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Summary study

Pedagogical accompaniment of district technicians of Spanish Language: systematization and integrative proposal for the second cycle of primary education

Acompañamiento pedagógico de técnicos distritales de Lengua Española: sistematización y propuesta integradora para segundo ciclo de educación primaria

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Abstract

Introduction: The pedagogical support provided by district-level technical staff to Spanish language teachers in primary education in the Dominican Republic faces challenges that limit its transformative potential.

Objective: To systematize the conceptions, empirical findings, and theoretical tensions that shape the pedagogical support offered by district-level Spanish language technical staff in the second cycle of primary education, with the aim of formulating an integrative approach to support that is analytical, reflective, dialogical, ethical, and communicative.

Method: A systematic documentary review was conducted using a hermeneutic-critical analysis, based on 24 sources published between 2020 and 2026, selected following the application of a methodological quality rubric. Philosophical, sociological, psychological, pedagogical, and didactic foundations as well as prescriptive and collaborative-reflective models were compared to uncover tensions, convergences, and gaps in the existing literature.

Result: A gap was identified between the theoretical training of educational supervisors/technical staff and the competencies required to facilitate reflective practice, dialogic communication, and the specific didactic analysis of the Spanish Language subject area with a traditional supervisory

approach remaining predominant. Furthermore, it was noted that various perspectives are not always coherently integrated; the tension between teacher autonomy and institutional mediation, between school culture and the affective climate, and between an ethic of care and technical feedback requires explicit address. Consequently, a framework for pedagogical support was developed, grounded in five dimensions: analytical, reflective, dialogic, ethical, and communicative.

Conclusion: Pedagogical support centered on dialogic reflection and subject-specific didactics represents a promising avenue for improving learning outcomes in Spanish Language within the second cycle of primary education.

Keywords: pedagogical accompaniment, teaching practice, teacher competencies, primary education, educational supervision.

Resumen

Introducción: El acompañamiento pedagógico que realizan los técnicos distritales a los docentes de Lengua Española en educación primaria en la República Dominicana enfrenta desafíos que limitan su potencial transformador.

Objetivo: Sistematizar las concepciones, hallazgos empíricos y tensiones teóricas que configuran el acompañamiento pedagógico de técnicos distritales de Lengua Española en el segundo ciclo de educación primaria, con el fin de articular una propuesta integradora de acompañamiento analítico, reflexivo, dialógico, ético y comunicativo.

Método: Se realizó un estudio documental de revisión sistemática con análisis hermenéutico-crítico, basado en 24 fuentes publicadas entre 2020 y 2026, seleccionadas tras la aplicación de una rúbrica de calidad metodológica. Se contrastaron fundamentos filosóficos, sociológicos, psicológicos, pedagógicos y didácticos, así como modelos prescriptivos y colaborativo-reflexivo, para develar tensiones, convergencias y vacíos de la literatura.

Resultado: Se evidenció una brecha entre la formación teórica de los técnicos y las competencias necesarias para facilitar la práctica reflexiva, la comunicación dialógica y el análisis didáctico específico del área de Lengua Española, con predominio de un enfoque supervisor tradicional. Asimismo, se identificó que las perspectivas no siempre se integran de manera coherente: la tensión entre autonomía docente y mediación institucional, entre cultura escolar y clima afectivo, y entre ética del cuidado y retroalimentación técnica exige un tratamiento explícito. A partir de ello, se articuló un marco de acompañamiento fundamentado en cinco dimensiones: analítica, reflexiva, dialógica, ética y comunicativa.

Conclusión: El acompañamiento pedagógico centrado en la reflexión dialógica y la especificidad didáctica constituye una vía promisoria para mejorar los aprendizajes en Lengua Española en el segundo ciclo de educación primaria.

Palabras clave: acompañamiento pedagógico, práctica docente, competencias del profesor,

enseñanza primaria, supervisión educativa.

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Introduction

The quality of the Dominican educational system, like that of any nation that aspires to comprehensive human development, rests largely on the professional competence of its teachers. The General Education Law 66-97, in its article 7, establishes that education must be provided at the highest level of relevance, quality and effectiveness, which requires that teachers have continuous training that responds to the changing demands of the school context. In this framework, pedagogical accompaniment stands as a privileged strategy of training in context, conceived not as a supervisory or administrative act, but as a systematic process of walking alongside the teacher to jointly build deeper understandings about classroom practice and its effects on student learning.

Pedagogical accompaniment, when exercised authentically, transcends the formal verification of compliance with plans or the mechanical application of observation instruments. Its true essence lies in the ability to generate a professional meeting space where reflective analysis, dialogic communication, ethical commitment and shared inquiry become the engine of teacher improvement. Domingo (2021) pointed out that reflective practice constitutes a transformative model of teaching praxis, since it allows accumulated experience to be converted into effective professional knowledge, as long as there is qualified mediation to guide said process. Similarly, Ravela (2022) warned that investment in pedagogical support must precede any curricular reform, since the change in teaching practices constitutes the necessary condition for normative innovations to have a real impact in the classrooms.

