schools?

Method

The wide-ranging research is mixed with quantitative and qualitative perspectives Hernández, Fernández, & Baptista (2008). It is of a comparative nature since the scenarios have

been manipulated: ten secondary schools were selected in four entities, five high and five low achievement, based on the results of the National Evaluation of Educational Achievement in School Centers (NEEASC). For the case of Oaxaca (which did not participate in that test) were selected according to the perspective of the state educational authorities. There were forty schools in total. A qualitative, comparative method of case studies was used. The consideration of schools as case studies is based on how directives represent or give meaning to the evaluation, their beliefs, and expectations and how they are carried out in the school they lead. In this segment of the general investigation only the 80 directives are considered, who were applied semi-structured interviews and focus group with directives of LA¹ and BL² for each entity if it was possible or otherwise the semi-structured interview was used.

Analysis and results

The quantitative analysis was carried out with the SPSS program, while the qualitative one, which is presented in this document, was based on pre-established categories and subcategories that emerged from the findings.

In this case, we consider four dimensions: meaning, expectations, beliefs, and actions of directives around evaluation.

Meaning.- Includes the concept that the principals give the evaluation. Meaning is a cognitive process of attribution to personal experiences or knowledge, of an supplementary meaning that becomes preponderant in what the subject experiences (Psychobiology Glossaire, 2007). It is the result of the accumulation of knowledge of the individual, constitutes his view of lived reality, as the only true reading for him and that can be understood by other individuals. They are social products that have a history (Berger and Luckman, 1968).

1 LA= High achievement

2 BA= Low achievement

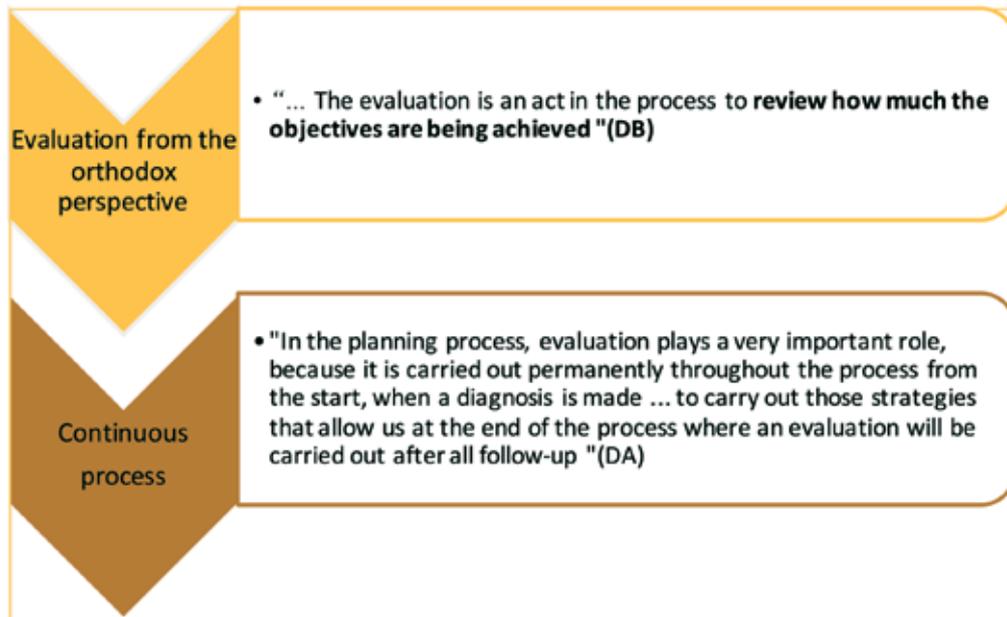


The directives of schools of low achievement have an orthodox conception of the evaluation, so they manifest:

.. Evaluation is an act in the process to review how much the objectives are being achieved (DB).

On the other hand, directives of high achievement schools point to evaluation as an ongoing process: (See Figure 1):

Figure 1. Meaning of the evaluation



Source: own elaboration

It is interesting to note that, both in the representation and in the meaning of the evaluation, the directives of the schools of LA and BL there are certain coincidences in that they indicate that the evaluation allows to review the objectives, to be accountable and to make diagnoses in their schools. This study, according to Berger and Luckman (1968), confirms that the directive's knowledge, his view of evaluative practice and what he does, gives meaning to him and the other educational agents (teachers and students). Therefore the meaning of the evaluation of the directors of schools of AL and BL, is the result of a social and cultural process shared in the school organization. It is not the case of the actions that develop to carry out the evaluation,

which is contrasted with the idea that the conception bases the action.

