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Original article

Evaluación del desempeño profesional de los profesores de Educación Física

Evaluation of the professional performance of Physical Education teachers

Avaliação do desempenho profissional de professores de Educação Física

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ABSTRACT

The scientific results discussed in this article characterized the evaluation of the professional performance of Physical Education teachers in the municipality of Holguín. The objective was to develop a scientific instrument (rubric) to improve the performance evaluation process of Physical Education teachers. To determine the deficiencies, scientific research methods such as historical-logical, analysis-synthesis, inductive-deductive and document



analysis were used, in theory; the survey and group interview, in empirical terms, which allowed corroborating the real existence of the problem referred to. The main results were the diagnosis of the current state, and an evaluation rubric that valued the studied process with greater objectivity and equity, to create adequate and objective interventions. The results were scientifically endorsed by a group of experts on the subject, to whom the Delphi method was applied, which guaranteed their credibility.

Keywords: professional performance evaluation, Physical Education, teachers, evaluation rubric

RESUMEN

Los resultados científicos que se abordaron en el presente artículo, caracterizaron la evaluación del desempeño profesional de los profesores de Educación Física en el municipio de Holguín. El objetivo fue elaborar un instrumento científico (rúbrica), para el mejoramiento del proceso de evaluación del desempeño de los profesores de Educación Física. Para la determinación de las deficiencias, se utilizaron métodos de investigación científica como el histórico-lógico, el análisis-síntesis, el inductivo-deductivo y el análisis de documentos, en lo teórico; la encuesta y la entrevista grupal, en lo empírico que permitieron corroborar la existencia real del problema referido. Los principales resultados fueron el diagnóstico del estado actual, y una rúbrica de evaluación que valoró con mayor objetividad y equidad el proceso estudiado, para crear intervenciones adecuadas y objetivas. Los resultados fueron avalados científicamente por un grupo de expertos en el tema, a los que se les aplicó el método Delphi, lo que garantizó su credibilidad.

Palabras clave: evaluación del desempeño profesional, Educación Física, profesores, rúbrica de evaluación



RESUMO

Os resultados científicos que aparecem neste artigo caracterizam a avaliação do desempenho profissional dos professores de Educação Física do município de Holguín. O processo de pesquisa iniciou-se com a forma de desenvolver um instrumento científico (rubrica) que permitisse melhorar o processo de avaliação de desempenho dos professores de Educação Física. Para determinar as deficiências do processo de avaliação, foram utilizados métodos de pesquisa científica, entre os quais foram utilizados: história lógica, análise documental, teoricamente, e levantamento, entrevista em grupo, empiricamente, que permitiram corroborar a realidade de existência do problema, referindo-se a insuficiências no a avaliação do desempenho profissional dos professores. Os principais resultados oferecidos são o estado atual do problema e uma rubrica de avaliação, que nos aproxima do processo de avaliação do desempenho profissional do professor de Educação Física com maior objetividade e equidade. Este processo constitui um estudo necessário para criar intervenções adequadas e objetivas com vista a melhorar o processo de avaliação do desempenho destes professores. Os resultados foram referendados cientificamente por um grupo de especialistas no assunto, aos quais foi aplicado o método Delphi, o que garantiu a sua credibilidade.

Palavras-chave: Avaliação do desempenho profissional, rubrica de avaliação e professores de Educação Física

INTRODUCTION

The evaluation of professional performance is a necessity for the control, improvement, development and advancement of any professional. In the specific case of teachers, evaluation tends to systematically and objectively assess their performance in any school institution where they work. The evaluation is carried out on the basis of the work developed, the objectives set, the responsibilities assumed and the personal characteristics of the subject.



In the case of the teaching activity of the Physical Education (PE) professional, for the planning and projection of future actions with the objective of professional performance growth, the results of Palacios and Perozo (2020) support that sport, recreation, play and the acquisition of basic motor skills must be integrated as content that improves the teaching-learning process and provides students with theoretical and conceptual tools.