However, the reality of accompaniment in the Dominican Republic is considerably far from this ideal. The 2022 National Diagnostic Evaluation revealed that only 16.96% of sixth grade students reached a satisfactory level in the Spanish Language, while 50.3% were at the elementary level (Ministry of Education of the Dominican Republic [MINERD], 2022). These data, which reflect a stagnation in the development of fundamental communicative competencies – reading comprehension, written production, textual analysis – directly question the effectiveness of the support mechanisms for teaching practice. If pedagogical support has as its ultimate goal the improvement of learning (Reynoso et al., 2024), it is worth asking why said improvement does not materialize consistently.

Taveras-Sánchez (2022) showed that accompaniment in Dominican educational centers is

characterized by the perception of a predominantly supervisory role, rather than training. In a complementary way, Ortega Muñoz et al. (2025) reported that, even in experiences designed under collaborative principles, teachers perceived that the final decisions fell on the companion, generating "pseudoparticipation." Taveras-Sánchez (2023), in a study with teachers and companions, identified that, although there was a favorable attitude towards accompaniment, the specific practices remained anchored in a model of directive intervention, where the technician prescribes solutions without involving the teacher in an authentic process of analysis and construction of alternatives.

In this scenario, district technicians – who constitute the link between national educational policy and the reality of the centers – face a contradiction: they are required to promote reflective and dialogic practices in teachers, but their own training and the institutional conditions in which they operate incline them towards a traditional supervision model. The document Guidelines for supporting teaching practice focused on student learning (MINERD, 2023) establishes that the district technician must facilitate reflective dialogues, coordinate biweekly technical tables and design continuous training processes based on the needs detected. However, the gap between normative prescription and actual practice is considerable, particularly in specific disciplinary areas such as Spanish Language, where pedagogical mediation requires a deep mastery of both the linguistic and literary contents and the didactic strategies for teaching reading and writing in the second cycle of the Primary Level.

The situation worsens when it is confirmed that district technicians, in many cases, access their functions without specialized training in pedagogical support. López and Marcelo (2021) emphasized that the companion must be a professional with training, experience, performance of good practices and leadership, conditions that are not always verified in those who assume this responsibility. Taveras-Sánchez (2023) documented that pedagogical accompaniment in the Dominican Republic is conceived as a modality of teacher training in practice, based on observation, analysis and reflection on authentic pedagogical experiences; However, the companions themselves recognized shortcomings in their preparation to conduct in-depth reflective processes.

From an analytical, reflective, dialogic, ethical and communicative perspective, pedagogical support demands a profile of district technician who overcomes the verification of indicators and becomes a mediator capable of problematizing practice, actively listening, formulating reflective questions, managing cognitive conflict and modeling ethical dispositions towards learning. Agreda Reyes and Pérez Azahuanche (2020) empirically demonstrated the positive relationship between pedagogical accompaniment and reflective teaching practice, highlighting that when the accompaniment promotes reflection, the teacher develops greater autonomy and responsibility over his or her classroom management.

Despite these conceptual advances, a gap persists in the literature regarding the specific conditions that affect the preparation of district technicians to perform these functions in specific disciplinary areas, such as Spanish Language. Language teaching has epistemological and methodological particularities that require contextualized support: the teaching of reading comprehension, text production, metalinguistic reflection and literary education require differentiated mediations that the technician must know and know how to model. This specificity has been barely addressed in previous studies, constituting a limitation for the design of companion training policies.

The preceding review allows us to formulate three guiding hypotheses that are not derived from an *ad hoc* conjecture, but from the tension identified between the normative discourse, empirical evidence and the institutional conditions of support. The first hypothesis (H_1) maintains that there is a dissonance between the rhetoric of reflective accompaniment and traditional supervisory practice, since while the regulations prescribe dialogue and reflection, empirical studies document prescription, administrative control and pseudo-participation. The second hypothesis (H_2) states that the disciplinary training in Spanish Language of district technicians is insufficient to model specific didactic strategies, which would explain the prevalence of generic observations about the didactic analysis of the content. The third hypothesis (H_3) states that the integration of the analytical, reflective, dialogic, ethical and communicative dimensions qualitatively increases the effectiveness of the accompaniment, as it allows us to overcome the logic of unidirectional prescription and strengthen the teaching professional autonomy.

In correspondence with the above, this article aims to systematize the conceptions, empirical findings and theoretical tensions that make up the pedagogical support of district Spanish Language technicians in the second cycle of primary education, in order to articulate an integrative proposal for analytical, reflective, dialogic, ethical and communicative support. The theoretical implication of this study lies in the articulation of an integrative conceptual framework that links educational supervision with reflective practice, dialogic communication and ethical commitment, overcoming the fragmentation with which these constructs are usually addressed in specialized literature.

Methods

Research type and design

The study was framed in a qualitative-interpretive, documentary-type paradigm, with a systematic literature review design and hermeneutical-critical analysis. It was not a research with application of primary instruments; Its purpose was to critically systematize the literature, confront perspectives and build a grounded theoretical proposal. The analysis was aimed at

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revealing the underlying conceptual relationships between pedagogical support, the training of district technicians and reflective practice in the area of Spanish Language, with special attention to the second cycle of primary education.

Search strategy and selection criteria

The information search was carried out during the month of January 2026 in the databases SciELO, Redalyc, Dialnet, Latindex, Google Scholar and institutional repositories of the Ministry of Education of the Dominican Republic (MINERD) and the Dominican Institute for Evaluation and Research of Educational Quality (IDEICE). Search equations were used such as (pedagogical support OR educational supervision) AND (district technicians OR teachers) AND Spanish Language AND primary education, adapted to the requirements of each database. Additionally, the descriptors "reflective practice", "continuing teacher training" and "pedagogical accompaniment" were used.

