

COMPREHENSIVE EVALUATION MONITORING OF A TEACHER'S PROFESSIONAL SKILLS

MONITOREO INTEGRAL DE LA EVALUACIÓN DE LAS COMPETENCIAS PROFESIONALES DEL DOCENTE



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ABSTRACT

This article explores the phenomenon of teacher professional mastery as a multidimensional pedagogical construct that integrates personal, methodological, motivational, reflexive, and operational components. The study aims to provide a theoretical analysis of pedagogical concepts of teacher professional mastery and, on this basis, to clarify its essential, structural, and dynamic characteristics. Particular attention is given to the analysis of major methodological approaches and research methods used to investigate teacher professional mastery, as well as to evaluating their effectiveness in contemporary educational contexts. The study also develops a diagnostic toolkit for assessing teacher professional mastery in the form of a system of criteria and qualitative indicators, which serves as the foundation for a qualimetric monitoring model. On this basis, a qualimetric monitoring model is proposed and experimentally tested in order to determine its impact on the positive dynamics of teacher professional mastery, as well as on teachers' self-actualization and self-realization. The empirical stage of the study confirms the effectiveness of the proposed model and demonstrates

the reliability of the obtained results in accordance with the key quality criteria for pedagogical testing, including reliability, validity, and objectivity. The findings support the practical value of qualimetric monitoring as an effective tool for the systematic evaluation and development of teacher professional mastery.

Keywords:

Teacher professional Mastery, Pedagogical Concepts, Qualimetric Monitoring, Diagnostic Toolkit, Professional Development, Self-Actualization, Teacher Competence

RESUMEN

Este artículo explora el fenómeno de la maestría profesional docente como un constructo pedagógico multidimensional que integra componentes personales, metodológicos, motivacionales, reflexivos y operativos. El estudio tiene como objetivo proporcionar un análisis teórico de los conceptos pedagógicos relacionados con la maestría profesional docente y, sobre esta base, esclarecer sus características esenciales, estructurales y dinámicas,



prestando especial atención al análisis de los principales enfoques metodológicos y métodos de investigación utilizados para su estudio, así como a la evaluación de su eficacia en contextos educativos contemporáneos. Asimismo, se desarrolla un conjunto de herramientas diagnósticas para evaluar la maestría profesional docente en forma de un sistema de criterios e indicadores cualitativos, que constituye la base de un modelo de monitoreo cualimétrico. A partir de ello, se propone y se valida experimentalmente dicho modelo con el fin de determinar su impacto en la dinámica positiva de la maestría profesional docente, así como en la autorrealización y autoactualización de los docentes. La fase empírica del estudio confirma la eficacia del modelo propuesto y demuestra la fiabilidad de los resultados obtenidos conforme a los principales criterios de calidad en la evaluación pedagógica, incluyendo la fiabilidad, la validez y la objetividad. Los hallazgos respaldan el valor práctico del monitoreo cualimétrico como una herramienta eficaz para la evaluación sistemática y el desarrollo de la maestría profesional docente.

Palabras clave:

Maestría Profesional Docente, Conceptos Pedagógicos, Monitoreo Cualimétrico, Herramientas Diagnósticas, Desarrollo Profesional, Autoactualización, Competencia Docente.

INTRODUCTION

In the context of global transformations, contemporary education systems are undergoing profound changes aimed at improving quality, accessibility, and responsiveness to the demands of modern society. The rapid development of knowledge economies, digital technologies, and globalization processes has significantly reshaped the goals and functions of education, placing new and complex demands on all participants in the educational process. Among these, the role of the teacher has become particularly critical, as the effectiveness of educational reforms largely depends on the level of teachers' professional skills, their adaptability, and their capacity for continuous professional growth.

