Impact of teacher pedagogical support on the performance of secondary school students in the Latin American context: a systematic analysis

Impacto del acompañamiento pedagógico docente en el desempeño de estudiantes de secundaria en el contexto latinoamericano: un análisis sistemático

Luis Enrique Félix Tipián
https://orcid.org/0009-0000-4230-9418
lfelixt21@ucvvirtual.edu.pe
Universidad César Vallejo. Lima-Peru

Adriana Lorena Flores Arriola
https://orcid.org/0009-0007-1176-8962
afloresfl1@ucvvirtual.edu.pe
Universidad César Vallejo. Lima-Peru

Alan Pier Muñoz Félix
https://orcid.org/0009-0004-0871-9957
amunozfelix@ucvvirtual.edu.pe
Universidad César Vallejo. Lima-Peru

REVISTA INVECOM ISSN: 2739-0063

Received: 08-03-2025 Accepted: 02-06-2025

2026. V6. N1.

Abstract

In a Latin American context characterized by structural inequalities and educational challenges, didactic-pedagogical support emerges as an essential strategy to strengthen teaching practice and promote meaningful learning. Therefore, this research analyzes the impact of this tool on the performance of secondary school teachers. The main objective was to describe and analyze pedagogical support as a training resource that enhances teaching competencies, fosters inclusion, and improves student achievement. To achieve this objective, a qualitative methodology based on a systematic literature review based on the PRISMA method was used. Eighty academic articles in Spanish and English published between 2018 and 2025 were reviewed, of which 34 met the inclusion criteria and were analyzed in depth. The results show that teacher support contributes to a sustained improvement in educational quality by promoting reflective, collaborative, and personalized processes. Furthermore, it promotes professional development, methodological innovation, and adaptation to classroom needs, with a particular impact in rural or vulnerable contexts. In short, pedagogical support not only reduces the gap between educators and students but also constitutes a driving force for educational transformation. Its effective implementation requires sustainable public policies, ongoing training, and committed pedagogical leadership to consolidate inclusive and quality learning.

Keywords: pedagogical support, teacher competence, teacher training.

Resumen

En un contexto latinoamericano caracterizado por desigualdades estructurales y desafíos formativos, el acompañamiento didáctico-pedagógico emerge como una estrategia esencial para fortalecer la práctica docente y promover aprendizajes significativos. Por ello, esta investigación analiza el impacto de dicha herramienta en el desempeño de los docentes de educación secundaria. El objetivo principal fue describir y analizar el acompañamiento pedagógico como recurso formativo que potencia las competencias docentes, fomenta la inclusión y mejora el rendimiento estudiantil. Para alcanzar este propósito, se empleó una metodología cualitativa sustentada en una revisión sistemática de literatura bajo los lineamientos del método PRISMA. Se revisaron 80 artículos académicos en español e inglés publicados entre 2018 y 2025, de los cuales 34 cumplieron con los criterios de inclusión y fueron analizados en profundidad. Los resultados evidencian que el acompañamiento docente contribuye a una mejora sostenida de la calidad educativa, al promover procesos reflexivos, colaborativos y personalizados. Además, impulsa el desarrollo profesional, la innovación metodológica y la adaptación a las necesidades del aula, con especial impacto en contextos rurales o vulnerables. En síntesis, el acompañamiento pedagógico no solo reduce la brecha entre educador y estudiante, sino que también constituye un motor de transformación educativa. Su implementación efectiva requiere políticas públicas sostenibles, formación continua y liderazgo pedagógico comprometido para consolidar aprendizajes inclusivos y de calidad.

Palabras clave: acompañamiento pedagógico, competencia docente, formación docente.

Introduction

Educators are key mediators in the formative process; thus, they face ongoing challenges to incorporate motivating methods that respond to social demands and the continuous changes in the educational environment. Given the complexity of these adaptations, it is essential to have ongoing support from experts through pedagogical accompaniment, which strengthens the development of teaching practices and ensures adequate learning (Trinidad et al., 2024).

In this context, training is conceived as a pathway to learning that opens multiple possibilities and acts as a driver for social transformation. It is within this framework that the concept of pedagogical accompaniment (PA) emerges, understood as a strategic method for rethinking educational practices (Abanto et al., 2021).