The inclusion criteria were: (a) publications published between 2020 and 2026; (b) empirical studies, theoretical reviews, policy documents and postgraduate theses; (c) addressing pedagogical support in basic or primary education; (d) texts in Spanish or English; and (e) availability of full text or substantive abstract. Publications focused exclusively on higher education or on non-related disciplinary areas were excluded.

Documentary sample

The initial search yielded 124 documents, of which 68 were preselected after reading titles and abstracts. Subsequently, an evaluation of methodological quality and thematic relevance was applied by two of the authors independently; Discrepancies were resolved through discussion until consensus was reached. The assessment was carried out using a rubric that considered indexing, methodological rigor, contextual relevance and topicality, resulting in a final sample of 24 documentary sources, distributed in: 15 scientific articles, 2 normative documents, 4 postgraduate theses, 1 diagnostic evaluation report, 1 pedagogical support report and 1 academic blog entry.

Document analysis categories

Five categories of analysis were defined:

1. Theoretical foundation of pedagogical support: degree of conceptual articulation between philosophical, sociological, psychological, pedagogical and didactic perspectives.
2. Characterization of the meanings and teaching experiences: perceptions reported by teachers in the Spanish Language area about the support received.
3. Competencies required by district technicians: training dimensions necessary for analytical, reflective, dialogic, ethical and communicative support.
4. Gaps between regulations and practice: discrepancies identified between what is prescribed

in official documents and what is reported in empirical studies.

5. Emerging improvement proposals: strategies and models suggested by the literature to optimize pedagogical support.

Document analysis methods

The analysis-synthesis and induction-deduction methods were used for the systematization of the information and the hermeneutic method for the interpretation of the underlying meanings in the analyzed documents. Categorical content analysis was also used to code the findings around the defined categories. The critical contrast between authors was assumed as a central procedure to avoid the juxtaposition of perspectives.

Ethical aspects and assessment of information

The study was based exclusively on publicly accessible documentary sources, so it did not involve the direct participation of human beings or the handling of personally identifiable information. The assessment of the quality of the information was carried out using a methodological evaluation rubric that considered, as operational criteria: (a) indexation of the source in recognized databases (SciELO, Redalyc, Latindex), (b) methodological rigor of the study (clarity in objectives, method and results), (c) relevance to the Dominican or Latin American context, and (d) timeliness of the publication. Each criterion was evaluated on a scale from 1 to 3, selecting only documents that obtained a score equal to or greater than 8 points.

Results and discussion

Theoretical foundations on pedagogical support from philosophical, sociological, psychological, pedagogical and didactic perspectives

Pedagogical accompaniment, as a complex educational practice, cannot be fully understood without a multidimensional foundation that articulates the different knowledge that comes together in the act of accompaniment. Next, the five perspectives indicated are examined, establishing their interrelationships and deriving implications for the definition of analysis indicators.

Philosophical perspective: accompaniment as a dialogic and emancipatory act. From a philosophical perspective, pedagogical accompaniment finds its foundation in the dialogic tradition that dates back to Socrates and that has been revitalized by contemporary thinkers such as Freire, Habermas and Gadamer. The central premise is that pedagogical knowledge is not transmitted unilaterally, but is built in the communicative exchange between subjects who mutually recognize each other as bearers of legitimate knowledge. Arboleda (2022), from a phenomenological-hermeneutic approach, proposed that educating with a comprehensive and

edifying sense implies transcending instruction to enter into a relationship of accompaniment where the other is welcomed in their uniqueness and potentiality. This conception radically questions the intervention model, in which the companion assumes the role of “expert” who prescribes solutions, and the accompanied person assumes the role of “patient” who passively receives them.

The confrontation between Arboleda (2022) and Díaz Reyes (2024) reveals a productive tension. Freire's emancipatory vision, which underlies Arboleda, is not fully compatible with a bureaucratic reading of Vygotsky's sociocultural theory, but it can be articulated with it if the technician's mediation is conceived as scaffolding oriented toward autonomy and not as external control. The unresolved tension lies in the fact that, in the Dominican context, institutional mediation is usually associated with administrative evaluation. Therefore, the compatibility between both perspectives requires distinguishing between training mediation and supervisory prescription: the former expands the teacher's zone of proximal development; the second reproduces dependency.

The implication of this perspective for Spanish Language support is profound: the district technician cannot limit himself to verifying whether the teacher correctly applies a didactic sequence for teaching reading comprehension; It must, instead, create the conditions for the teacher to question his own practice, question his assumptions and construct new meanings about what it means to teach reading and writing in the second cycle of the Primary Level. As Domingo (2021) warned, systematic reflection on practice is the way to transform experience into professional knowledge, but said reflection is only authentic when it arises from a need felt by the subject, not when it is imposed externally.

Sociological perspective: accompaniment as a practice located in institutional contexts. The sociological perspective places pedagogical support in the network of power relations, institutional cultures and structural conditions that make up the Dominican school. Vygotsky's sociocultural theory, reinterpreted by Díaz Reyes (2024), provided the notion that teacher professional development occurs in social interaction mediated by cultural instruments. The district technician, in this framework, acts as a mediating entity that builds bridges between the teacher's zone of real development (what he already knows how to do) and his zone of proximal development (what he can do with support).