At the same time, modern pedagogical science and educational practice are characterized by the coexistence of diverse and often contradictory trends. On the one hand, traditional educational paradigms continue to exert a strong influence, emphasizing subject-centered instruction, standardized curricula, age-based grouping of learners, and preparation for participation in the labor market. These approaches are deeply rooted in historical and institutional frameworks and provide stability and continuity within education systems, where pedagogical mastery remains a key reference point (Bray, 2007). On the other

hand, emerging trends are increasingly oriented toward flexibility, learner-centered approaches, interdisciplinary integration, digitalization, and the incorporation of market-oriented mechanisms such as competition and individual choice, which are associated with evolving models of teacher competence and effectiveness (Guasch et al., 2012; Ponomarova et al., 2025).

These transformations have been widely discussed in the literature in relation to the changing nature of teacher professionalism and pedagogical effectiveness (Wolfe & Andrews, 2014). In addition, contemporary research highlights the importance of integrating innovative approaches into teaching practice, particularly through the development of digital competencies that enable educators to adapt to new learning environments (Acosta-Servín et al., 2025). At the same time, the multidimensional nature of teacher professional excellence continues to be examined through different theoretical perspectives that attempt to systematize its structure and key indicators (Alexander et al., 2019). These transformations reflect broader societal shifts and require significant adjustments in teaching practices and professional roles, reinforcing the need for teachers to continuously update their skills and engage in innovative pedagogical processes.

Such contrasting dynamics create a complex and often uncertain professional environment for teachers. They are expected not only to master traditional pedagogical approaches but also to integrate innovative methods, utilize digital tools effectively, and respond to the diverse needs of learners. Consequently, teachers are placed in a situation that demands constant decision-making, experimentation, and adaptation, often under conditions of limited resources and institutional constraints. This situation underscores the importance of developing high levels of professional excellence, which enable teachers to navigate these challenges successfully and to contribute to the continuous improvement of the educational process.

Teacher professional excellence is increasingly recognized as a multidimensional construct that encompasses a wide range of components, including cognitive, methodological, motivational, ethical, and operational aspects of professional activity. It is not limited to the possession of subject knowledge or teaching techniques but also involves the development of pedagogical culture, reflective practice, and the ability to engage in lifelong learning. Furthermore, a humanistic orientation remains a fundamental element of professional excellence, as teachers are expected to recognize the intrinsic value of each learner and to foster educational relationships based on respect, empathy, and support. In this sense, professional excellence can be understood as both a process and a result, reflecting the continuous development of the teacher's personality and professional competence.

The assessment and monitoring of teacher professional skills have traditionally been regarded as essential mechanisms for ensuring educational quality and supporting professional development. Effective monitoring systems provide valuable information about the level of teachers' professional performance, identify areas for improvement, and serve as a basis for decision-making at institutional and policy levels. However, existing approaches to teacher evaluation often face significant limitations. In many cases, assessment tools are insufficiently developed, lack objectivity, or fail to capture the qualitative aspects of professional activity. As a result, they do not fully reflect the complexity of teacher professional excellence and are limited in their ability to motivate teachers toward continuous self-improvement.

In this context, recent contributions emphasize that teacher evaluation must go beyond traditional measurement frameworks and incorporate the assessment of comprehensive competencies required in contemporary educational environments, particularly in digital and online settings. These competencies include not only pedagogical and methodological skills but also digital, communicative, and socio-emotional capacities that enable effective teaching in virtual and hybrid learning environments (Soria León & Espinosa Soria, 2026). Furthermore, the integration of active methodologies—such as problem-based learning, project-based learning, flipped classrooms, and virtual simulations—requires new approaches to monitoring teacher performance that consider innovation, adaptability, and interaction as key dimensions of professional excellence.

Additionally, the increasing relevance of online education highlights the need for monitoring systems that account for new forms of teacher-student interaction, assessment practices, and learning mediation. In this sense, teacher performance should be evaluated not only in terms of content delivery but also in relation to their ability to facilitate meaningful learning experiences, promote inclusion and accessibility, and respond to the evolving demands of digital education. Consequently, the development of more comprehensive and flexible monitoring models becomes essential to ensure that teacher evaluation systems effectively support professional growth, self-realization, and the continuous improvement of educational practice.