Expectations.- includes what is expected to be achieved through evaluation, based on a proposition in which they trust and which leads them to act. That is to say, a self-fulfilling prophecy, an assumption or prediction which, for the sole reason of having done so, turns into reality the supposed, expected or prophesied event and thus confirms its own accuracy (Watzlawick, 1993, quoted in Santos, 2001). In this regard, principals of schools of AL expect from and with the evaluation: to generate adequate environments to carry it out, as well as to generate an individual and collective evaluative culture. They argue that it is important to recover the successes and mistakes

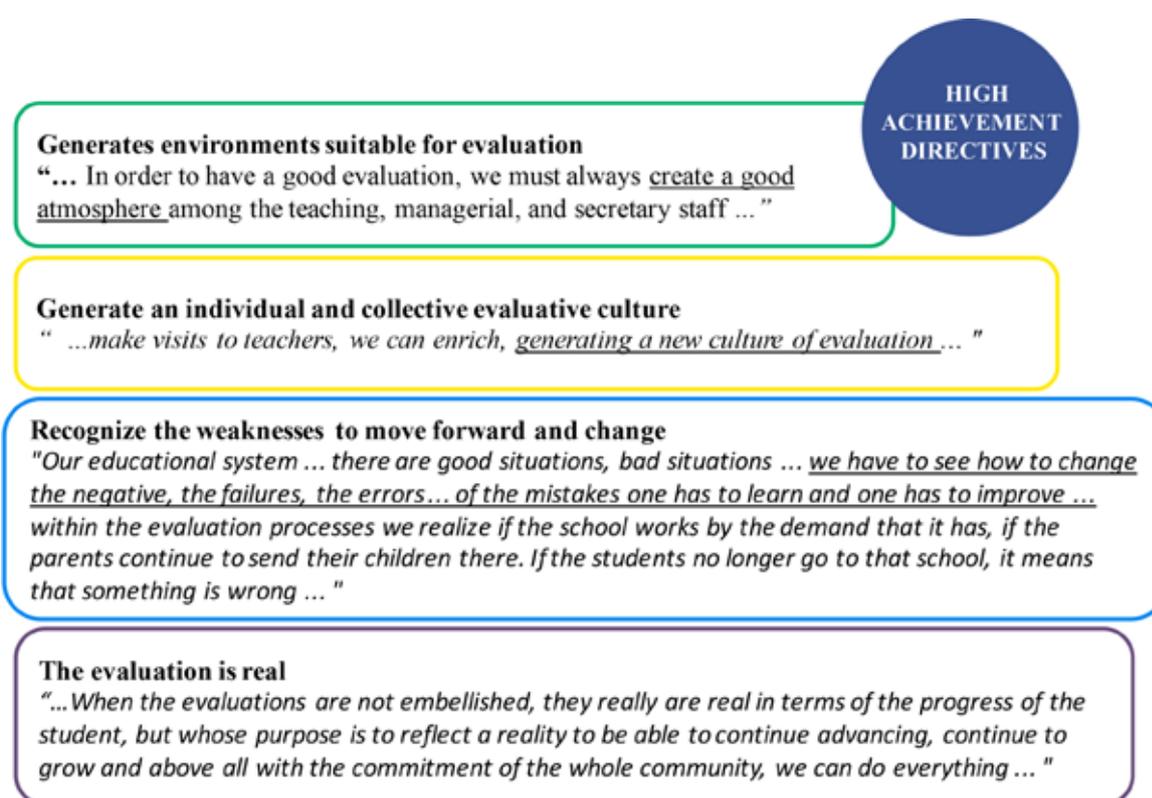


of the Educational System, as well as to check if their schools have demand or if the students do not attend, to learn and to improve.

... within the evaluation processes we realize if the school works by the demand it has, if the parents continue to send their children there, . If the students no longer go to that school, it means that something is wrong ... (DEA)

These directives point out that the evaluation must be real and not embellished, they propose tools that allow them to advance in obtaining better results with the commitment of all because “the principal cannot do everything” (See Figure 2).