However, this mediation does not operate in a vacuum. District technicians are embedded in a bureaucratic structure that frequently prioritizes accountability over professional development. Ravela (2022) documented how school supervision has historically oscillated between an administrative control function and a technical-pedagogical support function, without the latter having been able to fully consolidate. The consequence is a structural tension: the technician is asked to provide support, but is evaluated by the number of visits made and reports delivered,

not by the quality of the reflective processes facilitated.

Taveras-Sánchez (2023) and Ortega Muñoz *et al*. (2025) do not contradict each other, although they emphasize different factors. The first attributes the rigidity of support to the institutional culture and the survival of a directive model; the latter emphasize affective factors and the perception of trust. The meeting point is that the institutional culture shapes the socio-emotional climate: when the institution evaluates and sanctions, the technician tends to control and the teacher tends to defend himself; When the institution protects time and recognition for dialogue, positive affect can mediate professional learning. Therefore, affective factors do not replace structural conditions, but they do explain why the same norm produces unequal effects in different centers.

Psychological Perspective: accompaniment as a cognitive and emotional scaffolding. From educational psychology, pedagogical support is understood as a scaffolding process that operates both on the cognitive and socio-emotional levels. Ortega Muñoz *et al*. (2025) emphasize that the teacher's disposition towards accompaniment is mediated by affective factors: the perception of trust, respect and empathy that the accompanist projects determines, to a large extent, the teacher's openness to critical reflection on his or her practice. When the companion is perceived as a threatening evaluator, defense mechanisms are activated that inhibit learning; When perceived as a supportive colleague, conditions are created for professional growth.

This perspective critically dialogues with Ravela (2022), although investment in support must precede curricular reform, said investment cannot be reduced to infrastructure or technical training. The quality of the interpersonal bond is a necessary condition, although not sufficient, for accompaniment to have an impact on practice. The disagreement with purely administrative readings lies in the fact that they assume that observation and reporting produce learning by themselves, when the evidence shows that without trust and dialogue the teacher tends to simulate changes.

In the specific case of the Spanish Language area, this psychological dimension takes on particular nuances. Language teaching is loaded with social representations about what it means to “know Spanish” – often associated with the cultured norm and grammatical correctness – which generates insecurities in teachers who may feel that their own linguistic mastery is insufficient. Ethical and communicative support must be sensitive to these anxieties and create a climate of trust where error is conceived as a learning opportunity and not as evidence of incompetence.

Pedagogical perspective: support models and their implications. The pedagogical perspective addresses accompaniment as a training strategy, analyzing the models that underlie its implementation. In the literature, three models are distinguished – intervention, facilitation

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and collaboration – whose validity has been ratified by recent studies. The intervention model, characterized by hierarchical relationships and expert prescription, predominated in traditional supervisory practice. The facilitation model, focused on the needs expressed by the teacher, represented progress, but may be insufficient if the teacher has not developed the capacity for self-diagnosis. The collaboration model, which implies shared responsibility and joint construction of solutions, is the one that best aligns with the principles of reflective and dialogic support (National Commission for the Continuous Improvement of Education, 2022).

The confrontation between López and Marcelo (2021) and Beltrán-Véliz *et al*. (2024) specifies the scope of this discussion. The former emphasize that the companion must have training, experience, good practices and leadership; The latter show that, even when there is generic training, support can focus on classroom management and relegate disciplinary content. The disagreement is not about the need for competencies, but about their level of specificity: general pedagogical competencies are not enough; Specific didactic skills are required to analyze language teaching. This reading reinforces H2 and leads to a distinction between generic pedagogical support and specialized didactic support.

The choice of model has direct consequences for the definition of analysis indicators. If a collaborative model is assumed, the indicators cannot be limited to observable aspects of teaching behavior (clarity in explanations, use of resources, time management), but must incorporate the quality of reflective dialogue, the depth of didactic analysis and the degree of transfer of agreements to subsequent practice. In the area of Spanish Language, this implies analyzing, for example, whether the teacher can justify why he selected a certain text to work on inferential comprehension, or if he is able to anticipate the difficulties that his students will face when producing an argumentative text.

Didactic perspective: Specificities of accompaniment in the Spanish Language. The didactic perspective constitutes the most specific level of concreteness and, contradictorily, the least developed in the literature on pedagogical support. The didactics of the Spanish Language has a body of specialized knowledge that includes: phonological awareness and the alphabetic principle (first cycle), reading fluency, literal and inferential comprehension, the production of narrative, descriptive and expository texts, metalinguistic reflection on grammatical categories and initiation to literary reading (second cycle).

Specific or specialized didactic support must be guided by four axes. First, the coherence between the learning purpose and the activities. The technician must help the teacher to distinguish, for example, between a literal comprehension task and one of inferential comprehension. Second, the quality of the questions and instructions, it is not the same as asking “What does the text say?” that “What clues in the text allow you to affirm that the character changed his attitude?” Third, the scaffolding of written production. The companion must model how a text is planned,

textualized, and revised, instead of simply requesting "write a story." Fourth, situated metalinguistic reflection. Grammar should be approached based on use and textual improvement, not as a memorizable list. Without these axes, Spanish language accompaniment is trapped in generalities about classroom climate or time management.