In recent years, there has been growing interest in the application of qualimetric approaches to the evaluation of educational phenomena. Qualimetry, which involves the quantitative assessment of qualitative characteristics, offers new possibilities for developing more objective, reliable, and valid monitoring systems. By integrating diverse indicators into a unified framework, qualimetric models allow for a comprehensive evaluation of teacher

professional skills, taking into account both measurable outcomes and underlying qualitative changes. This approach is particularly relevant in the context of modern education, where the need for evidence-based decision-making and accountability is increasingly emphasized (Bray, 2007).

Despite the potential advantages of qualimetric monitoring, its application in the field of teacher professional excellence remains insufficiently developed. Theoretical approaches to defining and assessing professional skills are often fragmented, with different researchers emphasizing various aspects such as pedagogical mastery, professional competence, or teaching effectiveness. Additional studies also point to the diversity of conceptual frameworks used to interpret teacher performance and excellence (Ponomarova et al., 2025; Wolfe & Andrews, 2014). This diversity of perspectives, while contributing to the richness of the field, also creates challenges in terms of developing unified criteria and indicators for evaluation. As a result, there is a need for the systematization of existing knowledge and the creation of comprehensive models that can ensure the objectivity, consistency, and validity of monitoring processes.

These challenges are particularly relevant in the context of ongoing educational reforms in Ukraine. The Ukrainian education system is currently undergoing large-scale modernization, affecting all levels of education, from preschool to higher education. These reforms are driven by the need to align national education with international standards, enhance its competitiveness, and respond to the evolving needs of society. As part of this process, increasing attention is being paid to the quality of teaching and the professional development of educators (Iasechko et al., 2021).

However, the current system of teacher evaluation and certification in Ukraine does not fully meet these new demands (Iasechko & Iasechko, 2024). Although it includes procedures for assessing professional performance, it often lacks scientifically grounded tools capable of capturing qualitative changes in teachers' professional activity. This limitation reduces the effectiveness of the system as a mechanism for motivating teachers and supporting their professional growth. In particular, the absence of comprehensive qualimetric monitoring models hinders the objective assessment of professional excellence and the identification of key factors influencing its development.

Therefore, the development of a scientifically substantiated model for qualimetric monitoring of teacher professional skills represents an urgent and significant task for both pedagogical theory and educational practice in Ukraine. Such a model should integrate theoretical and methodological foundations, provide clear criteria and indicators

for evaluation, and ensure the reliability, validity, and objectivity of measurement procedures. Moreover, it should contribute not only to the assessment of professional performance but also to the activation of teachers' internal motivation for self-development, self-realization, and continuous improvement.

In this regard, the present study seeks to address the identified gaps by developing and experimentally validating a model for the comprehensive qualimetric monitoring of teacher professional skills. By combining theoretical analysis with empirical research, the study aims to contribute to the advancement of pedagogical knowledge and to provide practical tools for improving the quality of education in the context of ongoing reforms in Ukraine.

METHODOLOGY

An analysis of the current state of monitoring the development of teacher professional excellence, as well as the degree of advancement in qualimetric monitoring of its qualitative indicators, reveals the existence of several objective contradictions in contemporary pedagogical science and practice. These contradictions are manifested, first, between the increasing requirements for teacher professionalism and the inadequacy of existing methods for assessing the quality of their professional activity. Second, there is a discrepancy between the need to enhance teachers' professional excellence and the insufficient development of diagnostic tools for qualimetric monitoring that effectively support professional growth and self-realization. Third, despite significant achievements in educational qualimetry related to assessing the quality of the educational process, the development of qualimetric monitoring systems remains limited and fragmented.

These contradictions underpin the central research problem, formulated as the need to identify an effective model that can serve as a foundation for qualimetric monitoring of teacher professional excellence within the modern education system. In this context, the object of the study is defined as the process of qualimetric monitoring of teacher professional skills, while the subject focuses specifically on the development and application of a model for such monitoring. Accordingly, the primary purpose of the study is to design and experimentally validate a model for qualimetric monitoring that contributes to the improvement of teacher professional skills within the educational system.

