Abstract
Evaluation of teaching staff is becoming more and more a fundamental part for the development of educational institutions. The purpose of this work, which is derived from research activities, is to reveal the conflict that arise in the evaluation of the teaching staff soliciting admission to the program of incentives to teacher’s performance in an institution of technological high school, starting from the analysis of the educative policies which state the guidelines for its implementation, evaluation and achieved level by the teachers. The methodology used in this study is qualitative and based on the application of a survey and interviews to teachers of the Technological, Industrial and Services High School Center of Hermosillo, Sonora, México. The results show little acceptance of the evaluation axes on educative policies, devoted time to teaching, economic incentive and knowledge encouragement. In the conclusions, it is proposed that it is necessary to modify the methodological aspect of the evaluative process attached to the educative policies which govern the program of incentive to teacher’s performance and to evaluate the academic activities by different methods.

Keywords
Technological high school, educative policies, evaluation, program of incentive to teacher's performance, PISA test.