Figure 2. High Achievement Executive Expectations



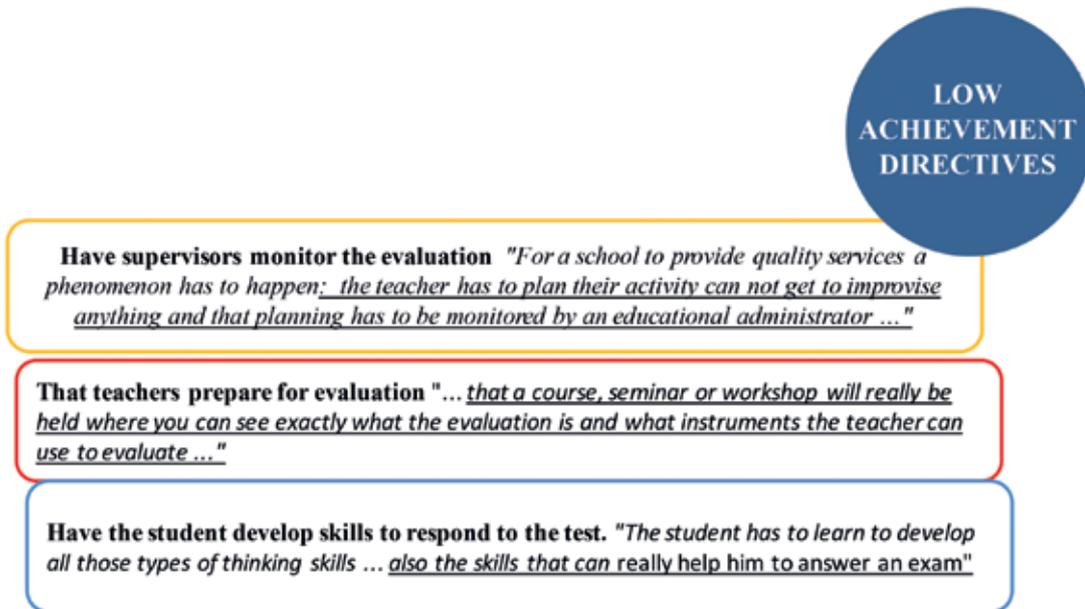
Source: own elaboration

On the other hand, BL school directives expect from and with the evaluation that supervisors monitor classroom evaluation and thus prevent teachers from improvising their plan-

ning activities as well as being updated through courses, workshops or seminars on issues related to evaluation. They also expect the student to acquire the skills to answer an exam (see figure 3).



Figure 3. Expectations of low achievement managers



Source: own elaboration

BL school principals expect teachers to be more closely monitored by supervisors, which they are updated in evaluation to improve their evaluation practices, and students learn to respond to exams.

Such a proposition on which they trust leads one or another directive to act. That is, the prophecy is fulfilled, a negative assumption: "The teacher does not know, does not plan, requires updating" Or positive: "a good climate generates a good evaluation, from the mistakes one learns". Are predictions that, for the sole reason of having been formulated, become reality. The information collected shows that the expectation, the expected or prophesied event is confirmed in reality. In this aspect, if significant differences were found between the managers of AL and BL, while the former have high expectations, they perform actions to achieve what they propose through the support they provide to their teachers and students, they work collaboratively; while The latter tend to formulate negative prophecies of the actors who lead and expect the system, the others, the context to change.

Beliefs.- According to Villoro (2004) beliefs means holding something for real but without certainty, or having enough evidence. It is an act of a specific quality that occurs in the mind of a subject and we can only know the thought of someone through the actions of that subject, in its relation to the world that surrounds him (Villoro, 2004). A belief is an affirmation that we consider to be true either consciously or unconsciously, it affects our perception of ourselves, of others, and of the world in general. It is everything we believe to be true and important to us.

The leaders of schools in AL believe that the challenge is to know if the student acquired all the knowledge, conceptual, procedural and attitudinal, believe that they can influence in the educational practices but not in the reality that changes day by day; that in order to manage the evaluation it is important to start from the reality, to determine the conditions in which they are and then to establish commitments between the community to grow efficiently. They add that to achieve this, the evaluations must be real, otherwise it remains in a simple report and everything



continues the same. To be able to change it is necessary to accept that there is a problem and then establish commitments between peers and community to follow.