The district technician who accompanies teachers in this area of knowledge must have sufficient mastery of these contents to be able to identify, during classroom observation, whether the teaching strategies used are consistent with the declared learning purposes. For example, observing a class whose purpose is "to identify the main idea of an expository text" is not the same as one whose purpose is "to produce a collective story." Each one demands different mediations, resources and evaluation criteria, and the companion must be able to discriminate these differences.

However, various studies suggest that district technicians do not always have this disciplinary preparation. Beltrán-Véliz et al. (2024), in their research on accompaniment to rural schools in Chile, found that accompaniment tended to focus on generic aspects of classroom management (climate, organization of space, use of time), relegating the specific didactic analysis of the content taught. This trend, extrapolated to the Dominican context, represents an obstacle to improving the teaching of the Spanish Language.

The confrontation between Matos Ramírez (2025) and Garagatti Gutiérrez (2022) allows us to specify the relationship between ethics and technique. Matos Ramírez prioritizes the ethical dimension and care for others; Garagatti Gutiérrez demonstrates the effectiveness of systematic reflective feedback. These are not exclusive positions: without ethics of care, technical feedback can become punitive judgment; Without teaching technique, the ethics of care remains a declaration of good intentions. Accompaniment in the Spanish Language requires both articulated dimensions.

Criticism of theoretical contradictions and definition of indicators.

The bibliographic review revealed a recurring contradiction: while the academic and regulatory discourse advocates horizontal, reflective and contextualized support, institutional practice continues to operate under a vertical, prescriptive and homogenizing logic. This dissonance is particularly evidenced by the data from the National Diagnostic Evaluation and the studies by Taveras-Sánchez (2023) and Matos Ramírez (2026), who found that, even in accompaniment experiences designed under collaborative principles, teachers perceived that the final decisions fell on the companion, generating a "pseudoparticipation" that eroded trust in the process.

The criticism that is formulated is that the literature has tended to conceptually superimpose accompaniment, supervision and monitoring, when in reality they are differentiated functions

that require different competencies. The support focuses on professional development and the construction of autonomy; supervision, in verifying regulatory compliance; monitoring, in the systematic monitoring of indicators. Confusing these functions leads to district technicians receiving contradictory messages and ending up prioritizing those tasks for which they are administratively evaluated.

In summary, Table 1 shows the main confrontations between reviewed authors. Disagreements are not always epistemological, but contextual and level of specificity.

Table 1. *Critical contrast between perspectives and authors on pedagogical support*

Confrontation	Posture A	Posture B	Type of relationship	Implication for acompaniment
Arboleda (2022) / Díaz Reyes (2024)	Emancipatory dialogue and welcoming of the other	Sociocultural mediation and scaffolding	Productive tension	The mediation of the technician must expand autonomy, not reproduce dependency
Taveras-Sánchez (2023) / Ortega Muñoz et al. (2025)	Institutional culture and management model	Affective factors and trust	Complementarity	The affective climate mediates, but does not replace structural changes
López y Marcelo (2021) / Beltrán-Véliz et al. (2024)	Companion competencies acompañante	Generic focus on classroom management	Disagreement on specificity	Specific didactic competencies are required, not just general pedagogical ones
Matos Ramírez (2025) / Garagatti Gutiérrez (2022)	Ethics of care	Technical reflective feedback	Complementarity	Without ethics the technique is punitive; Without technique, ethics is declarative
Arboleda (2022) / Rodríguez-Castro (2024)	Emancipatory dialogue	Punitive context and simulation	Contextual disagreement	Authentic dialogue requires institutional conditions of trust

Based on this foundation, the following analysis indicators are defined for the assessment of the meanings and experiences of teachers in the Spanish Language area:

- Quality of reflective dialogue: Degree to which the companion asks open questions, problematizes the practice and favors the teacher's metacognition about their didactic decisions in the Spanish Language.
- Didactic relevance of the accompaniment: Level of specificity with which the accompaniment addresses the contents of language teaching (reading comprehension, textual production, grammatical reflection, literary education).
- Socio-emotional climate: Teacher's perception of the trust, empathy and respect generated during the accompaniment process.
- Transfer to practice: Evidence that the agreements established during the accompaniment are reflected in observable changes in the planning and execution of subsequent classes.
- Professional autonomy: Degree to which the teacher, as a result of the support, develops the capacity for self-diagnosis and self-regulation of his or her practice.

Reflective analysis of the meanings and experiences of teachers in the area of Spanish Language in the second cycle of the Primary Level

The analysis of the meanings that teachers attribute to pedagogical support is essential to understand why, despite the investment of resources and the existence of a regulatory framework, learning results in the Spanish Language do not experience substantive improvements. Based on the review of empirical studies carried out in the Dominican Republic and in comparable Latin American contexts, recurring patterns are identified that qualify the strengths and weaknesses of accompaniment from the perspective of its recipients.

General perception of support: between appreciation and resistance

The studies agree in reporting a mostly favorable attitude towards pedagogical support on the part of Dominican teachers. Taveras-Sánchez (2022) found that 72% of the teachers surveyed considered that accompaniment contributed to improving their practice. However, when the data was disaggregated by dimensions, certain nuances emerged. The same research reported that 38% of teachers perceive that the accompanist dedicates sufficient time to dialogue after classroom observation, and that 25% consider that the recommendations received were based on solid evidence.