However, the centralization of the educational system limits teacher autonomy and hinders the application of effective methods in both evaluation and teacher training (Flores, 2020). In Latin America, despite reforms aimed at decentralization and the implementation of various learning programs, teaching practices have not managed to consolidate in specific teaching contexts (Mondalgo, 2023). Therefore, it is imperative to promote effective participation and collaboration in the educational process (Rodríguez-Castro, 2024).

A study by the Organization for Economic Cooperation and Development (OECD) on pedagogical monitoring in American countries reveals that school leaders allocate little time to planning and school oversight. For instance, in Shanghai, only 27% of leaders engage in these activities; in the United States, a lack of time and experience limits teacher observation and feedback. In contrast, in Spain, 63% of school leaders commit to ongoing feedback. In Colombia, however, the absence of pedagogical leadership among school leaders translates into low motivation for collaborative practice and minimal recognition of feedback in learning.

Structural difficulties persist in Latin America, such as insufficient salaries, inadequate conditions in educational centers, and weaknesses in initial teacher training. Therefore, it is necessary to develop sustainable programs that address the needs of educators, a task that remains a significant challenge (Cueva et al., 2021). Additionally, the educational system lacks comprehensive mechanisms to evaluate teacher performance in the classroom based on competencies.

Romero (2020) points out that academic inequalities in the region are evident, especially in rural public schools where a lack of leadership is reflected in low learning levels. In this context, the educator's role is crucial to ensure effective learning that respects contexts and values native knowledge, promoting inclusion and strengthening cultural identity. To address low academic performance, teacher commitment is essential.

Education in rural areas is characterized by poor academic outcomes, due to inadequate infrastructure and a lack of equipment that meets curricular demands, exacerbating educational inequalities. Moreover, issues in scheduling and planning practical classes hinder attention to the diverse levels within the classroom and reveal a disconnection between the curriculum and social and jurisdictional realities (Beltrán-Véliz et al., 2022). This is

compounded by the absence of organized and well-defined teacher accompaniment practices (Sánchez & Jara, 2019).

In light of this complex scenario, educational centers must focus on the comprehensive professionalization of educators, based on studies that consider real environments and promote pedagogical accompaniment aimed at developing teaching competencies. The specialized literature highlights various factors affecting training quality, but it also emphasizes the achievements of teachers with strategic thinking that ensures meaningful learning (Alberca et al., 2021).

Consequently, this article aims to analyze didactic-pedagogical accompaniment as a professional training proposal for teachers, oriented towards individual and collective guidance in educational practice, aligned with the competencies that favor student performance. Additionally, it seeks to identify trends in pedagogical accompaniment that drive significant changes in learning and describe the contribution of the guide or pedagogical accompanist in teaching practices during secondary education.

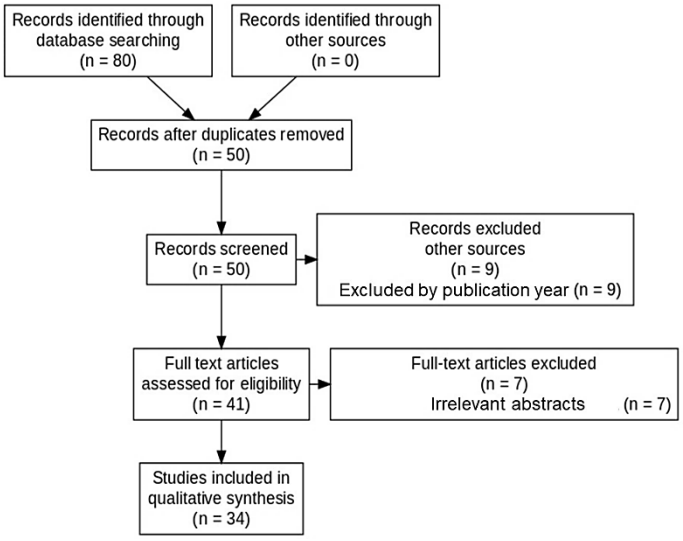
Methodology

In this study, a literature review was conducted to identify the theoretical and conceptual perspectives related to accompaniment and supervision in educational training, applying a comprehensive dialogical approach. Therefore, this research is grounded in a systematic review that follows the PRISMA guidelines, recognized for ensuring a rigorous and efficient process in developing such studies. According to Do Nascimento et al. (2019), for the correct application of this method, it is essential to define key criteria that allow for effective verification through appropriate techniques. Furthermore, Hinojo et al. (2019) emphasize that a careful evaluation of the consulted sources is crucial for selecting the most relevant and reliable studies.