According to Bonifaz et al. (2020), PE has been considered an essential component within the educational system, due to its direct benefits on the physical health of students and its ability to positively influence the adoption of healthy lifestyles. For their part, Pereira and Contreras (2022) assume that PE has its own principles that favor thinking in each class as a meeting where previously, strategies have been adapted that are based on physiological, psychological, methodological and didactic foundations.

On the other hand, Lifeder (2022) states that it promotes essential interpersonal skills to establish meaningful and satisfactory relationships in the family, school, recreation, work and community contexts. In Cuba, the evaluation of the professional who works as a teacher is carried out through the direction of an educational policy supported by Ministerial Resolution 160/2014, which establishes the methodology for evaluating the results of the work of the technical teaching staff.

This methodology shows the indicators to analyze the results of the work and the procedure leading to the preparation of the evaluation certificate in accordance with the regulations, for workers assigned to perform teaching-educational functions, including those who carry out advisory work, inspection and other activities related to specialized attention to students.

The performance evaluation of PE teachers is used as an administrative tool, with the objective of evaluating their work in a given period of time. In the National Education System, PE meets specific objectives and is present in all its subsystems. In this sense, the performance evaluation is governed by the policies and regulations established for all technical teaching staff by said system, in close connection with the National Institute of Sports, Physical Education and Recreation.



This system is based on joint resolutions with the Ministry of Education, to address the particularities in the performance of the teaching, sports and recreational job functions of these professionals, which provides uniqueness to the process of their professional performance evaluation.

In the consulted literature, different criteria have been found regarding the conceptualization of the term professional performance evaluation, so it was considered necessary to carry out a systematization and establish the regularities. It is noteworthy that various authors, including Valdés (2004), Añorga & Valcárcel (2013), Chumpitas (2017) made different contributions on the subject such as:

- It should be noted that it is a systematic process, where the performance activity of professionals is evaluated and controlled, in the institution where they work.
- Agree with the teacher in an ethical and humane manner on the results projected in this evaluation process.
- Eliminate as much subjectivity as possible from the evaluation process, and use objective and reliable techniques and procedures.
- Keep in mind the context in which you work, the objective conditions of the institution, and the fulfillment of essential roles.
- The process must be considered dynamic, active, retroactive and with a permanent educational function.

The above is appropriate for the methodological professional teaching performance of the PE teacher in primary education, since it expresses his or her modes of action through the integration of knowledge, which allow him or her to develop skills to direct the PE teaching-learning process. The considerations presented so far express meanings of the term evaluation of the professional performance of teachers, particularly of PE (Corrales, et al., 2022).

As a result, some limitations are observed for an integrative definition, where the essential categories that define this concept are taken into account and acquire a conceptual weighting and hierarchy, which clearly illustrates the essential aspects to be taken into



account in the professional performance of PE teachers. It was determined that there is no comprehensive, holistic definition of the evaluation of professional performance that satisfies the internalities of the process; however, regularities were determined:

- Identification and measurement of the objectives of the work that an individual performs in his or her teaching work.
- A system for assessing the individual's performance in his or her teaching position.
- It is the process of specifying, measuring and developing the suitability, talent, aptitude, competence, sufficiency and disposition of the personnel of organizations in the exercise of teaching functions, specific to their position or job.
- The suitability of the teacher, the latter being essentially expressed in a set of pedagogical capabilities, necessary for carrying out an efficient and effective professional practice.
- Systematic process of obtaining valid and reliable data.
- Process that allows us to know and evaluate the work behavior of teaching staff during a given period and contributes to establishing their level of quality.
- Intrinsic process inherent to the pedagogical function of controlling teaching work, which allows for the evaluation of the fulfillment of the essential functions of the teacher.
- The relationship established between theory and practice within the PE class in different contexts.
- Insufficient systematicity in the actions, in the way in which PE classes are carried out, not only in terms of those detected but also in the organization of the methodological work forms established by the programme.
- Low development of PE teachers, which negatively impacts the evaluation of teachers' professional performance.

Based on the above, the objective was to develop a scientific instrument (rubric) to improve the performance evaluation process of PE teachers.



