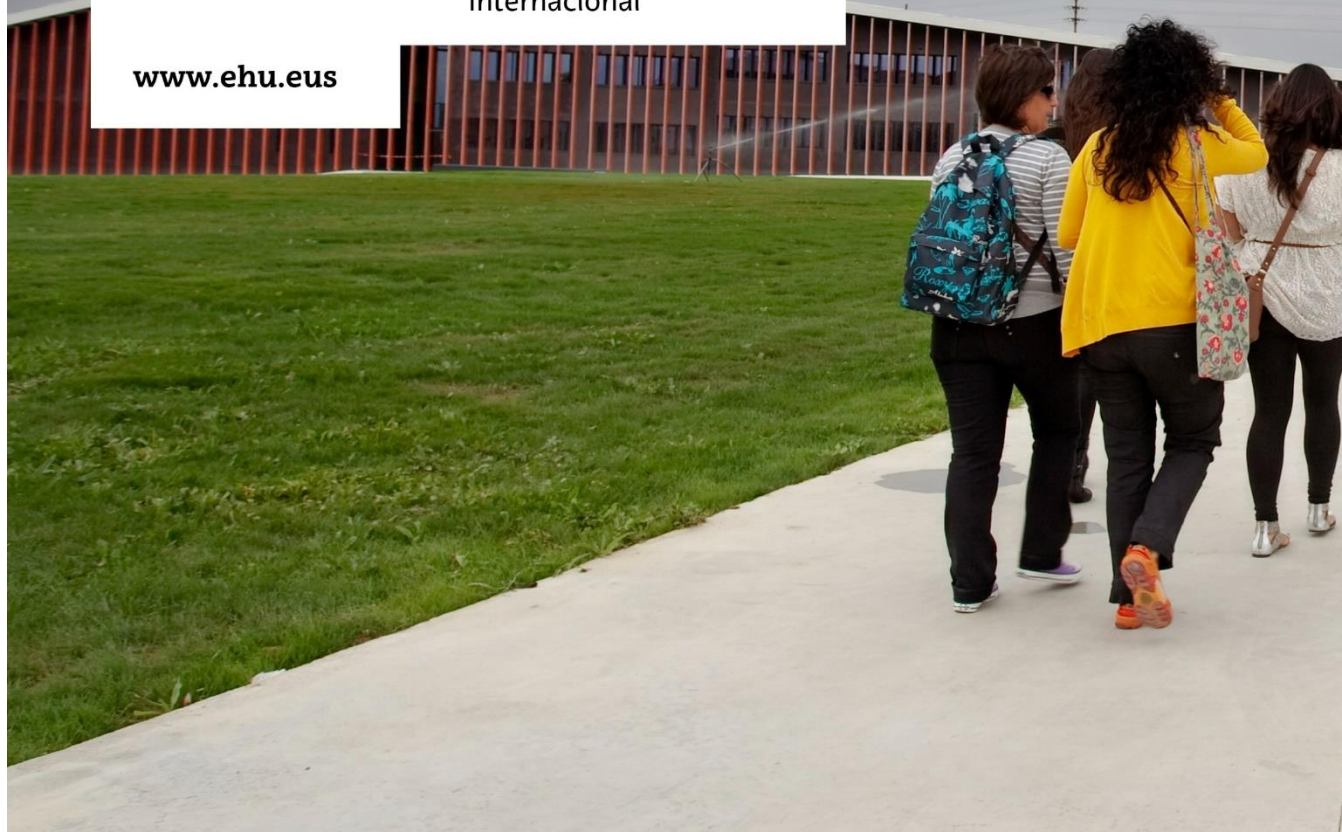


# PRACTINCOMING (PAIC) EDUCACIÓN PRIMARIA E INFANTIL

Guía del Practicum

Alumnado  
Internacional

[www.ehu.eus](http://www.ehu.eus)



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## JUSTIFICATION

Internationalization is a cross-cutting process that allows universities to open up to the world in order to disseminate knowledge. As regards their internationalisation, universities have shown very significant developments, embracing new goals and with the main objective of improving the quality of our teaching. It is in this scenario that the **PractinComing- Visiting Student Placements (PAIC)** emerged.

**PractinComing** has been designed with the aim of opening up new avenues of collaboration that benefit the whole educational community, which decisively contributes to the progress of the university and educational centres. **PractinComing** stimulates and promotes teaching and learning through social mobility, and fosters an improvement in school-university relations.