On the other hand, they point out that discrimination and qualification among teachers is more common than is believed, because

they are career teachers or from other specialties, however, they point out that each individual has different competences and that the number may or may not correspond to the value of these competencies, intelligence or emotional aspect, this situation is the same with students, teachers and directives(See Chart 1).

Figure 4. Expectations of low achievement directives

High	Low
<p>The challenge is to get the teacher to register the learning "... that is the challenge, how the teacher can record that the student came to acquire that skill, that knowledge, that attitude ... how we measure that learning, how we realize that The student reached ... "(DA)</p>	<p>Evaluating teacher performance will improve things</p>
<p>To manage the evaluation it is important to start from the reality "the problem of the school has not adapted to this new reality ..."</p>	<p>There is inconsistency between the evaluative levels. "Evaluation does not coincide with the way of evaluating other levels ... here in the continuous evaluation, a series of aspects are evaluated which give a final result, and when the student graduates from the secondary has to face a knowledge test totally to the process of evaluation that is carried in the secondary and that is why many fail "(DB)</p>
<p>There is discrimination among teachers. "Most, being career teachers, being from other careers are discriminating and sanctioning - you are good, you are average and you are bad ... same is with the teachers, same is with the directives..."</p>	<p>Reproduces forms of evaluation "<u>the teacher tends to repeat all the processes as they were formed, the teacher evaluates how he/she was evaluated ... these schemes are well established and difficult to modify, there is a resistance to change ...</u>"</p>
<p>Participation of all actors in the evaluation</p>	<p>Shortcomings of pedagogical training "... 80% of those who make up the teaching staff in high school are not normalists, thus they lack technical pedagogical-didactic technics."</p>
<p>They believe in the training of teachers</p>	

Source: own elaboration

The principals of the schools in AL have more positive beliefs and insist on the need to promote the participation of all members of the community, including parents.

While BL school officials believe it necessary to evaluate the teacher, the student, the parents, the dropout rate, the terminal efficiency. They say that the teacher believes that he/she is right and has knowledge but in reality it must be updated and prepare constantly. They point out that there is inconsistency between the evaluation processes carried out in secondary schools

and to which students have to be subject when they graduate (single entrance examination at the secondary level), which is why many students fail. They believe that the responsible for this situation are the teachers who make a qualitative and non-quantitative evaluation, and this is the one requested to the student to enter the upper middle level. They point out that the teacher evaluates the same way they evaluated him. They consider that because most of them are university graduates, they lack technical-pedagogical-didactic elements.



These mental schemes are difficult to change and there is resistance to change. BL school directives believe that evaluation is an ontological problem, that teachers need to be controlled and for this reason they apply a series of tools to measure the drop rate and the terminal efficiency; they believe that learning is the main object of evaluation; That there is inconsistency between secondary and externally requested evaluative processes; That the teacher is responsible for the fact that their graduates do not enter the upper intermediate level because they reproduce the evaluation procedures that they experienced as students and the lack training in pedagogical and evaluation strategies.

On the other hand, high achievement school principals believe in self-evaluation of management, working with teachers and learning from students, they believe that their scope of incidence is limited; That only if one starts from reality and with objective evaluations one can grow; Continuously evaluate for success in the task; That in order to change attitudes it is necessary to evaluate the skills, attitudes and aptitudes, and that curricular reforms are carried out without an evaluation of them and believe in the participation of all the actors in the evaluation processes.

The beliefs of directives, statements that they consider to be true, consciously or unconsciously, affect their perception of themselves, of others and of the world in general, such affirmations leads them to act. Their actions as concreteness of their thinking make them different: The AL undertake actions to achieve good results; While the BL directives' belief paralyze them and then they blame the social, economic, and political environment of their level of achievement.

Actions or management of the evaluation.- The human action within the school organizations to carry out the educational evaluation. Or to put it in other words, management is the ability to articulate the resources that are available to achieve what is desired (Casassus, 2000).

The directors of schools of AL assume how difficult it can be, from its scope, the power

to change historical practices that propitiate the improvement of the educative process. These educational actors, in their margins of action, carry out their management, putting in place a series of strategies and for this they recover their reality to make decisions... "my vision is in spite of everything that exists, as it exists and as it is, to attend to the problems of my institution which is what most concerns me" (DA).

The suggestions put forward by high-achieving school principals are varied and refer to the following: Provide support, the necessary material resources for teachers to develop their work.