MATERIALS AND METHODS

The research was conducted from September 2023 to February 2024. Theoretical level methods were applied, such as the historical-logical method, which allowed to contextualize and systematize the object in its evolution, with emphasis on the most significant moments of the current state of scientific knowledge around the problem; the analysis-synthesis was used for the systematization, generalization and concretization of the processed information and allowed to delve into the philosophical, sociological, psychological and pedagogical foundations that supported how to carry out the evaluation of the professional performance of PE teachers.

The inductive-deductive method made it possible to make inferences, comparisons and generalizations in the theory on the evaluation of the professional performance of PE teachers, as well as the interpretation of the data obtained in the development of the proposed methodology, from which new conclusions were derived.

At the empirical level, unstructured observation was applied during the diagnostic stage, to evaluate the professional performance of PE teachers in the classrooms and to control the application of the methodology; document analysis, to delve deeper into the theoretical conceptions of the object, analyze the regularities, main categories, research results, and determine flaws and limitations, from this perspective, in scientific journals, doctoral and master's theses, manuals, study plans and programs that were necessary to establish the state and trends of the object of study. In addition, empirical techniques, surveys, interviews, the content analysis method, as well as the triangulation procedure were used for the study to confront and contrast the data obtained:

The survey was applied to find out the opinions of PE teachers in the municipality of Holguín and the current state of the object. A questionnaire was used in its implementation. The group interview was carried out with 10 cycle heads, 10 grade heads and five department heads. It was carried out at various times that coincided with the monthly meetings held with the department heads of the sports teams, with the intention of detecting inconsistencies during the performance evaluation process of PE teachers.



The document analysis was carried out on the PE teachers' evaluation certificates, the teachers' performance records, and the reports of the visits made by the subjects who contributed criteria to the evaluation process.

The population for this diagnostic study consisted of 200 teachers, and 172 PE teachers from different teachings were taken as a sample. To determine the sample, a stratified random sampling was carried out, with a percentile of 95, a margin of error of 0.05, (z) limit of the critical region 1.96, standard deviation 0.112, T_m 0.43, and a sample consisting of 172 teachers was obtained, which represented 86% of the total population; also composed of 68 cycle heads, 18 grade heads, 10 department heads, and nine PE chair heads from the intentionally selected sports teams that represented the entire population.

To characterize the current status of the performance evaluation of PE teachers in the Municipality of Holguín, the following was carried out:

- Selection of the instruments that were applied to obtain information on the current status of the evaluation of the PE teacher's performance.
- Development of other instruments to obtain the necessary information through their application.
- Application of the selected and developed techniques and instruments to obtain the information necessary to carry out the diagnosis.
- Processing of the information obtained.
- Interpretation of the information obtained, with the application of techniques and instruments.
- Evaluation of the information obtained and conclusive results.

The diagnosis was carried out by reworking selected indicators through document analysis.

The indicators to be measured were:

- Knowledge of the guidelines for developing the performance evaluation process.
- Planning the performance evaluation process.
- The content of the evaluations.



- Periodicity of the evaluation process.
- Result of the evaluation process.
- Activities for the preparation of evaluation management staff.
- Understanding by those evaluated of the aspects to be evaluated.
- Generalized judgments of evaluators about the evaluation criteria.
- Development of the evaluation process.

For more information and to be more objective, it was consulted different documents that governed and regulated the methodological indications to guide the evaluation process and the performance control of PE teachers, as well as the results obtained in teacher evaluations: Ministerial Resolution 435/89, Circular Letter No. 4 of April 20, 2004, Ministerial Resolution No. 166/2010, Ministerial Resolution 160/2014 of the Ministry of Education, annual evaluations of PE teachers, class visits and review of the individual work plan of teachers.

RESULTS

Qualitative and quantitative analysis of the information collected with the application of the survey.

Table 1. Survey results

Results	fa	fr	%
Very satisfied	29	0.17	16.85
Satisfied	44	0.26	25.58
Dissatisfied	58	0.34	33.72
Poor	41	0.23	23.83
Total	172	1	100

Question two asked about the way in which the performance evaluation process was carried out; to obtain the results, a scale of one to ten was used:

- **Indicator 1:** Discussion with the evaluator of the content that will be the subject of the performance evaluation.