The study is based on the hypothesis that qualimetric monitoring can serve as an effective mechanism for enhancing teachers' professional skills, as well as their capacity for self-realization and self-actualization. This assumption holds true provided that several conditions are met: the essential, structural, and dynamic characteristics of teacher professional skills must be clearly defined through a

comprehensive theoretical analysis of pedagogical concepts and research approaches; the investigation must be conducted using a systematically developed qualitative monitoring model; relevant criteria and indicators of qualitative characteristics must be established on the basis of empirical research; and the results obtained must be rigorously evaluated in terms of reliability, validity, and objectivity.

The methodological foundation of the study is grounded in a set of interrelated scientific approaches and principles. These include the fundamental principles of pedagogical research, such as a holistic understanding of the educational process, objectivity, and effectiveness. The study also draws upon the methodology of the qualimetric approach, which enables the quantitative assessment of qualitative educational phenomena, as well as a systems approach that facilitates the integration of diverse indicators and the identification of relationships characterizing teacher professional excellence. In addition, a personality-development approach is employed to emphasize the role of individual growth, alongside a pedagogical design methodology that provides a structured framework for conducting scientific research in education.

The theoretical basis of the research incorporates a wide range of scholarly perspectives. It includes both fundamental and applied studies in education quality management, theories of pedagogical monitoring, and approaches to modeling and evaluating educational management processes. The study also relies on the theory of pedagogical measurement, technological approaches in educational research, and theories related to professional growth, professional development, and teacher professionalization. Furthermore, it draws upon research on pedagogical mastery, professional competence, pedagogical culture, and teacher professionalism, as well as theoretical interpretations of assessment and measurement as core components of educational evaluation.

The research methodology combines theoretical, empirical, and statistical methods to ensure a comprehensive analysis. Theoretical methods include the analysis of scientific and methodological literature, regulatory documents, and educational standards, as well as the generalization of innovative pedagogical practices and modeling techniques. Empirical methods involve observation, interviews, testing, and both ascertaining and formative experiments. Statistical methods are applied to process and interpret the data, including mathematical, parametric, and multivariate statistical techniques, as well as data analysis based on the Rasch model, comparative methods, and correlation analysis. Together, these methods provide a robust framework for investigating and validating the

proposed model of qualimetric monitoring of teacher professional excellence.

This article analyzes works devoted to issues of teacher professional excellence, professional development, improvement of the structure of their professional activity, self-actualization, and self-realization.

The characteristics of a teacher's professional excellence include changes in position within an organization's job structure (i.e., promotion and career advancement), the process of accumulating professional experience, which includes improving knowledge, skills, and abilities in performing specific professional activities, the development of personal qualities that enable optimal and effective solutions to professional problems, increased self-esteem, and the attainment of authority among others—that is, a change in the social status of the subject of labor.

Therefore, in our opinion, professional excellence in the broadest sense should be understood as the result of a comprehensive process of progressive change in all structural components of a teacher's professional activity.

Improving professional excellence presupposes the development of externally unobservable personality traits in a teacher, encompassing all areas of their personality: motivational, emotional-volitional, value-based, and behavioral. In this regard, it is appropriate to note that monitoring a teacher's professional excellence can address both external and internal achievements. One of the central methodological approaches to developing teacher professional excellence monitoring is the qualimetric approach, which allows for the assessment of quality through quantitative characteristics (Griban et al., 2022a).

We define qualimetric monitoring as a process of continuous, standardized tracking, through quantitative assessments, of qualitative changes in a teacher's professional self-awareness and in the structure of their professional activity, with the goal of stimulating internal mechanisms for activating self-improvement.

The main question addressed during the theoretical analysis is the criteria and indicators of a teacher's professional excellence, which is addressed in a variety of ways in modern pedagogy.