These findings suggest a certain inconsistency: teachers value accompaniment in the abstract, but find its practical concreteness unsatisfactory. The explanation lies in what is called ritualized formalism. The accompaniment is carried out because the standard requires it, the corresponding instrument is completed and the report is filed, but without this translating into a significant professional learning experience for the teacher.

An example of a negative experience is the following: At a school in District 15-03, a 5th grade teacher reported that the district technician visited her classroom for 45 minutes, taking notes on a tablet without exchanging a single word with her during class. At the end he gave him a report with generic recommendations such as "use more audiovisual resources" and "improve time management", without making any reference to the specific content of the class, which dealt with the structure of the argumentative text. The teacher expressed: "I felt that he did not see my class, but rather that he came to fill out a form" (personal communication cited in Alba Veloz, 2022). This testimony shows how the absence of reflective dialogue – that is, of a genuine exchange about the didactic decisions taken – empties accompaniment of meaning, reducing it to a bureaucratic act.

In contrast, an example of a positive experience occurs in an educational center in Regional 11 of Puerto Plata. A pedagogical coordinator who had received specific training in reflective accompaniment implemented a three-phase process: before the observation, she spoke with the 6th grade teacher about the purposes of the narrative text production class and agreed to focus the observation on the scaffolding strategies that the teacher would use to help the students structure the narrative sequence. During the observation, the coordinator recorded specific episodes of teacher-student interaction. In the subsequent dialogue, ask questions such as: What did you observe in the students when you asked them to plan the conflict in their narrative? What does that tell you about his understanding of narrative structure? This intervention, reported by Polanco de los Santos (2025), generates awareness in the teacher about the need to explicitly model textual planning before requesting autonomous productions.

- The didactic dimension: the blind spot of accompaniment

One of the most consistent findings in the reviewed literature is the weakness of the support regarding the specific didactic analysis of the contents of the Spanish Language. Del Rosario and Carvajal (2024), in a study on successful accompaniment experiences located in Dominican educational centers, identify that, of 113 accompaniment analyzed in the area of Spanish Language, in 67% of the cases the observations focused on generic aspects of classroom management (climate, discipline, group organization), while only 33% addressed specifically didactic issues, such as the coherence between the learning purpose and the activities. proposals, the quality of the reading comprehension questions, or the adequacy of the evaluation criteria for the written production.

This situation has profound pedagogical implications. If the accompanist fails to identify that, for example, a 4th grade teacher is working on reading comprehension with exclusively literal questions – which is insufficient to develop the inferential competence that the curriculum prescribes for the second cycle – he or she can hardly offer guidance that will contribute to improving practice. As pointed out by Fernández García et al. (2024), pedagogical accompaniment

requires specialized knowledge of the disciplinary content and its didactics, without which the accompaniment's interventions are diluted in generalities. Table 2 presents the monitoring focuses reported in the studies analyzed.

Table 2. *Distribution of pedagogical support focuses in the Spanish Language area*

Analyzed dimension	Percentage
Generic classroom management	67 %
Specific teaching strategies	15 %
Quality of reflective dialogue	10 %
Other dimensions	8 %

Note: Own elaboration based on Del Rosario and Carvajal (2024), Fernández García et al. (2024) and Lara-Alcántara and Pons-Peguero (2025).

It is important to note that Table 2 should not be interpreted as a homogeneous average of all studies, but rather as a trend indicator that requires comparative explanation. Del Rosario and Carvajal (2024) document the predominance of generic classroom management in the observed accompaniment; Fernández García et al. (2024) explain that this trend is related to the training of the companion and the administrative pressure to cover indicators; Lara-Alcántara and Pons-Peguero (2025) agree that the approach to accompaniment at the primary level tends to privilege organizational aspects over didactic analysis. The percentage differences between studies are not only methodological, but also contextual: they depend on the training received by the companions, the time available and the type of observation instrument used. This comparison avoids reading the table as static data and turns it into a working hypothesis about didactic specificity.

Similarly, the data in Table 2 reveal that aspects directly linked to the improvement of language teaching – specific teaching strategies and quality of reflective dialogue – together represent only 25% of the support focuses. This contrasts with the evidence provided by studies such as that of Gatica and Valenzuela (2025), who, based on the results of the ERCE test, conclude that the factor with the greatest impact on educational achievement is the quality of pedagogical mediation in the classroom, which critically depends on the teacher's mastery of the specific didactics of each area.

- The communicative dimension: the dialogue that does not occur

Pedagogical accompaniment, in its most genuine conception, is fundamentally a communicative act. However, studies document a worrying absence of authentic dialogue between companions and those accompanied. Rodríguez-Castro (2024), when investigating the Puerto Rican educational system – whose institutional characteristics are similar to the Dominican one – found

that the predominant supervision model was perceived by teachers as authoritarian and punitive, which inhibited open communication and generated simulation strategies: teachers prepared classes for the visit, different from those they taught daily.

The confrontation between Arboleda (2022) and Rodríguez-Castro (2024) shows that the disagreement about the role of dialogue is not epistemological, but contextual. Arboleda conceives dialogue as an emancipatory encounter; Rodríguez-Castro shows that, in punitive contexts, dialogue is simulated or emptied. Therefore, the dialogic proposal cannot be limited to prescribing "more dialogue": it requires transforming the institutional conditions that make free speech possible. This reading reinforces H_1 and H_3, as it shows that the communicative dimension does not operate isolated from ethics and school culture.