- **Indicator 2:** Analysis and discussion of the content of the evaluation of your performance, in the previous work period, with the objective of agreeing and reflecting the recommendations to be implemented, in the next work period.
- **Indicator 3:** Analysis and approval of the individual work agreement.
- **Indicator 4:** Analysis and discussion of the partial results of professional performance.
- **Indicator 5:** Analysis and discussion of the elements provided by the subjects who contributed criteria to their performance evaluation.
- **Indicator 6:** Dispatch and consideration of the content of the self-assessment, in the evaluation of your performance.
- **Indicator 7:** Discussion and signing of the performance evaluation. This item assessed the completion of the final evaluation process.

Question three investigated whether the results of the different visits made to them during the teaching-educational process were taken into account in the evaluation of teachers' performance

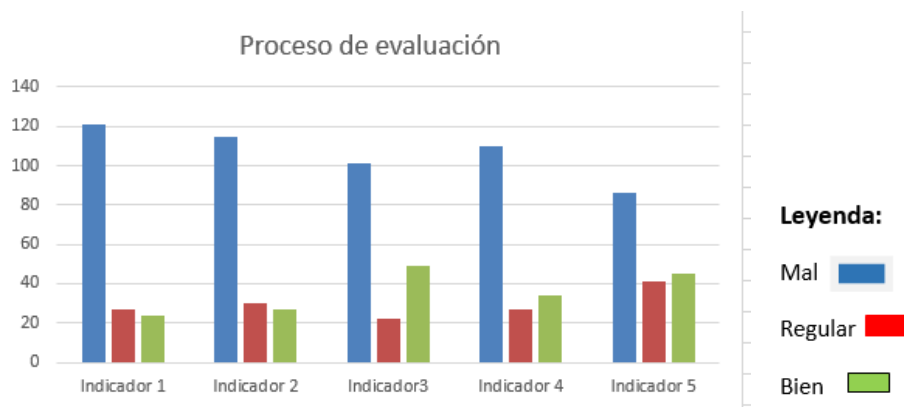


Figure 1. Evaluate the significance of the results on a scale from one to ten in ascending order.

Question five addressed which elements of the PE teacher performance evaluation process had the greatest limitations, in order of priority they were:

1. Training of the subject who evaluates his/her performance. (135 78.5%)
2. Lack of knowledge of the purpose of their performance evaluation. (128 74.4%)
3. Communication between the person being evaluated and the evaluator. (92 53%)



4. Correspondence between the functions of the job and the content of the evaluation. (91 53%)
5. Correspondence between the outcome of educational supervision and the content of the assessment. (85 49%)
6. Frequency in the educational supervision process. (68 39.5%)
7. Follow-up to the limitations of the previous period evaluated. (60 35%)
8. Limitations in partial performance evaluations. (32 19%)

Question 5. Results

Table 3. Results question 5

Results	Always allows	Not always allowed	Rarely allows	Never allows
53		24.4%		
49			28.5%	
42				30.8%
28	16.3%			
172	28	42	49	53

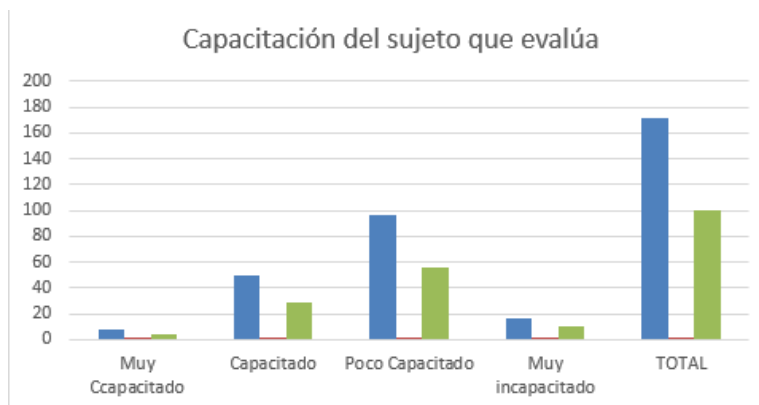


Figure 2. Training of the subject being evaluated. Prepared by the authors.