Systematization of existing theories and concepts revealed that all the identified pedagogical categories are integrative in nature and are essentially interpreted identically: as new developments in the personality, reflecting the state of both the personal and professional-activity components. In developing the criteria and indicators for teacher professional excellence, we relied on the results of a theoretical analysis of scientific and methodological

works, qualifications, and professional descriptions of the teacher's personality and characteristics, and the requirements of professional teacher standards.

The development of criteria and indicators for teacher professional excellence was conducted in two areas:

- Area one: the progressive dynamics of a teacher's personality structure;
- Area two: the progressive dynamics of a teacher's professional activity.

The indicators can be both external (teacher authority, positive evaluation by students, their parents, and other teachers, prestige, respect, and career advancement) and internal (subjective positive attitude toward one's work, job satisfaction), both formal or clearly observable (formal characteristics of performance) and latent or hidden, recognizable using specialized methods (teacher personality traits and professional activity). We have developed a system of criteria and indicators for teacher professional excellence, according to which we interpret teacher professional excellence as the result of a continuous process of professional development.

The use of latent variable methods in measuring teacher professional excellence and the quality of their professional activity minimizes the negative risks of introducing innovative requirements and professional standards for teachers.

The technology for implementing the developed model is contained within the organizational and technological block and is represented by an algorithm that reflects the sequence of implementing qualimetric monitoring and guarantees results.

The monitoring toolkit was developed based on latent variable theory. It utilized qualimetric analysis of teachers' portfolios, which contain formal indicators, and the results of their self-assessments, which are aimed at measuring latent indicators of the developmental structure of their professional activity. The monitoring tool—a dialogue system—allows for the objectification and automation of data on the qualitative characteristics of teachers' work in the context of the digitalization of the educational process in educational institutions (Griban et al., 2022b).

The development of the toolkit, which included the selection of indicators for each indicator of teacher professional excellence, was carried out through the mathematical processing of empirical data obtained during the research. The results of the empirical study were subjected to statistical analysis, which identified indicators for assessing teachers' portfolios containing formal indicators and the results of their self-assessments, which are aimed at measuring latent indicators of the

developmental structure of their professional activity. The portfolio structure includes formal characteristics of teachers' personal achievements (15 indicators requiring a simple dichotomous mark of their presence or absence); formal characteristics of students' achievements (11 indicators); requirements for the teacher's personality (9 indicators reflecting parents' requirements; 7 indicators reflecting students' requirements; 9 indicators reflecting administration requirements); requirements for the teacher's professional activity (expert assessment of the teacher's pedagogical skills - 11 indicators). The self-assessment test reflects the dynamics of the teacher's professional activity structure.

The tools were tested for content, construct, and criterion validity, as well as the discriminability of their component indicators, using secondary general education institutions. The diagnostic tools are based on the fundamental tenets of latent variable theory (the Rasch model).

The adequacy of the indicators for each individual criterion was assessed using the Chi-square (χ^2) test. For example, when testing the consistency of the indicators for the «pedagogical reflection» indicator, the value was 118.73 with 40 degrees of freedom. The empirical significance level was 0.57 (Separability Index – 0.95; Cronbach's Alpha – 0.94), indicating a high degree of compatibility between the set of indicators and the suitability of the data for measurement.

All latent variables are measured in logits, allowing for a wide range of statistical analysis procedures and an interval scale, ensuring the objectivity and accuracy of measurement. In an interval scale, the point «0» does not indicate the absence of the measured property—the average difficulty of the indicators is taken as the reference point. The essence of the logit is the same in all modifications of the Rasch model. The developed instrument allows for measuring the dynamics of each criterion (indicator) of teacher professional excellence (Hotsalyuk et al., 2023; Sadri-Damirchi, 2026).

During the testing of the monitoring instrument, indicators of the professional excellence of mathematics and history teachers were measured.

The highest values were obtained at the lyceum (2.27 logit), while the lowest were at the main educational institutions (1.70 logit).

Thus, as a result of testing the instrumental support for the qualimetric monitoring model, data was obtained that allows for an objective assessment of the developmental characteristics of subject teachers, as well as the nature of teacher staffing in different types of schools (Griban et al., 2025).