At the University of the Basque Country /Euskal Herriko Unibertsitatea (UPV/EHU), internationalisation is a cross-cutting focal area, as reflected in the Strategic Plan of the Bilbao Faculty of Education (2023-2026). Our faculty wishes to address and offer multilingual education that attracts international students. By deploying the **PractinComing** programme, the aim is to expand the multilingual training offer, thus encouraging international students to come and study here. International cooperation and collaboration mechanisms will thus be established to give impetus to the promotion and creation of research and innovation projects in different areas.

The main objectives of this programme are to:

- Offer schools in the territory of Bizkaia the possibility of strengthening their educational offering by improving multilingual training.
- Provide native-speaking trainee teachers who will support and enrich the teaching-learning process.
- Contribute an international perspective to the teaching staff and the education centre to improve the educational offer.
- Generate spaces for intercultural collaboration between schools and universities.

As a public university, this programme will promote the Sustainable Development Goals (SDGs), contributing to society's progress towards gender equality (SDG 5) through social mobility, providing quality education (SDG 4) and promoting sustainable cities and communities (SDG 11)

## 1. CONTEXTUALISATION

The current study plans reinforce work placements in the initial training and, at the same time, there is a strong focus on student mobility. This process must be carried out both within the network of state universities, as well as with foreign universities within and outside Europe.

At the Bilbao Faculty of Education, we therefore believe it to be extremely important to open up avenues for collaboration with Infant and Primary Education centres, belonging to the Basque Public Education Network.

Our Faculty is located within the territory of Bizkaia, so the centres that will form part of PractinComing will be educational centres in Bizkaia.

The centres participating in PractinComing will have international students from the Faculty of Education of Bilbao, on the Primary Education and Early Childhood Education Degrees, who will complete their curricular placements in different situations.

Depending on the length of the visiting student's stay, three pathways are planned:

Pathway	Duration
Practicum I	Between 2-4 weeks
Practicum II	Between 5-8 weeks
Practicum III	Between 9-12 weeks

These work placements will be coordinated between the Office of the Vice-Dean for International Relations and Mobility, and the Office of the Vice-Dean for Work Placements of the Degree in Social Education and Transfer of the Bilbao Faculty of Education (UPV/EHU).

## 1.1. Responsibilities and Tasks

Faculty of Education of Bilbao	University tutor	School tutor	Students
<ul style="list-style-type: none"> <li>– Coordination between the Office of the Vice-Dean for International Relations and Mobility, and the Office of the Vice-Dean for Work Placements of the Degree in Social Education and Transfer.</li> <li>– Assignment of education centre.</li> <li>– Assignment of placement tutor.</li> </ul>	<ul style="list-style-type: none"> <li>– Organise meetings with trainees in order to collaboratively solve any problems that may arise during the placement period.</li> <li>– Keep in contact with the Heads or Coordinators of the centres and with the school tutor.</li> <li>– Guide students in the preparation of the Practicum report.</li> <li>– Grade the Practicum period, taking into account the activities by the students that appear in the training projects and the assessment by each Instructor.</li> </ul>	<ul style="list-style-type: none"> <li>– Host students on placement during the periods established throughout the academic year.</li> <li>– Advise the students on placements about the characteristics of the group with which they will be working.</li> <li>– Mentor and help each student during the Practicum, facilitate autonomy and the sense of responsibility in the tasks to be carried out.</li> </ul>	<ul style="list-style-type: none"> <li>– Comply with the attendance and punctuality requirements at the centre and respect its regulations.</li> <li>– Know the Practicum programme and collaborate in its development.</li> <li>– Collaborate with the tutor at the school and the tutor at the Faculty of Education in Bilbao.</li> <li>– Deliver the requested documents and report within the stipulated period.</li> <li>– Establish respectful relationships with all stakeholders of the socio-educational community.</li> </ul>

For any further information, please contact:

- **Vice-Dean of Practicum of Primary Education and Early Childhood Education and Gender Equality at the Bilbao Faculty of Education.**

**Office**

Tel: + 34 946 01 7506

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- **Vice-Dean of International Relations and Mobility at the Bilbao Faculty of Education.**

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## 2. PLANNING AND IMPLEMENTATION OF PRACTINCOMING (PAIC)

### 2.1. General objective

To provide a transformative experience that fosters students' personal and professional development, promotes the acquisition of intercultural skills and improves their pedagogical competence in a globalized context.