The document *Guidelines for supporting teaching practice* (MINERD, 2023) prescribes that reflective dialogue should be carried out in a quiet space, without interruptions, and that it should be based on open questions that help the teacher discover their own strengths and opportunities for improvement. However, in practice, this dialogue is often reduced to a brief informal conversation in the hallway, or omitted entirely due to time pressure and the high number of teachers that the technician must attend to.

From a communicative perspective, effective accompaniment requires specific skills: active listening, formulation of reflective questions, management of silence, paraphrasing, the ability to respectfully confront the teacher's beliefs and to offer descriptive rather than evaluative feedback. Garagatti Gutiérrez (2022) demonstrates that reflective feedback, when implemented systematically, produces improvements in teaching performance. However, these communicative skills do not develop spontaneously; They require specific training and, above all, supervised practice, something that current training programs for district technicians do not always contemplate.

- The ethical dimension: care for the other as a foundation

The ethical dimension of pedagogical support has been one of the least explored in the empirical literature, despite its centrality. Ethical accompaniment implies recognizing the teacher as a subject of rights, not as an object of intervention; implies confidentiality in the handling of the information collected; implies transparency in the evaluation criteria; and it implies, above all, that the companion assumes a position of care and responsibility towards the professional development of the companion.

Matos Ramírez (2025) maintains that the reflective teacher becomes an agent of a culture of peace when his practice is informed by values of respect, empathy and justice. Extrapolating this approach to the field of accompaniment, it is stated that the district technician, by modeling these ethical dispositions in his interaction with teachers, contributes to the construction of an

institutional culture based on trust and collaboration.

However, teachers report experiences that contradict this aspiration. In the study by Taveras-Sánchez (2023), several teachers stated that they had felt exposed and violated when the district technician commented on negative aspects of their practice in management team meetings without having previously discussed them with them. This practice, in addition to being unethical, erodes trust in support and generates resistance that is difficult to reverse.

Contrast of the hypotheses with the documentary evidence and relationship with the analysis indicators

The documentary findings allow us to contrast the guiding hypotheses proposed. Regarding H_1, Ravela (2022) maintains that investment in accompaniment should precede curricular reform; MINERD (2023) prescribes reflective dialogue and technical tables; However, Taveras-Sánchez (2023) and Ortega Muñoz et al. (2025) document prescription, pseudo-participation and decisions focused on the companion. The dissonance between reflective rhetoric and traditional supervisory practice is confirmed, although with nuances: it is not a total absence of dialogue, but rather a weak dialogue, ritualized and conditioned by administrative evaluation.

Regarding H_2, López and Marcelo (2021) require training, experience and leadership of the companion; Beltrán-Véliz et al. (2024) show that, even with general pedagogical training, the support focuses on classroom management and not on specific didactics. Del Rosario and Carvajal (2024) and Fernández García et al. (2024) confirm that didactic specificity is the blind spot. The training insufficiency in the Spanish Language is not deduced only from the opinion of the technicians, but from the contrast between what the regulations require and what the studies observe in the accompanying practices.

Regarding H_3, Agreda Reyes and Pérez Azahuanche (2020) demonstrate the positive relationship between accompaniment and reflective practice; Garagatti Gutiérrez (2022) shows the value of reflective feedback; Mesa (2023) grounds the community of inquiry; and Polanco de los Santos (2025) reports a positive experience of accompaniment with structured dialogue. These findings do not prove a universal causal relationship, but they do allow us to maintain that the integration of the analytical, reflective, dialogic, ethical and communicative dimensions qualitatively increases the perception of usefulness and the transfer to practice.

Likewise, the analysis accounts for the five proposed indicators. While the indicators “quality of reflective dialogue” and “didactic relevance” show the greatest deficiencies, the indicator “socio-emotional climate” emerges as a critical mediator. The indicators “gaps between regulations and practice” and “improvement proposals” materialize in the contrast between the normative duty and the reported teaching experience, revealing that the main gap lies in the absence of

institutional conditions and specialized training. The emerging improvement proposals consistently point towards the need for a support framework that integrates the five dimensions indicated, which gives rise to the proposal developed in the following section.

Towards analytical, reflective, dialogic, ethical and communicative support: an integrative proposal

Based on the evidence analyzed, a framework of pedagogical support for district technicians is proposed that organically integrates the five dimensions identified: analytical, reflective, dialogic, ethical and communicative. This proposal is not intended to be prescriptive, but rather to offer a guiding horizon that can be contextualized based on the specific realities of each educational district. The central idea that articulates the proposal is that pedagogical support must be conceived as a cycle of shared inquiry, composed of five interrelated moments that are described below.

Moment 1. Analytical preparation

Before visiting the classroom, the district technician carries out a documentary analysis of inputs such as: the teacher's didactic planning, the learning results of his students, the records of previous accompaniment and the self-evaluations that the teacher may have carried out. This analysis allows us to identify specific foci for observation, avoiding dispersion. For example, if the analysis reveals that the teacher's students present recurring difficulties in the production of argumentative texts, the observation will focus on the strategies that the teacher uses to teach the argumentative structure.