Question 6. Results



Table 3. Results of question 6

Results	fa	fr	%
Highly capable	8	0.05	4.7
Trained	50	0.29	29.1
Poorly trained	97	0.56	56.4
Very disabled	17	0.10	9.9
TOTAL	172	1.00	100.0

Question seven was about the frequency with which the evaluator carried out the educational supervision process, and allowed for the provision of objective criteria on his/her professional performance. The results obtained are presented in Table 4.

Question 7. Results

Table 4. Results of question 7

Results	fa	fr	%
He/she allows	28	0.16	16.3
He/she allow	42	0.24	24.4
He/she rarely allows	49	0.28	28.5
He/she never allows.	53	0.31	30.8
TOTAL	172	1.00	100.0

The main considerations derived from the analysis of the information collected, through methodological triangulation, were:

- It was noted that 34% of respondents were dissatisfied with the performance evaluation process. The main testimonies referred to the manager responsible for issuing criteria, reflected in the evaluation certificate, because it was too superficial and schematic; the evaluation did not reflect the work carried out, because the evaluator was not trained, in addition to considering that the evaluation did not constitute an instrument for professional improvement.
- The analysis and discussion of the content of the evaluation of the performance of PE teachers in the previous work period was considered limited, with the aim of agreeing



and expressing the recommendations indicated, in the form of actions to be completed, for the next work period.

- It turned out that 71% of PE teachers expressed dissatisfaction because the results of the different visits made to them during the teaching-educational process were not always taken into account in the content of their evaluation, an aspect that was verified in the schools and it turned out that no evidence was presented of the visits made by the directors, with contributions of criteria to the evaluation of the teachers' performance.
- Limited systematicity was observed in the control to offer evaluative criteria in 71% of the respondents.
- The greatest limitations that, in the opinion of the heads of departments of the sports teams, were presented by the process of evaluating the performance of the PE teacher, focused on the overload of the number of schools assigned, by designating only one for a large number of schools and teachers, which was insufficient in the supervision process. In addition, the limited training of the administrative directors limited the process studied.
- The suggestions offered by the heads of courses, degrees or departments were related to preparation for facing the process; however, the heads of departments of the combined courses claimed to have a space designated for such purposes, but attendance at them was very poor.
- The PE teachers' evaluation certificates detailed the problems that had occurred, although the causes that led to the deficiencies were limited.
- The recommendations offered as a result of the performance evaluation were imprecise, and therefore did not promote a projective approach to achieving improvements in professional practice.
- The individual plans of the teachers did not always specify the objectives to be achieved, so the result of an educational supervision, specifically of a class, could be the determining deficiencies in the evaluation certificate.
- There was limited correspondence between the job functions of PE teachers and the content of their performance evaluation.



From the results obtained, it was inferred that there is a discordant context between the evaluation of the professional performance of PE teachers, which does not satisfy their perspectives or that of the managers who provided criteria for the performance evaluation process; and the scientific knowledge and procedures necessary to achieve continuous improvement of the process.

The need to find a solution to the problems identified was considered, so a rubric for evaluating the professional performance of PE teachers was developed, which is in the process of being applied, and which revealed an approach to the objectivity of the process, to the detriment of the subjectivity that prevailed.

Table 5. Proposed rubric

Units of analysis	Dimensions	Indicators	Descriptors	Performance scales
1-Work activity for methodological teaching work.	Mastery of the essential methodological teaching aspects of the profession.	Knowledge of programs (structure and functions). -Mastery of the content of the subject taught. -Knowledge of the teaching methods of the subject.	Goals -Teaching methods. -Themes -Specific skills. -Teaching resources and media.	Excellent: when all your methodological teaching activity is perfectly completed. -Good The PE teacher shows good knowledge within the methodological activities. - Acceptable The PE teacher has a basic knowledge within the methodological activities. - Low The PE teacher shows little or no knowledge within