### 2.2. Competences

Starting from the UPV/EHU Catalogue of Transversal Competences (2019) and the UN 2030 Agenda for Sustainable Development (2015), visiting students will acquire the following transversal competences in the placement period to enrich their development and training pathways in the area of education:

- C1. Take into account their previous experiences in order to anticipate problems and plan possible solutions.
- C2. Implement personal plans and projects, seeking learning opportunities in different contexts to continue training and to meet their personal and professional expectations.
- C3. Generate key lessons learnt by selecting and integrating knowledge from scientific areas and contexts not directly related to their field of study.
- C4. Describe contextualised actions and behaviour in their area of study that respect cultural and linguistic diversity.
- C5. Transfer and disseminate the results of a research and/or scrutiny process to diverse and specific social contexts.
- C6. Make group or individual proposals aimed at improving the profession.
- C7. Recognise the importance of cooperation and access to science, technology and innovation, and sharing knowledge.
- C8. Be able to raise awareness about the importance of establishing global, national and local alliances for sustainable development.

Depending on the period of stay of the visiting students, the Practicum will be divided into three different periods, with tasks aimed at the gradual achievement of general competences, with partial and independent assessments.

	General Competences
<b>PRACTICUM I</b>	Knowledge of the school reality
<b>PRACTICUM II</b>	Knowledge and practice of the role of the teacher, classroom organisation and teaching.
<b>PRACTICUM III</b>	Putting into practice the didactic projects previously developed.



### 3. TASKS TO BE CARRIED OUT BY STUDENTS

#### 3.1. Before the placement period

Before the work placement period, visiting students must agree together with the university tutor and the instructor of the placement centre on their training project. That will involve establishing the educational goals and the tasks to be implemented during the placement (Annex 1).

#### 3.2. During the placement period:

Depending on the placement period the visiting student will carry out different tasks:

##### 3.2.1. Practicum I: between 2- 4 weeks

The main objective of this placement period is for students to immerse themselves in the Basque school context.

During their time at the school, students will:

- Carry out a general observation of the school and its characteristics.
- Conduct a comparison with the situation of their country of origin.
- At the end of the process, prepare a final report (Annex 2).

##### 3.2.2. Practicum II: between 5-8 weeks

The main objective of this placement period is the observation and analysis of the Basque school context.

During their time at the school, students will:

- Analyse the school and its characteristics.
- Produce a minimum of descriptive and reflective observations between three and six incidents or issues related to the experienced reality (Annex 5).
- Conduct a comparison with the situation in their country of origin.
- At the end of the process, prepare a final report (Annex 3).

##### 3.2.3. Practicum III: between 9-12 weeks

The main objective of this placement period is to develop teaching skills for teaching work in the design, implementation and evaluation of teaching interventions.

During the placement at the school, the student will:

- Analyse the education centre and its characteristics.
- Based on observation and reflection on the placement, perform a minimum of three didactic interventions (Annex 5).
- Conduct a comparison with the situation in their country of origin.
- At the end of the process, prepare a final report (Annex 4).

#### 4. TASKS TO BE CARRIED OUT BY THE SCHOOL TUTOR

Tutors must be familiar with the regulations and the student's Practicum Guide. Both documents are available on the Practicum website of the Faculty of Education. In addition, they will carry out the following tasks:

- ✚ Inform the assigned students about the characteristics of the centre and the school group or unit in which they are going to complete the practicum, the Curricular Project of the Centre, its contextualisation to the educational group or unit, and the resources that the educational centre makes available to the student.
- ✚ Supervise the training actions to be carried out by the student in the classroom, which are detailed in the Student Guide.
- ✚ Conduct a final assessment session with the student. Subsequently complete Annex 6 and send it to the tutor at the Bilbao Faculty of Education

Name of university tutor  
Facultad de Educación de Bilbao UPV/EHU  
Barrio Sarriena ,s/n  
48940 Leioa / Bizkaia

## 5. TASKS TO BE CARRIED OUT BY THE UNIVERSITY TUTOR

Tutors should be aware of the placement plan for visiting students (PAIC). It is available on the Bilbao Education Faculty website. In addition, they will carry out the following tasks:

- ✚ Schedule and manage the tutoring of visiting students in which different aspects of the Practicum will be dealt with and the tasks to be carried out will be explained.
- ✚ Contact the student's tutor at the school to provide them with the Practicum Guide. These instruments will also be available on the website of the Faculty of Education in Bilbao. It is important that the school tutor is informed of the goals of the placement, the envisaged achievement, as well as the different phases and processes that the student must go through.
- ✚ The tutor of the University is in charge of entering the final grade in GAUR during the official grading period.
- ✚ Should students fail to attend the placement centre, they must inform the Vice-Dean of Placements of the Degree in Social Education and Transfer and the Vice-Dean of International Relations and Mobility.