... we are not going to tell him what to do and how to do, it is his problem, but to give him all that support, all possible material resources, all technological resources, computer use and support to fellow teachers.

It is also important to keep track of what the teacher does in its classroom, during the evaluation.

... if a math teacher passes all his students with ten, well you have to go to see it, see what he does in the area, the sector, you have to realize how he is doing ... and if a teacher draws pure five, go to see it, what is he/she doing, to be able to support that process (DA).

They follow the teacher in their pedagogical work and reiterate the relevance of the collegial work to establish a dialogue about their achievements and lags in order to understand them and to improve what is done in the field of evaluation. "As the mechanic who is not up to date will no longer have work and the teacher, what about him?"

They point out that it is important to create a climate that favors the processes of evaluation in the school, they are clear that the student are their priority to whom they have to give their life, their work to prepare it for life and ensure that parents continue to trust in them and recommend it as a good educational institution.



... so that there is a good evaluation you have to be always creating a good atmosphere between the teaching staff, intendant, secretaries, all the support staff so that we all focus ... is the environment that has to be constantly created, and if there are flaws immediately correct them (GIVES).

AL principals insist on the need to establish an environment of trust where students can express their feelings and family problems in order to facilitate better learning and an environment conducive to evaluation.

... create the environment, we told the parents in the first meetings: do not send their children all traumatized and fearful, tired because before leaving home you had a loud fight in front of them and the poor child does not come here to learn because he is ruminating the problem that he lived at home, Let's grab those 50 minutes that we have in class ... ,the teacher that I like very much teaches the class and I learn, to create that environment of tranquility a healthy environment, a good atmosphere, I think that will give us the best evaluation (GIVES).

On the other hand, it is stated in the comments that the meaning of the evaluation has changed and has gone from being a reference to the appraisal of learning to a concept applied to other objects of the educational system, for this purpose they propose to carry out a Self-evaluation of its management, considering the organizational climate and its effective leadership (See Figure 5).

This is not all because we also have to assess, the organizational climate, what kind of leadership the principal is practicing, what kind of communication is being given (DA).

Directives in low achievement schools reflect on management practice in relation to

evaluation, an exercise that leads them to propose evaluation procedures developed by their faculty to improve evaluation processes in their schools (see Figure 5).

On the other hand, BL school leaders insist that the problem lies with teachers, then with them changing their attitude and being convinced, they can carry out the evaluation differently, but this can only be achieved through seminars, workshops or courses where they are sensitized or almost forced to commit to being an evaluation professional.

... to seek to sensitize the teacher and to truly evaluate what he has to evaluate what he establishes in the plans and programs of study, while the teacher is not fully convinced of what he should evaluate

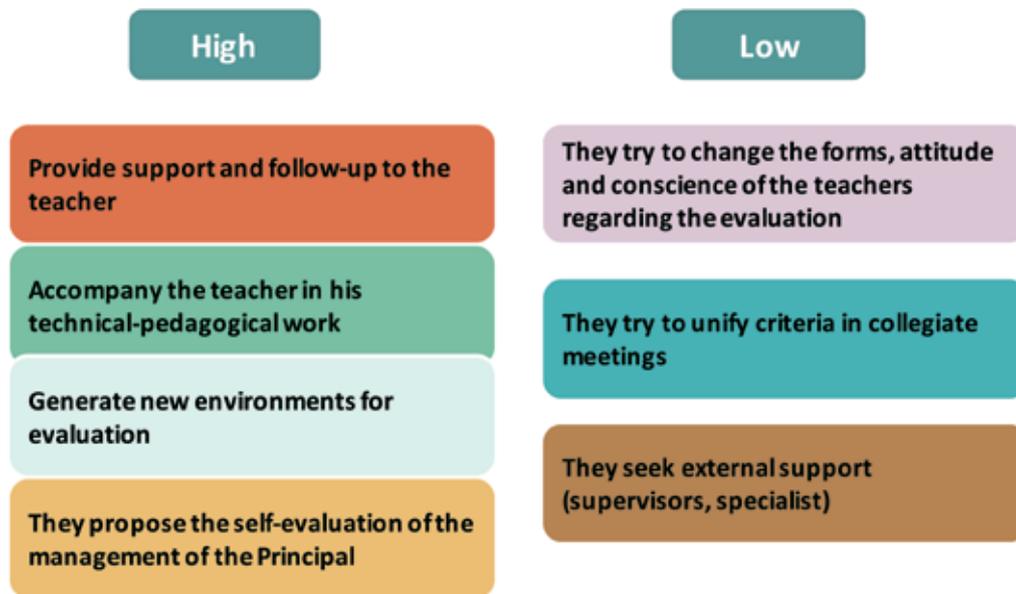
... we are not going to achieve that change, which can really help you to answer an exam; How can we do it? I insist, designing a seminar, workshop, course where the teacher is really sensitized, you will almost, almost, be forced to really commit to being a professional in the evaluation (DB).