Information was collected from searches in academic databases in both Spanish and English, using keywords such as “pedagogical accompaniment,” “educational supervision,” and “teacher training.” The analysis was conducted by systematizing theories, beginning with the collection of relevant data on teaching accompaniment or guidance. This review, under a systematic approach, was based on the synthesis of a series of articles obtained through various means.

It is important to note that during the analysis and processing phase, a rigorous document verification was applied. A total of 80 articles were consulted, of which 30 were excluded due to duplication, resulting in a selection of 50 publications. From this group, after thorough analysis, 34 articles published between 2018 and 2025 were selected that met the search criteria and reached the level of theoretical saturation. These studies develop conceptual frameworks on accompaniment, guidance, and supervision, aligned with UNESCO's postulates.

Figure 1
PRISMA flow diagram



Results and discussion

The findings reveal a clear pattern in the distribution of educational access, with urban areas concentrating the majority of students due to their proximity to educational institutions (Sullivan et al., 2018). This situation contrasts sharply with the rural sector, where isolation and limited educational coverage directly affect the quality of learning. The formative barriers in these contexts are not only due to geographic factors but also to the absence of contextualized policies that address the particularities of small towns and remote communities (Falabella, 2020; Verger et al., 2019).

Consequently, pedagogical accompaniment emerges as a transformative alternative that goes beyond traditional teaching by promoting a reflective engagement between teachers and students. Agreda & Pérez (2020) define it as a strategy centered on pedagogical dialogue, while Jabalera (2021) highlights its utility in strengthening teaching competencies, especially in light of the inadequate application of conventional educational methods. Thus, accompaniment becomes a means of renewing classroom practices from a critical and contextualized perspective.

Additionally, pedagogical accompaniment consolidates as a process of guidance and continuous improvement in teaching. According to San Martín et al. (2021), this action drives significant transformations through direct technical support to educators, fostering skill development among students. However, initial resistance was detected among teachers, who perceived evaluations as limiting. This underscores the importance of implementing accompaniment strategies with a formative rather than punitive focus, which enhances pedagogical performance without generating rejection.

In this framework, the role of school leaders is vital in fostering pedagogical improvement within educational institutions. Their active participation in monitoring academic performance and socializing with students allows for a reorientation of teaching practices towards more innovative and adaptive approaches (Rosas, 2020). One of the main current challenges is to optimize teacher performance through tools that ensure the relevance and effectiveness of their educational interventions (Vásquez et al., 2021).

From the perspective of Estrada & Mamani (2020), the teaching role should not be limited to the transmission of knowledge; it must also integrate the emotional development of educators as an essential part of their personal and professional growth. Strengthening emotional competencies, such as self-regulation and empathy, is fundamental for establishing healthy relationships in the school environment. In alignment with this, Barreno (2022) emphasizes practices like meditation and self-reflection as vital tools for improving educational coexistence.

Moreover, it is recognized that pedagogical accompaniment can also manifest through less structured feedback strategies, expressed in bidirectional, open, and spontaneous conversations between teachers and students. Jones et al. (2018) argue that these interactions promote collaborative learning, where open dialogue allows for the construction of knowledge through the joint exploration of ideas and experiences.

Furthermore, the study by De la Rosa et al. (2023) demonstrates that pedagogical support strengthens both the planning and execution of teaching tasks, particularly through the use of tools and resources adapted to contextual needs. This accompaniment not only empowers teaching practice but also responds to current social demands. In this vein, Parra et al. (2022) assert that effective technical-pedagogical guidance must be based on organized and systematized methods that ensure coherent and sustained intervention over time.

On the other hand, the research by González & de la Calle (2020) indicates that accompaniment is founded on interaction and channels the empowerment of educators through the development of capacities and skills. In this regard, didactic-pedagogical accompaniment is configured as a strategy that enhances teaching practice by fostering reflection and the production of new knowledge within a circle of formative interaction.

However, the strategies applied in classrooms often lack subsequent follow-up to guarantee the effective implementation of new methods, inviting deep reflection. In this context, Bonilla & Ferra (2021) describe accompaniment from a virtual platform that supports educator intervention in the classroom, complemented by the supervision of a technical-pedagogical advisor. This action, implemented in Mexico, involves an educator assuming the responsibility and commitment to provide educational assistance and guidance.

