#  Evaluation report of the stay at the training centre

The **Practicum V of the Degree in Primary Education** aims to link students to a specific **school project**. Students will expand their competence to **design an educational intervention and put it into practice**. Educational intervention may refer to any of the primary school's curricular areas or other aspects of the school's life. In the case of devoting itself to a specific curricular area, it may not be coincident with that of the didactic intervention of Practicum IV. In the case of the **mentions of the degree** -English Language, Musical Education, Physical Education and Specific Educational Needs-, the contents of Practicum V will be linked to the corresponding specialty. The type of project will arise from the consensus between the teacher-tutor of the educational centre, the student and the university tutor. It is considered that there may be the following **modalities**: (a) educational intervention project in the classroom, (b) educational intervention project in the centre, and (c) Service-Learning project, (LSP).

The **objectives** of this internship are:

* Program, teach and evaluate a proposal/intervention linked to one or several areas of knowledge of the primary education curriculum.
* Critically analyse the educational project of the internship centre to be able to propose proposals for improvement.
* Reflect on the teaching practice to be aware of and make informed decisions about professional development itself.

The following three elements are required in order to carry out the evaluation:

* compliance with 100% attendance at the hours of the internship centre;
* compliance with a minimum of 80% of attendance at the tutoring seminars of the Faculty:
* active participation in seminars, tutorials and the Practices Conference.
* passing each of the assessment activities (the minimum grade must be 5 out of 10): learning portfolio (40%), stay at the centre (30%), seminars and tutorials (20%) and internship session (10%).

This doument can be downloaded on the website of the Faculty of Education Sciences.

https:/[/www.u](http://www.uab.cat/web/practicum/informes-avaluacio-1345737658776.html)a[b.cat/web/practicum/informes-avaluacio-1345737658776.html](http://www.uab.cat/web/practicum/informes-avaluacio-1345737658776.html)

This internship report must be returned to the internship tutor of the Faculty by email.

The learning outcomes are detailed below, taking into account the teaching skills established by this practicum, that the teacher-tutor of the internship centre or trainer must evaluate, depending on the teaching practice developed by the student in practices during his or her stay. Each learning outcome must be graded according to the degree of domain, with assessments being: Excellent achievement (EA, 1 point), Notable achievement (NA, 0.75 points), Satisfactory achievement (SA, 0.5 points), Non-achievement (N-A, 0 points). Each also incorporates a comments section to make clarifications, suggestions or justifications of the assigned grade.

Name and surname of the internship student

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| Name of the internship centre |  |
| Name and surnames of the teacher-tutor from the training centre |  |
| ID of the teacher-tutor from the training centre |  |

Name and surnames of the Faculty’s tutor

## Minimum requirements to be evaluated

### To proceed to the evaluation of the internship student, it’s necessary to comply with all these evaluation indicators. In the event of any failure, the final grade will be failed (grade of 3)

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|  | **Yes** | **No** |
| *Attends 100% of the assigned activities and responsibilities, and is punctual (required for the evaluation of the practicum)* |  |  |
| *Shows respect for all members of the educational community* |  |  |
| *Complies with school regulations (calendar, schedules, clothing...)* |  |  |
| *Writes and speaks correctly and appropriately* |  |  |

#### Comments:................................................................................................................................................

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## Results of the learning process to be evaluated (common to all internship students)

***The results of the learning process will now be evaluated. Indicate the degree of achievement of each learning outcome (according to the order of evaluation of Primary Education): Excellent Achievement (EA), Notable Achievement (NA), Successful Achievement (SA), No-Achievement (N-A).***

### Show emotional maturity and communicate effectively to promote a good climate in the centre and in the classroom

* + *Shows respect, empathy and assertiveness with members of the educational community*
	+ *Shows resilience and flexibility in difficult and unexpected situations*
	+ *Shows an attitude of active listening to the suggestions, assessments and / or criticisms of others and makes proposals to promote dialogue and the exchange of ideas*

#### Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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### Assume the educational dimension of the teaching function and promote a democratic education for a critical citizenship