They request that the solution be proposed by specialists, from the education system to solve the evaluative processes in their schools or to provide them with instructions to carry them out.

... the proposals seek external support or support of supervisions, which would be one of the functions of supervision, support the processes of the school ... (DB) "For me, it would be for me to edit an instructive, book, pamphlet, where if the form of evaluating by an investigator or making a compilation of all the investigators was established, and that it was mandatory in the secondary system, to evaluate (DEB).



Figure 5. Actions of the directives



Source: own elaboration

BL school managers focus their proposal to improve evaluation processes in the need to change the attitude of teachers to evaluative processes; to unify criteria to carry them out and consider that it would be important to be given an instructive, booklet where several researchers tell them how to evaluate.

The leaders of the schools of LA reiterate the importance of the collegial work to establish a dialogue about their achievements and lags in order to understand them and to improve what is done in the field of evaluation. They try to foster an environment that favors the evaluation processes in the school whose beneficiary is the student, insist on the need to establish an environment of trust where the students can express their feelings and family problems in order to facilitate a better learning. The management of the evaluation in schools of AL and BL presents important differences (See Figure 5). These findings coincide with results from studies of successful management practices of high school achievement directives.

Conclusions

The representation and evaluation meaning of the directives of the studied schools, real or imagined, implicitly coincide, although in the action the LAs show a different representation to the orthodox conception of evaluation. This study confirms that the manager's knowledge, his view of evaluative practice and what he does, gives meaning to him and the other educational agents. Such meaning of evaluation is the result of a shared social and cultural process in school organization.

Regarding the expectations, those of the directives of schools of LA are high; while those in BL schools tend to enunciate self-fulfilling prophecies directed at students and themselves, announce failures in such a way that failure ends up happening and makes teachers accountable.

Such a proposition on which they trust lead to act to one or another directive. The results of this work hold that the expectation, the expected or prophesied event is confirmed in reality. . In



this aspect significant differences were found between the managers of AL and BL.

As for the beliefs, there are dichotomous thoughts: disqualification, labeling or the expression of the: it should be that way. In this component there are significant differences between the management teams of the two types of schools: the high achievers see more positive experiences while the low ones go to the other extreme. Such statements, which directives consider to be true either consciously or unconsciously, affect their perception of themselves, of others, and of the world in general, and leads them to act differently: The AL undertake actions to sustain their level of achievement; Those of BL believe that if the environment changes then one can act in another way.

It can be said that, human action within the institutions makes a difference between the schools of LA and BL, due to the fact that it is generated by the expectations and beliefs of the directives, in this case. Like Sammons et al. (1995), who offers an image that outlines the characteristics of effective schools: Leadership, vision and shared goals, high expectations, among others. These findings coincide with results of studies by Loera (2003) on successful management practices of high achievement school directives.

The principals of high achievement schools reflect on their management practice, are more self-critical and included themselves in proposals for improvement of evaluative processes. They have a positive outlook of their teachers and are more purposeful. Directives of low achievement blame the teachers, the educational system, contexts, etc. And propose that teachers change their evaluation procedures to raise the requested standards, the risk in these schools is to focus on developing evaluation mechanisms that allow them to raise their level of achievement and not the learning of their students.