In this same line, Del Valle (2020) analyzed accompaniment in learning through feedback applied to teaching, utilizing strategies based on collaborative evaluation. For his part, Abduraxmanovich (2020) contends that communication in the formative process must be maintained as a permanent strategy. In the context of the COVID-19 pandemic, guidelines were established to supervise and carry out didactic-pedagogical accompaniment in each area of study, which sparked educators' interest in improving their activities and performance (García-Madurga et al., 2021).

Additionally, the updating and modification of knowledge derived from curricula, emanating from educational policy lines, remains a necessity in the school stage (de la Vega, 2021). Teaching practices mobilize didactic processes, giving them profound meaning and an integral perspective that encourages continuous improvements in the formative phase of learning with a transversal vision, thus strengthening educational labor. In this framework, accompaniment positions itself as a relevant process in which teachers activate their pedagogical experiences and knowledge. The pedagogical guide, therefore, promotes continuous improvement in teaching by instructing students.

From the analysis of Taveras-Sánchez (2023), the pedagogical support provided by educators is directly related to the execution of reflective and critical practice. In the interactive process between student and teacher, the importance of generating a climate of trust through the development of questions that probe knowledge levels is emphasized, employing open follow-up questions that lead to responses oriented toward pedagogical understanding. Teachers committed to educational transformation employ teachings focused on forming professionals with a high level of reflection.

Conversely, Mendoza (2024) notes that inefficient educational supervision limits the implementation of pedagogical strategies due to administrative tensions that interfere with their development. In light of this situation, it is essential to revalue supervision actions as a key element to strengthen the educational system. Incorporating systematic processes and effective pedagogical leadership would enable the consolidation of constant teacher accompaniment aimed at professional growth and the achievement of meaningful learning.

Abanto et al. (2021) confirm that pedagogical or didactic accompaniment generates positive and transformative effects within educational institutions. This intervention promotes new visions and formative practices, successfully sensitizing and renewing educational exercises. Through an updated pedagogical dynamic, it encourages more flexible and innovative teaching, directly contributing to the improvement of educational quality. In this regard, Alberca et al. (2021) suggest that the implementation of teacher accompaniment should begin with a transition period that allows for achieving expected results, always within a structured program with defined goals and purposes. It is also essential to avoid discrepancies between administrators and teachers, prioritizing a collaborative, non-intrusive relationship that favors the formative process.

According to the theory proposed by Vela (2023), the educator's performance is fundamental in student formation, especially through direct pedagogical practice. In this context, technical accompaniment becomes a key tool to guide teachers toward continuous improvement in their work, which is directly reflected in the quality of students' learning outcomes. Moreover, the conclusions from the study conducted by Pérez (2020) emphasize the importance of students receiving support from a teacher guide during their formative process. This accompaniment not only facilitates the appropriation of new knowledge but also enables students to argue from their own experiences, promoting more reflective and contextualized learning.

Lara et al. (2022) also highlight that pedagogical accompaniment should respond to students' academic needs from a multidimensional approach. In this framework, the act of guiding directly influences teacher performance. However, in light of current demands from the educational system, it is essential to reinforce these capacities through formative workshops aimed at enhancing self-awareness. In this same vein, Panta et al. (2025) argue that continuous supervision and pedagogical and didactic support are essential for raising educational quality and fostering meaningful learning.

According to Cruz et al. (2021), guiding or accompanying in the didactics of learning strengthens teacher performance, provided it is done continuously; thus, receiving technical advice that directs knowledge toward reflection in the classroom is fundamental in a harmonious environment where communication is effective. In agreement, Chauca et al. (2024) note that reflective dialogues and collaborative work facilitate mutual learning based on didactic practices. Furthermore, it is important to apply feedback as a task and commitment of the teacher towards their students, a statement complemented by Leiva & Vásquez (2019), who emphasize collaboration in learning, with educators acting as mentors within the classroom, and supervision as an effective tool that complements teaching through specialized techniques.

On another note, Retamozo et al. (2021) stress the importance of triangulating theories and methods to identify factors that should be observed and applied both in Peru and other Latin American countries, from a holistic and integral perspective. The experience of guides, tutors, and supervisors is essential in accompaniment to strengthen criteria that contribute to reducing pedagogical gaps, aligning with UNESCO guidelines to ensure lifelong learning, in accordance with the fourth Sustainable Development Goal (SDG) of the 2030 Agenda.