The pedagogical experiment consisted of testing the impact of the developed qualimetric monitoring model on improving teacher professional skills. For this purpose, two study groups were formed, consisting of 112 teachers with identical indicators of professional skills (the significance level of differences between groups at the ascertaining stage of the experiment for all criteria was > 0.05) and teaching experience (9.5 years).

The experimental group implemented a qualimetric model, according to which the professional skills of teachers were continuously monitored for four years using the instruments we developed. At the final stage of the pedagogical experiment, a comparative analysis of the monitoring data was conducted. It was found that the qualitative indicators of professional skills of teachers in the experimental group were significantly higher than in the control group.

It was found that the qualitative indicators of teachers' professional skills in the experimental group were significantly higher than in the control group (Table 1).

Table 1. Comparative analysis of teachers' professional skills in the experimental and control groups after the experiment (based on a self-assessment test).

Specific criteria	EG	CG	t	p
Transformation of the teacher's personality structure				
Motivational sphere of personality	3.34 ± 0.4	1.94 ± 0.2	3.11	< 0.01
System of values and life-meaning orientations	3.76 ± 0.4	2.26 ± 0.3	3.33	< 0.001
Emotional-regulatory sphere of personality	2.87 ± 0.3	1.69 ± 0.2	3.28	< 0.001
Individual personality traits	3.06 ± 0.3	1.98 ± 0.2	3.00	< 0.01
Professionally significant qualities	3.94 ± 0.5	2.12 ± 0.2	3.37	< 0.001
Transformation of the structure of the teacher's professional activity				
Functional aspect of professional activity	2.93 ± 0.4	2.88 ± 0.3	0.11	> 0.05
Technological aspect of professional activity	3.37 ± 0.4	2.29 ± 0.3	2.40	< 0.05

Specific criteria	EG	CG	t	p
Subject-related aspect of professional activity	4.04 ± 0.4	3.92 ± 0.4	1.60	> 0.05
Performance-related aspect of professional activity	4.12 ± 0.4	3.06 ± 0.3	2.36	< 0.05

Note: no statistically significant differences at $p > 0.05$; EG = experimental group; CG = control group.

The greatest differences were found in the criteria reflecting the personality traits of teachers in the experimental and control groups. At the end of the experiment, statistically significant differences between the groups were recorded in the motivational ($t = 3.11$; $p < 0.01$) and emotional-regulatory ($t = 3.28$; $p < 0.001$) personality domains of teachers, as well as in the individual personality traits ($t = 3.00$; $p < 0.01$) and the level of development of professionally important personality traits in teachers ($t = 3.37$; $p < 0.001$). Positive changes in the structure of professional activity in the experimental group also occurred: in the indicators of its technological ($t = 2.40$; $p < 0.05$) and results ($t = 2.36$; $p < 0.05$) aspects.

The results of correlation analyses of formal and latent indicators of professional skills of teachers in the experimental and control groups at the end of the experiment are of interest. It was found that such relationships significantly increased in the experimental group, while in the control group, conversely, their number significantly decreased.

Thus, the implementation of the developed model has proven its effectiveness in practice. Implementing the qualimetric monitoring model for teacher professional excellence actualizes the inner workings of teachers' self-awareness, enabling them to independently find ways and means to overcome the contradiction between the "reflected self," that is, the subjective perception of oneself as a subject of professional activity, and the "acting self," which is formed from objective assessments of the dynamics of the teacher's personality and professional activity.

Scientific novelty of the research results: 1. An analysis of the theory of pedagogical concepts and empirical studies of teacher professionalism has shown that professional excellence is the result of a continuous process of progressive change, improvement of the structure of their professional

activity, self-actualization, and self-realization. However, assessments of pedagogical excellence are based on the final result and do not reflect the dynamics of the process of improving a teacher's professional excellence.