				the methodological activities.
		Forms of evaluation	<ul style="list-style-type: none"> -Use of the different forms of assessment. -Compliance with evaluation functions. -Evaluation planning. 	<p>Excellent: when the PE teacher uses the evaluation forms appropriately.</p> <p>Good: The PE teacher shows a good knowledge of the evaluation forms.</p> <p>Acceptable</p> <p>The PE teacher has a basic understanding of how to use assessment.</p> <p>Low: The PE teacher shows little or no knowledge of how to use evaluative forms appropriately .</p>
		Mastery of the academic and didactic objectives of the subject.	<ul style="list-style-type: none"> - Content update. Statement of objectives. Intentionality of the objective. -Socialization with students. 	<p>- Excellent: when the PE teacher correctly masters the class objectives.</p> <p>Good: The PE teacher shows good knowledge about how to use the objectives in the classroom.</p> <p>Acceptable</p> <p>The PE teacher has a basic knowledge of how to use objectives in classes.</p>





				Low: The PE teacher shows little or no knowledge of how to use the objectives for the development of the class.
	-Level of development of teaching competence, for the design, execution and evaluation of the teaching-learning process (class).	-Design and prepare the teaching unit and lesson plan according to the instructions received.	- Lesson plan -Update of the lesson plan. -Structure of the lesson plan. -Relationship between the lesson plan and the program.	Excellent: when the PE teacher correctly masters the design, execution and evaluation of the teaching-learning process in the classroom. Good: The PE teacher shows good knowledge about how to correctly use the design, execution and evaluation of the teaching-learning process in the classroom. Acceptable The PE teacher has basic knowledge about how to correctly use the design, execution and evaluation of the teaching-learning process in the classroom. Low: The PE teacher shows little or no knowledge of how to correctly use the design, execution and evaluation of the teaching-learning





				process in the classroom.
II, Work activity in compliance with the joint Inder-(National Institute of Sport Physical Education and Recreation) Mined (Education Ministry) resolution	Participation of the PE teacher in the activities inherent to the Joint Inder-Mined Resolution	PE teacher's mastery: -Preparation of sports teams. -Participation in class competitions at different levels. -Human whiteboards. -Participation in recreational sports festivals.	-Essential characteristics of the sport discipline taught. -Design of training sessions. -Use of the methodology for teaching different sports. -Rules of the sport. -Plan, organize and develop grassroots sports competitions.	Excellent: when the PE teacher correctly masters the joint Inder-Mined resolution . Good: The PE teacher shows good knowledge of the joint resolutions of Inder-Mined, which leads to better methodological preparation. Acceptable Inder-Mined resolutions that leads to better methodological preparation. Low: The PE teacher shows little or no knowledge of how to correctly use the Inder-Mined resolutions that lead to better methodological preparation.
III Self-improvement and scientific research work activity	- Level of compliance with scientific research activity and self-improvement.	-Ability to teach methodological topics to peers and the general public. - Preparation of presentations based on the solution of problems that identify the	Identify problems that require a solution through scientific investigative work . -They have mastery of the skills required to write scientific articles.	Excellent: when the PE teacher masters the scientific and research contributions for better self-improvement. Good: The PE teacher shows good knowledge about the scientific





		<p>pedagogical activity.</p> <p>-Participation in scientific events organized by the educational institution or another similar institution .</p> <p>-Publication of scientific articles in journals considered for the practice of the profession.</p> <p>-Certification of a foreign language.</p> <p>Postgraduate courses received.</p>	<p>They do not sufficiently take advantage of the contributions of science for professional self-improvement.</p>	<p>and research contributions for good self-improvement.</p> <p>Acceptable</p> <p>The PE teacher has a basic knowledge of how to use scientific contributions for self-improvement.</p> <p>Low: The PE teacher shows little or no knowledge of the scientific and research contributions to professional self-improvement.</p>
	Recreational	<p>-Planning, organizing and conducting FRY C activities with the family.</p> <p>-Ability to create benefit for the community while maintaining affective communication.</p> <p>-Characterization of the community (culture, traditions, values).</p>	<p>-It carries out activities that promote the rescue of cultural heritage, national identity, traditional and recreational games.</p> <p>-Diagnosis of common community interests and tastes.</p>	<p>Excellent: When the PE teacher masters the importance of recreational physical activities within the community.</p> <p>Good: The Physical Education teacher shows good knowledge about the importance of recreational physical activities within the community</p> <p>Acceptable</p> <p>The PE teacher has a basic knowledge of the importance of recreational physical activities within the community.</p>