León (2018) argues that accompaniment in didactic-pedagogical development is a highly relevant strategy applied in Latin America. In Peru, its implementation initially faced barriers arising from the diverse realities of the

country; however, positive effects on education were observed following the application of mechanisms that overcame challenges related to poor formative management and inadequate curricular management, which were addressed through proper planning.

Lastly, Benítez Montes et al. (2021) propose that the approach of pedagogical-didactic accompaniment does not suggest a unique model or rigid formula but is configured as guidance aimed at promoting quality instruction. Therefore, it becomes an essential educational resource for achieving effective learning. In this regard, Vicente et al. (2022) indicate that pedagogical accompaniment or guidance goes beyond mere sessions, encompassing various contexts. Today's educators must give due importance to implementing feedback accompanied by the necessary support.

In summary, innovation drives teaching practices by fostering effective collaborative articulation based on dialogue, reflection, and strong pedagogical leadership. Pedagogical accompaniment stands as an essential element to strengthen educators' educational actions and optimize their performance in the classroom. This process generates a significant impact, promoting deep transformations in educational contexts. However, it is crucial for trainers and educators to maintain a constant commitment to their professional development, effectively responding to current social demands.

Conclusions

This study demonstrated that didactic or pedagogical accompaniment consolidates as an essential component in the formative process, as it contributes to reducing the gap between educator and student, promotes inclusion, and ensures academic progress through effective educational methods. This practice positions itself as a motor of educational transformation by offering personalized support that drives the comprehensive development of the learner and strengthens their empowerment.

Moreover, the reviewed literature shows that when implemented objectively, accompaniment constitutes a key tool for the professional growth of teachers and the strengthening of their pedagogical practice. Its reflective and formative nature opens new possibilities for learning, transforming each challenge into an opportunity to identify strengths, address needs, and consolidate capacities through continuous formative processes.

In this context, it is imperative to propose and develop public policies that institutionalize didactic-pedagogical accompaniment strategies, not only as a mechanism for supervision but as a permanent formative practice. Teachers should see themselves as active agents of educational change, capable of generating teaching experiences that respond to students' interests and integrate into a coherent pedagogical trajectory.

To achieve meaningful learning, accompaniment must incorporate reflective, collaborative, and personalized strategies adapted to the specificities of the school context. This involves fostering pedagogical dialogue, providing both individual and group guidance, and promoting harmonious environments where empathetic communication prevails between teachers and students.

In this sense, future research is recommended to broaden the theoretical and empirical focus on pedagogical accompaniment, integrating new perspectives that strengthen its application in diverse educational contexts and allow for more effective responses to the emerging challenges of contemporary teaching practice.

References

Abanto Zorrilla, J. M., Rosales Armas, M., & Luna Sono, J. (2021). The pedagogical support: A systematic review. *Revista Iberoamericana de Educación*. https://doi.org/10.31876/ie.vi.122

Abduraxmanovich, J. U. (2020). Modeling the pedagogical experience of England as a factor of improving the quality of training future teachers. *International Journal of Psychosocial Rehabilitation, 24*(4).

Agreda, A., & Pérez, M. (2020). Relación entre el acompañamiento pedagógico y práctica reflexiva. *Espacios en Blanco. Revista de Educación, 30*(2), 219-232. https://www.scielo.org.ar/pdf/eb/v30n2/2313-9927-eb-30-02-1.pdf

Alberca Pintado, N. E., Concha Sánchez, E. K., Arraiza Alvarado, J. J., & Neira Adrianzen, S. E. (2021). Acompañamiento pedagógico y competencias docentes en el aprendizaje significativo en instituciones educativas públicas en Perú. *Horizontes. Revista de Investigación en Ciencias de la Educación, 5*(21), 1580–1592. https://doi.org/10.33996/revistahorizontes.v5i21.299

Barreno, J. (2022). Asistencia pedagógica virtual y desempeño docente en tiempos de pandemia en la I.E. Pedro Pablo Atusparia de Nuevo Chimbote, 2021. *Ciencia Latina Revista Científica Multidisciplinar, 6*(1), 2350-2373. https://doi.org/10.37811/cl_rcm.v6i1.1654

Beltrán-Véliz, J. C., Mesina-Calderón, N., Vera-Gajardo, N., & Müller-Ferrés, P. (2024). Contribuciones del acompañamiento pedagógico para avanzar hacia la calidad de las prácticas docentes en contextos rurales. *Revista Electrónica Educare, 28*(1), 23-45. https://dx.doi.org/10.15359/ree.28-1.17269

Beltrán-Véliz, J. C., Tereucán-Angulo, J. C., & Pérez-Morales, S. H. (2022). Prácticas dialógicas y colaborativas que promueven los kimeltuchefes para articular conocimientos y saberes mapuche y escolares en contextos mapuche. *Revista Electrónica Educare, 26*(2), 1-20.