* + *Offers their help to carry out tasks and assume responsibilities, respecting the deontology of the teaching practice (data confidentiality, respect for families, commitment to students...)*
	+ *Conceives education as a tool for transformation and social improvement*
	+ *Proposes ideas based on Human Rights (democracy, sustainability, peace, co-education, equity, inclusion, etc.)*

#### Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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### Collaborate in the different sectors of the educational community and the social environment to integrate into the dynamics of the centre

* + *Critically analyses the educational reality observed taking into account the context.*
	+ *Shows respect, empathy and assertiveness with members of the educational community*
	+ *They are involved in educational work (projects, meetings, commissions, festivities, outings...), making proposals that enrich dialogue and decision-making*

#### Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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### Assume that the exercise of the teaching function must be perfected and adapted to scientific, pedagogical and social changes throughout life

* + *Is aware of their possibilities and limitations, and shows self-demand*
	+ *Provides theoretical and experienced points of view to interpret classroom and centre events, situations and processes and deepen reflection and analysis*
	+ *Is interested and informed to continue their formation as a teacher*

#### Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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### Apply theoretical approaches and educational principles to interpret classroom and centre events, situations and processes.

* + *Gets information from different sources (articles, visits, talks with experts, etc.) and builds their own opinion*
	+ *Exchanges reflections and analyses them in a justified manner*
	+ *Provides theoretical and experienced points of view that deepen reflection and analysis*

#### Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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### Analyse and manage coexistence and social conflicts inside and outside the classroom, using group dynamics and teaching social skills in order to improve the climate.

* + *Analyses the interpersonal relationships between students and members of the educational community (supervisor, dining room educator or other staff of the centre)*
	+ *Shows initiative and autonomy to promote communication and coexistence among students*
	+ *Proposes ideas to solve conflicts and problems of discipline, and promotes understanding*

Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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### Design a didactic proposal (teaching unit, interdisciplinary project, workshops, LSP, corners, environments, etc.) linked to one or several areas of knowledge to become aware of the complexity of the teaching-learning process.

* + *Designs didactic interventions (activities, sequences, units, projects...) with appropriate and/or innovative strategies taking into account the contributions of educational research in pedagogy, psychology and specific didactics*
	+ *Justifies with scientific knowledge and criteria the design of didactic proposals (selection and sequencing of competences, objectives, contents, evaluation, activities, methodology...)*
	+ *Executes a critical analysis of the didactic interventions that it designs, and propose improvements (at a scientific, didactic level and from an inclusive perspective)*

Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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## Results of the learning process to evaluate (specific to the chosen speciality)

Modality: X General-tutoring Physical Education  Musical Education

 English language  Specific Educational Needs

### Support tutorial action functions with students to promote the overall and comprehensive development of the student

* + *Takes into account the diversity of the students*
	+ *Follows-up on all students at a socio-affective level -in and outside the classroom- to promote the cohesion of the group*
	+ *Facilitates the inclusion of students in the group and in the school*

Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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### Analyse and assess the educational interventions that all teachers carry out in the group of tutoring students.

* + *Is up to date with all the activities that take place from all areas*
	+ *Maintains constant dialogue and works together with all the teachers involved*
	+ *Establishes interdisciplinary, significant and functional relationships between all the contents taught*

Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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### Analyse and assess the educational interventions that members of the educational community and the social environment have with respect to the tutoring group.

* + *Gets informed about the social singularities of the families*
	+ *Exchanges information and impressions with other members of the educational community (dining room educators, evenings...)*
	+ *Is receptive to the demands, suggestions, ideas, assessments and/or criticisms of the members of the educational community and the social environment*

Mark: ÿ N-A (0 points) ÿ SA (0.5 points) ÿ NA (0.75 points) ÿ EA (1 point) Comments:................................................................................................................................................

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### Global rating

**Aspects to improve**

**Positive aspects**

**General comments**

Global qualification of the internship (between 1-10)

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| Name and surnames of the tutor | School Stamp | Name and surnames of the internship coordinator from the centre |
| Signature | Agrees |
| Date | Date |