				Low: The PE teacher shows little or no knowledge about the importance of recreational physical activities within the community.
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The rubric was submitted to expert judgment in its Delphi variant. The expert judgment method was carried out through a system of organized, logical and statistical-mathematical procedures, aimed at obtaining information from highly competent specialists and their analysis, with the aim of making reliable decisions. For its application, the sequence of methodological actions set out by Mesa (2021) was assumed.

In the preliminary phase, the potential experts were chosen from a group of professionals recognized for their experience and prestige in their teaching work in the field of physical culture and sport. Among those selected were: two Doctors in Physical Culture Sciences; five, Masters in Contemporary Physical Education; three, in Physical Activity in the Community; and two, in Community Physical Therapy Care.

The selected experts met the requirements of having a high level of experience and scientific expertise to be consulted. As a result, the experts made recommendations to improve the rubric for the evaluation of the performance of PE teachers, among which the following stood out:

1. Restructure the dimensions of the rubric, based on the characteristics of the context it represents.
2. Specify the rubric dimension of performance evaluation, based on the deficiencies detected in the object
3. To justify, throughout the proposal, the systemic, integrative and individualized nature of the professional performance evaluation process using the rubric.



DISCUSSION

The evidence obtained from the results allowed to consider that the evaluation process of PE teachers in the municipality of Holguín presented limitations related to the planning, organization, execution and control of the evaluation process. One of the aspects considered as transcendental in the diagnosis carried out was the dissatisfaction with the process studied due to the poor capacity of the directors to carry it out, in favor of a continuous improvement of the teaching staff.

The prevalence of points of view, criteria and opinions on performance evaluation was loaded with great subjectivity, so the evaluation rubric was proposed, to contribute to the objectivity of the evaluators; and thus, allow the change of perception of those evaluated, towards greater fairness and equity, which contributed to a greater motivation to reach higher levels of performance. These levels of motivation undoubtedly had an impact on the attitude of the teachers, on their behavior towards work tasks, and the true function of the evaluation of professional performance was fulfilled.

Authors such as García et al. (2024); Vidal and Criollo (2023) in their studies related to the evaluation of professional performance agreed with the results obtained in this research. From another perspective, but with the same objective, Espinoza et al. (2021); Rivero (2019); Urzua et al. (2020) agreed that the fundamental problem was in the poor application of procedures and indicators for evaluating the teacher's performance, since although there were norms and resolutions, they did not include sufficient and necessary indicators. In addition, the limited systematicity with which the performance evaluation process was carried out led to poor job performance.

The implementation of this process showed a poor relationship with the implementation of the courses on the Moodle virtual platform, from the design, structuring, evaluation forms and use of resources for synchronous and asynchronous group communication; in this sense, the preparation of users for the interaction of the virtual modality in the educational teaching process, the use and implementation of digital educational resources, the



implementation of different forms of evaluation in this modality and ways of guiding the activities were insufficient.

This is closely related to what was expressed by Escobar et al. (2021); García et al. (2020) who showed that in this modality a more appropriate educational design should have been taken into account to be used in the teaching process, which implied numerous challenges due to the lack of preparation.

CONCLUSIONS

The proposal demonstrated the need to apply a performance evaluation rubric for PE teachers in the municipality of Holguín, as they presented theoretical and practical difficulties in order to achieve an evaluation process in line with current times, with elements for its application in the social practice of this discipline and the achievement of the proposed objectives, with a view to perfecting the process of evaluating their professional performance.

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The author declares that there are no conflicts of interest.

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The author is responsible for writing the work and analyzing the documents.



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