Benítez Montes, E. S., Arroyave Henao, C. C., & Orduz Pérez, P. R. (2021). Creación de una comunidad virtual de aprendizaje alrededor de los números fraccionarios, utilizando una aplicación de mensajería instantánea como recurso de comunicación con los estudiantes del grado séptimo de la institución educativa Santo Cristo de Zaragoza [Tesis doctoral, Universidad de Cartagena]. https://repositorio.unicartagena.edu.co/handle/11227/14529

Bonilla Santamaría, K., & Ferra Torres, G. E. (2021). Comunidades virtuales e innovación: Propuestas desde la asesoría técnica pedagógica en la escuela telesecundaria. *IE Revista de Investigación Educativa de la REDIECH, 12*, e1102. https://doi.org/10.33010/ie_rie_rediech.v12i0.1102

Chauca, I. D. R. P., Herrera, C. B. L., Grunauer, R., & Montúfar, C. R. C. (2024). Acompañamiento pedagógico como alternativa de mejora en aprendizajes en la Unidad Educativa Gran Bretaña, Quito 2024: Pedagogical accompaniment as an alternative for learning improvement at Gran Bretaña Educational Unit, Quito 2024. *Revista Scientific, 9*(4), 41-60. https://doi.org/10.29394/Scientific.issn.2542-2987.2024.9.E4.2.41-60

Cruz, A., Siles, D., & Bustos, R. (2021). Acompañamiento pedagógico como estrategia para fortalecer el desempeño docente. *Revista Educativa de Nicaragua, 1*(1).

Cueva, J., Prado, H., Quipuzco, B., & Cabrera, L. (2021). Liderazgo directivo y acompañamiento pedagógico en la competencia docente. *Revista Arbitrada del Centro de Investigación y Estudios Gerenciales*, 179–189.

De La Rosa Ochoa, A., Chumpitaz Panta, J., & Gallegos Caballero, C. (2023). Acompañamiento pedagógico para el fortalecimiento del desempeño docente. *Horizontes. Revista de Investigación en Ciencias de la Educación, 7*(28), 996-1001. https://doi.org/10.33996/revistahorizontes.v7i28.569

De la Vega Rodríguez, L. F. (2021). Investigación sobre enseñanza y desarrollo profesional docente en escuelas rurales: Una revisión. *Revista de Estudios y Experiencias en Educación, 20*(43), 307-325. https://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0718-51622021000200307

Del Valle, M. (2020). Percepción de las y los estudiantes sobre el acompañamiento pedagógico virtual de la asignatura Metodología de la Investigación Clínica y Bioestadística Aplicada en la Carrera de Medicina de marzo a julio 2020. *Revista Argentina de Educación Médica, 9*(4). https://n9.cl/fnj2wo

Do Nascimento, R. F., Canteri, M. H., & Kovaleski, J. L. (2019). Impacto dos sistemas de recompensas na motivação organizacional: Revisão sistemática pelo método PRISMA. *Revista Gestão & Conexões, 8*(2), 44-58. https://doi.org/10.13071/regec.2317-5087.2019.8.2.23541.44-58

Estrada, E., & Mamani, H. (2020). Compromiso organizacional y desempeño docente en las instituciones de educación básica. *Revista Innova Educación, 2*(1), 132-146. https://doi.org/10.35622/j.rie.2020.01.008

Falabella, A. (2020a). The ethics of competition: Accountability policy enactment in Chilean schools' everyday life. *Journal of Education Policy, 35*(1), 23-45. https://doi.org/10.1080/02680939.2019.1635272

Flores, C. (2020). El proceso de acompañamiento pedagógico de docentes de secundaria del área de comunicación de una institución privada de Lima [Tesis de licenciatura, Universidad Peruana Cayetano Heredia]. https://repositorio.upch.edu.pe/handle/20.500.12866/8387