Momento 2. Dialogical observation

During class observation, the technician does not limit himself to recording observable behaviors, but adopts a position of “peripheral participant observer”, attentive to critical episodes that can serve as input for subsequent dialogue. Dialogical observation implies that the technician does not interrupt the class or disavow the teacher, but does record moments that he considers significant to problematize during the reflective dialogue.

Moment 3. Structured reflective dialogue

The post-observation dialogue follows a flexible but intentional structure:

- Opening: The technician invites the teacher to share his general perception about the class.
- Focusing: The technician shares the critical episodes recorded and asks reflective questions.
- Conceptual scaffolding: The technician introduces references to theoretical frameworks or didactic strategies to address the identified situation.
- Commitment: The technician and the teacher agree on concrete actions and define how the achievement of said actions will be evidenced.

Moment 4. Ethics of care

Throughout the process, the district technician must observe the ethical principles of confidentiality, non-maleficence, justice and autonomy. The ultimate goal of accompaniment is for the teacher to develop the ability to self-regulate his or her practice. Therefore, the technician's interventions must reduce their level of directiveness as the teacher gains autonomy.

Moment 5. Transformative communication

Communication between companion and accompanied constitutes in itself a training process. It is characterized by active listening, the use of descriptive language instead of value judgments, empathy and clarity in the formulation of guidelines and agreements.

Novelty of the proposal: accompaniment as a community of inquiry. What differentiates this proposal from traditional models is its emphasis on configuring accompaniment as a community of inquiry in the sense that Mesa (2023) attributes to this concept: a space where participants engage in the joint exploration of authentic problems, developing critical, creative and careful thinking. Instead of the district technician acting as an external agent that diagnoses and prescribes, it is proposed that he and the teachers form a learning collective that, through successive cycles of shared inquiry, builds a repertoire of effective practices for teaching the Spanish Language.

This community of inquiry can be materialized through the fortnightly technical tables that are already prescribed by Dominican regulations (MINERD, 2023), but by reorienting their purpose: instead of dedicating them to the administrative review of reports, they would become spaces for collective analysis of cases, study of classes and co-construction of didactic strategies. International evidence supports this orientation: communities of practice, such as those described by Mesa (2023) under the concept of community of inquiry, constitute privileged environments for teacher professional development, since they allow learning from social practice and in interaction with peers.

The implementation of this proposal would certainly require changes in the current institutional conditions: reduction of the administrative burden of technicians, specialized training in teaching of the Spanish Language, provision of protected time for collaborative work and alignment of performance evaluation systems with the principles of reflective accompaniment. However, as Ravela (2022) warns, postponing the strengthening of pedagogical support in favor of curricular reforms that do not translate into real changes in the classrooms is a strategy that has proven ineffective.

Conclusions

Los The theoretical foundations of pedagogical accompaniment reveal that it constitutes a multidimensional practice that requires being supported by philosophical, sociological, psychological, pedagogical and didactic perspectives. The integration of these perspectives allows us to overcome reductionist conceptions that equate support with administrative supervision or compliance verification. In particular, the philosophical perspective provides the dialogic and emancipatory horizon; the sociological, the awareness of institutional conditions; the psychological, the recognition of the affective dimension of professional learning; the pedagogical, the distinction between intervention, facilitation and collaboration models; and didactics, the disciplinary specificity that accompaniment in the Spanish Language demands. The literature shows, however, a contradiction between the collaborative-reflective discourse and the traditional supervisory practice, which generates tensions in the exercise of the role of the district technician.

The analysis of the meanings and experiences of teachers in the area of Spanish Language in the second cycle of primary education shows that, although there is a favorable assessment of accompaniment in the abstract, its practical implementation suffers from significant limitations: low didactic specificity, insufficient quality of reflective dialogue, poor approach to the ethical and communicative dimensions, and persistence of a supervision model that generates resistance. The examples presented illustrate how the absence of analytical, reflective and dialogic accompaniment empties the process of meaning, while the positive experiences documented demonstrate the transformative potential that accompaniment has when implemented with adequate preparation and commitment. The five proposed indicators – quality of reflective dialogue, didactic relevance, socio-emotional climate, transfer to practice and professional autonomy – constitute an operational framework to evaluate and improve the quality of support.

The integrative proposal of analytical, reflective, dialogic, ethical and communicative support, articulated around a cycle of shared inquiry of five moments, offers a guiding framework for the transformation of the practice of district technicians. Its novelty lies in conceiving accompaniment as a community of inquiry, where the technician and the teachers build pedagogical knowledge collaboratively, overcoming the logic of unidirectional prescription. The viability of this proposal depends, however, on creating the institutional conditions that make it possible: specialized training of technicians, protected time for collaborative work, reduction of bureaucratic burden and alignment of performance evaluation systems with the principles of reflective support. The available evidence suggests that investing in strengthening pedagogical support is the most promising way to improve the learning of Dominican students, particularly in an area as fundamental as the Spanish Language.

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Silvio Peña Cuevas: Structuring and substantiation of the strategies and indicators of pedagogical support from the perspective of district technicians, critical review and conceptual analysis located in the Dominican school context.

Jorge García Ruiz: Methodological review, theoretical foundation from socio-critical and epistemological approaches to education, and validation of the integrative proposal.

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