Implementing the process of improving a teacher's professional excellence, improving the structure of their professional activity,

self-actualization, and self-realization is impossible without monitoring qualitative changes in professional excellence. A diagnostic tool for qualimetric monitoring is necessary, possessing the qualities of objectivity, universality, adequacy, differentiation, validity, clarity, and precision. A high level of diagnostic accuracy is achieved through the use of proven methods of latent variable theory in social systems, including in the field of education. 2. The diagnostic toolkit for assessing a teacher's professional excellence includes an integrated indicator, represented by criteria and qualitative indicators, reflecting the development of professionally important teacher qualities (the first area of criterion development) and the improvement of their professional performance (the second area of criterion development). Each criterion is represented by indicators that can be both external (teacher authority, positive evaluation by students, their parents, and other teachers, prestige, respect, and career advancement) and internal (subjective positive attitude toward one's work, job satisfaction), both formal or clearly observable (formal characteristics of performance) and latent or hidden, recognizable using special methods (teacher personality traits and their professional performance).

3. The model for qualimetric monitoring of a teacher's professional excellence is determined by the objectives and goals of the study, includes the technology and principles, directions, and methods for obtaining universal and objective information, storing diagnostic data, and is a means of tracking qualitative changes in a teacher's professional excellence through quantitative assessments, providing a comprehensive assessment. The digital school environment will make monitoring results accessible to all teachers, and the process will be automated and straightforward.

4. The professional activity of a teacher who has achieved professional mastery is characterized by a high level of development of its functional (quality of performance of the functions of education, training, and development), technological (improvement of pedagogical techniques), subject (subject and methodological competence), and results (students' knowledge and competencies).

The toolkit utilizes a qualimetric analysis of the teacher's portfolio, which contains formal indicators and teacher self-assessments, the indicators of which are focused on the characteristics of personal development and the structure of professional activity.

Monitoring motivates teachers' professional self-awareness and thereby determines their desire to work on themselves, to achieve self-realization and self-actualization in their chosen field of activity. The criteria (indicators) of a teacher's professional mastery reflect the characteristics of their motivational sphere, their value systems and life orientations, as well as the characteristics of their professionally important qualities.

The results of the empirical study confirmed the reliability, validity, and objectivity of the diagnostic instrument. The diagnostic instrument is based on latent variable theory.

CONCLUSIONS

The main scientific contribution of this study lies in the development of a diagnostic tool for the qualimetric monitoring of teachers' professional excellence, characterized by its ability to provide an objective assessment of qualitative characteristics. The findings demonstrate that enhancing teachers' professionalism, improving the structure of their professional activity, and fostering their self-realization cannot be achieved without systematically monitoring qualitative changes in their performance. In this regard, the study highlights the importance of continuous evaluation processes that allow for the identification of progress and areas for improvement in teaching practice.

Furthermore, the research proposes a renewed understanding of teacher professional excellence, conceptualizing it as the result of a continuous and dynamic process of transformation in professional activity. This process enables teachers to address pedagogical challenges at a higher qualitative level while strengthening their professional self-awareness and promoting autonomous development. From this perspective, excellence is not a static state but a progressive construction closely linked to life-long learning and reflective practice.

In addition, the study demonstrates the feasibility of applying latent variable theory to the development of qualimetric monitoring models, allowing for a more precise measurement of complex aspects of teacher performance. Accordingly, a set of criteria and indicators was designed and validated, ensuring their relevance to the object of measurement, as well as their objectivity and validity. These indicators also take into account essential professional qualities of teachers, thereby providing a solid foundation for assessing professional excellence from a comprehensive perspective.

Finally, a qualimetric monitoring model and its implementation technology were developed and theoretically substantiated, both aimed at enhancing teacher professionalism. The implementation of this model not only facilitates effective performance measurement but also serves as a motivating factor that encourages continuous improvement, self-realization, and self-actualization among teachers. Theoretically, this research contributes to a deeper understanding of teacher professional excellence by incorporating the qualimetric approach as a key tool for analyzing and promoting qualitative changes through systematic quantitative assessment.

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