García-Madurga, M. A., Grilló-Méndez, A. J., & Morte-Nadal, T. (2021). La adaptación de las empresas a la realidad COVID: Una revisión sistemática. *Retos Revista de Ciencias de la Administración y Economía, 11*(21), 55-70. https://retos.ups.edu.ec/index.php/retos/article/view/21.2021.04

González-Iglesias, S. M., & De la Calle Maldonado, C. (2020). El acompañamiento educativo, una mirada ampliada desde la antropología personalista. *Scientia et Fides, 8*(1), 183-203. https://doi.org/10.12775/SetF.2020.012

Hinojo, F. J., Aznar, I., Romero, J. M., & Marín, J. A. (2019). Influencia del aula invertida en el rendimiento académico: Una revisión sistemática. *Campus Virtuales: Revista Científica Iberoamericana de Tecnología Educativa, 8*(1), 9-18. https://n9.cl/62tjps

Jabalera, S. (2021). Plan de acompañamiento pedagógico para mejorar el desempeño docente en las instituciones educativas del nivel primario del Municipio Consuelo. *UCE Ciencia. Revista de Postgrado, 9*(1). https://uceciencia.edu.do/index.php/OJS/article/view/226

Jones, L., Tones, S., & Foulkes, G. (2018). Mentoring associate teachers in initial teacher education: The value of dialogic feedback. *International Journal of Mentoring and Coaching in Education, 7*(2), 127–138. https://doi.org/10.1108/ijmce-07-2017-0051

Lara Reimundo, J. J., Campaña Romo, E. J., Villamarín Maldonado, A. E., & Balarezo Tirado, C. Y. (2022). Gestión escolar durante la pandemia: Relación entre el acompañamiento pedagógico y el desempeño docente. *Revista Venezolana de Gerencia, 27*(97), 58-70. https://doi.org/10.52080/rvgluz.27.97.5

Leiva, M. V., & Vásquez, C. (2019). Liderazgo pedagógico: De la supervisión al acompañamiento docente. *Calidad en la Educación, 51*, 225-251. https://doi.org/10.31619/caledu.n51.635

León, E. (2018). Acompañamiento pedagógico y colapso educativo: Algunos problemas. *Educacción Perú*. https://www.educaccionperu.org/acompanamiento-pedagogico-problemas-contexto-del-colapso-educativo/

Mejía-Janampa, M., Solis-Trujillo, B., Huamancha-Aguilar, M., & Vargas-Pimentel, R. (2025). Acompañamiento pedagógico del docente en las escuelas de educación básica. *Revista Tecnológica-Educativa Docentes 2.0, 18*(1), 89-100. https://doi.org/10.37843/rted.v18i1.583

Mendoza Rudecindo, G. (2024). Supervisión educativa y formación continua: Revisión de estrategias metodológicas y perspectivas internacionales. *Sciencevolution, 4*(12), 259–272. https://doi.org/10.61325/ser.v4i12.150

Mondalgo, G. (2023). El acompañamiento pedagógico y el aprendizaje estudiantil: Hacia un nuevo enfoque en la educación. *Revista de Climatología Edición Especial Ciencia Sociales, 23*, 3211-3222. http://scielo.senescyt.gob.ec/scielo.php?script=sci_arttext&pid=S2631278620240000300033

Panta Panta, G. M., Jaramillo Bazurto, N. V., Caamaño López, S. E., & Caamaño López, L. C. (2025). Monitoreo y acompañamiento en docentes de secundaria, una revisión sistemática. *Revista Tribunal, 5*(11), 311-330. https://doi.org/10.59659/revistatribunal.v5i11.159

Paredes Muñoz, J., Picón Gonzáles, M., Montes Gonzales, F., & Sulluchuco Cunyas, J. (2025). Implicancia del acompañamiento pedagógico en los docentes de secundaria durante la nueva normalidad. *Revista InveCom, 5*(1), e501080. https://doi.org/10.5281/zenodo.12539821

Parra, H., Briselda, P., & López, J. (2022). Socio-formative pedagogical counseling: Professionalization and improvement of teaching practice in compulsory education in Northern Mexico. *International Journal of Educational Methodology, 8*(1), 1-9. https://doi.org/10.12973/ijem.8.1.1