Bibliographical references

- Ainscow, M., Hopkins, D., Soutworth, G., & West, M. (1994). Creating the conditions for school improvement. En: *A handbook of Staff Development activities*. Londres: Roudledge.
- Alvaríño, C., & Vizcarra, R. (1999). Gestión para la innovación en educación: desafíos para las escuelas particulares subvencionadas. En: P. Cariola, & J. Vargas, *Educación particular subvencionada*. Santiago de Chile: CONACEP.
- Arancibia, V. (1992). Efectividad escolar: Un análisis comparado. *Estudios Públicos*, 47, 101-125.
- Berger P. & Luckmann T. (1968). *La construcción social de la realidad*. Madrid: Amorrortu Editores.
- Bryk, A. S., & Raudenbush, S. W. (1992). *Hierarchical Linear Models: applications and data analysis methods*. California: Sage.
- Casassus, J. (2000). *Problemas de la gestión educativa en América Latina*. UNESCO.
- Coleman, J. (1990). *Equality en Achievement in Education*. Boulder, CO: Westview Press.
- Espinoza, S., & cols, y. (1995). *Escuelas de calidad y sus procesos organizacionales: un cambio hacia el mejoramiento de la educación*. Tesis de Licenciatura no publicada. Santiago de Chile: Pontificia Universidad Católica de Chile.
- Gardner, H. (1995). *Inteligencias múltiples*. España: Paidós.
- Goldstein, B. (1988). In Search of Survival: The Education and Integration of Among Refugee Girls. *Journal of Ethnic Studies*, 16(2), 1-27.
- Hargreaves, A. (1994). *Changing teachers, changing Times. Teacher' Work and Culture in the Postmodern Age*. Londres: Cassell.
- Hernández, R., Fenández, C., & Baptista, P. (2008). *Metodología de la Investigación* (4ta ed.). México: McGraw Hill.
- Hopkins, R. (1994). *Narrative schooling: experiential learning and the transformation of American education*. New York: Teachers collage.
- Horn, A., & Murillo, F.J. (2016). Incidencia de la dirección escolar sobre el compromiso de los docentes. Un estudio multinivel. *Psicoperspectivas*, 15(2).
- Loera, A., Cázares, Ó., García, E., González, M. d., Hernández, R., & G. de Lozano, M. A. (Enero de 2003). El estado inicial de las escuelas primarias de las escuelas de calidad. Informe ejecutivo sobre los indicadores de la Línea de base. Obtenido de Heurística Educativa: <http://basica.sep.gob.mx/pec/Documentos/>



- Evaluaciones%20de%20Heuristica/Reporte_Ejecutivo.pdf
- Murillo, F.J., & Hernández-Castilla, R. (2015). Liderazgo para el aprendizaje: ¿Qué tareas de los directores y directoras escolares son las que más inciden en el aprendizaje de los estudiantes? *RELIEVE*, 21(1), art. 1. doi: 10.7203/relieve.21.1.5015 (Scopus)
- Murillo, F.J., & Krichesky, G.J. (2015). Mejora de la Escuela: Medio siglo de lecciones aprendidas. *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 13(1), 69-102.
- Provus, M. (1971). *Discrepancy Evaluation*. California: McCutchan Publishing.
- Reynolds, D. (1996). *The problem of the ineffective school some evidence and some speculations*. Londres: Cassel.
- Rivera, A., & Rivera, L. (2006). *Organización, gestión y dirección de instituciones educativas. Reflexiones y propuestas*. México: Mástextos UPN.
- Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). *Fifteen thousand hours: Secondary schools and their effects on children*. Cambridge, MA: Harvard University Press.
- Sammons, P., Hillma, J., & Mortimore, P. (1995). *Key Characteristics of Effective Schools: A Review of School Effectiveness Research*. London: OFSTED/Institute of Education (University of London).
- Santos, M. A. (2001). *Teoría y práctica de la evaluación cualitativa de centros docentes*. Madrid: Akal.
- Servat, B. (1995). *Gestión de recursos humanos en el centro escolar*. Buenos Aires: Magisterio del Río de la Plata.
- Stake, R. (1967). *Evaluación comprensiva y evaluación basada en estándares*. Barcelona: Graó.
- Stoll, L., & Fink, D. (1999). *Para cambiar nuestras escuelas. Refundir la eficacia y la mejora*. Barcelona: Octaedro.
- Stufflebeam, D., & Shinkfield, A. (1985). *Evaluación sistemática: Guía teoría y práctica*. Barcelona: Paidós.
- Teddle, C., & Stringfield, S. (1993). *Schools Make a Difference*. New York: Teachers College Press.
- Villoro, L., (2004) *Creer, saber, conocer*. Edit. Siglo XXI. México.
- Zárate, G. (1992). Experiencias educacionales exitosas: Un análisis a base de testimonios. *Estudios Públicos*, 47, 127-158.