Pérez, C. del R. (2020). Acompañamiento docente como mediador entre la comunidad de estudio y la escritura académica. *AXIOMA, (23)*, 10-15. https://axioma.pucesi.edu.ec/index.php/axioma/article/view/621

Retamozo, T., Isabel, M., Galán, R., Barramedo, D., Quispe, S., Jessica, P., ... & Emma, A. (2021). Acompañamiento pedagógico y práctica docente en la educación básica regular. Enfoques y tendencias. *Revista CIEG, 52*, 24-38. https://revista.grupocieg.org/wp-content/uploads/2021/10/Ed.5224-38-Torres-Retamozo-et-al.pdf

Rodríguez-Castro, F. X. (2024). El acompañamiento pedagógico como estrategia de supervisión y apoyo docente para el sistema educativo de Puerto Rico. *Revista Latinoamericana de Estudios Educativos, 54*(3), 95-123. https://doi.org/10.48102/rlee.2024.54.3.657

Romero, C. (2020). Liderazgo directivo en escuelas que superan las barreras del contexto. *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 19*(1), 83–103. https://doi.org/10.15366/reice2021.19.1.005

Rosas, E. (2020). Liderazgo pedagógico directivo y desempeño docente en una institución educativa de Lima Metropolitana: Pedagogical leadership of the school principal and teaching performance in an educational institution in metropolitan Lima. *Revista Conciencia EPG, 1*(1), 53-63. https://doi.org/10.32654/concienciaepg.1-1.5

San Martín, D., San Martín, R., Pérez, S., & Bórquez, J. (2021). Prácticas de mejora para el proceso de acompañamiento pedagógico. *Actualidades Investigativas en Educación, 21*(2), 24. https://doi.org/10.15517/aie.v21i2.46783

Sánchez Sánchez, G. I., & Jara Amigo, X. E. (2019). Inserción en contextos rurales y preocupaciones de profesores principiantes. *Papeles de Trabajo. Centro de Estudios Interdisciplinarios en Etnolingüística y Antropología Socio-Cultural, 37*, 129-160. https://www.scielo.org.ar/scielo.php?script=sci_abstract&pid=S1852-45082019000100007

Sullivan, K., McConney, A., & Perry, L. B. (2018). Comparación de la desventaja educativa rural en Australia, Canadá y Nueva Zelanda mediante el uso del PISA de la OCDE. *SAGE Open, 8*(4). https://doi.org/10.1177/2158244018805791

Taveras-Sánchez, B. Y. (2023). El acompañamiento pedagógico en República Dominicana: Situación actual, propuestas y perspectivas de acción. *RECIE. Revista Caribeña de Investigación Educativa, 7*(1), 53-77. https://orcid.org/0000-0002-1462-3060

Trinidad, E. N. S., Amaya, H. F. B., Perales, E. J. V., Jacinto, G. N. H., & Malaver, N. E. B. (2024). Acompañamiento pedagógico y la calidad educativa en los docentes de una institución educativa de Perú. *Horizontes. Revista de Investigación en Ciencias de la Educación, 8*(32), 274-287. https://doi.org/10.33996/revistahorizontes.v8i32.722

Vásquez, S., Vásquez, S., Vásquez, L., Carranza, M., Vásquez-Villanueva, C., & Terry-Ponte, O. (2021). Liderazgo pedagógico y el desempeño docente: La imagen de instituciones educativas privadas. *Horizontes. Revista de Investigación en Ciencias de la Educación, 5*(17), 178-194. https://doi.org/10.33996/revistahorizontes.v5i17.166

Vela Shupingahua, N. (2023). Acompañamiento pedagógico y desempeño docente: Una revisión sistemática. *Revista Científica UISRAEL, 10*(3), 129-148. https://doi.org/10.35290/rcui.v10n3.2023.941

Verger, A., Parcerisa, L., & Fontdevila, C. (2019). The growth and spread of large-scale assessments and test-based accountabilities: A political sociology of global education reforms. *Educational Review, 71*(1), 5-30. https://doi.org/10.1080/00131911.2019.1522045

Vicente, J. J., Jiménez-Tenorio, N., & Oliva, J. M. (2022). La naturaleza de la ciencia como objeto de aprendizaje en la formación inicial del profesorado de ciencias de secundaria. *Revista Interuniversitaria de Formación del Profesorado. Continuación de la Antigua Revista de Escuelas Normales, 97*(36.1). https://recyt.fecyt.es/index.php/RIFOP/article/view/92424