## 6. ASSESSMENT

## 6.1. Assessment by the University tutor

The University tutor will take into account the active participation of the students in their placement process; furthermore, they will take into account the degree of effort, achievements and knowledge acquired with respect to the competences for the final assessment. (See Annex 7).

Delivery of Placement Reports to students: The work and placement reports together with the attached material will be kept by the teaching staff until the end of the following academic year, twelve months the students' grades having been officially recorded. At the end of this period, if students have not requested the work and reports be returned, they will be destroyed.

Furthermore, the publication or total or partial reproduction of the works and reports, or their use for any other purpose, must be expressly authorised by the authors (EHU Management Regulations, Article 49).

## 6.2. Assessment by the school tutor.

The school tutor has at their disposal a sheet with the indicators that can be taken into account to assess the students (Annex 6). The tutor should focus on the following aspects: punctuality and attendance; interest and motivation; interest in learning, attitude of empathy with the people involved; collaborative attitude with the school tutor and the school in general, etc.).

At the end of the placement, the assessment will be sent to the tutor at the Education Faculty to be included in the final assessment.

## Grade weighting

The PAIC assessment will be conducted based on the following assessors, instruments and percentages:

ASSESSOR:	ASSESSMENT INSTRUMENTS	PERCENTAGE AWARDED**
<b>Tutor from the Faculty of Education</b>	Rubric for assessing the Report (Annex 7)	<b>50%</b>
<b>School tutor</b>	Evaluation questionnaire for school tutors (Annex 6)	<b>50%</b>
		<b>100%</b>

\*\*\*\* Students must pass all the part of the course to pass the subject.

### **Placement will be graded as a fail in the following cases:**

- When there are two unjustified absences from the placement centre, students will be graded as failing the subject and the placement will have to be repeated in full.
- When the grade awarded by the instructor of the residential centre is less than 5 points out of 10, students will be graded as failing the subject and the placement will have to be repeated in full.
- If, after the integration of the different parts, the tutor of the Faculty considers the activity carried out by the student not to be sufficient, the student will be failed in that subject. The student must sit the extraordinary session and prepare a new report. In that case, if the student does not pass the subject, they will have to repeat the placement in its entirety.

**The placement will be graded as a not completed** when the student is enrolled in the subject, but does not attend the assigned school, or attends without the express authorization of the Vice-Dean of Placements of the Degree in Social

Education and Transfer and the Vice-Dean of International Relations and Mobility and without having been assigned that centre and a tutor from the university, as well as in case of not delivering the final report.

## ANNEXES

Annexes related to the PAIC process:

<b>Annex 1</b>	Training Project
<b>Annex 2</b>	Guide for producing the PI report
<b>Annex 3</b>	Guide for producing the PII report
<b>Annex 4</b>	Guide for producing the PIII report
<b>Annex 5</b>	Guidelines for preparing the report
<b>Annex 6</b>	Assessment questionnaire for tutors at the school centre
<b>Annex 7</b>	Report Assessment Rubric
<b>Annex 8</b>	Responsibilities regarding collecting and using information



## Annex 1

### TRAINING PROJECT

...../.....ACADEMIC YEAR.

Miss/Mr/Mrs/Ms ( <i>Student's first and last name</i> )
ID NUMBER:

As the Student

Miss/Mr/Mrs/Ms ( <i>Tutor's first and last name</i> )
---

As the tutor

Miss/Mr/Mrs/Ms ( <i>Instructor's first and last name</i> )
--

As the instructor representing..... (partner entity)

Pursuant to the provisions of the Educational Cooperation Agreement between the UPV/EHU and this institution, the following information is recorded:

- 1.- Teaching provided by UPV / EHU: .....
- 2.- Place where the activities take place: .....
- 3.- Instructor of the entity: .....
- 4.-Academic tutor: .....
- 5.- Head of the Placement Programme (RPP) or, where applicable, head of placements of the degree: .....

6.- Educational goals:

Core, generic and/or transversal skills to be acquired by the student:
1.-
2.-
(..)

Specific skills to be acquired by the student:
1.-
2.-
(..)

Learning outcomes:

1.-

2.-

(...)

7.- Activities or tasks to be carried out: Description of activities or tasks to be carried out::

1.-

2.-

(...)

8.- Length of the Placement Programme: From ..... (xx/xx/xxxx) to ..... (xx/xx/xxxx)

9.- Placement schedule: .....

10.- Total number of hours: .....

11.- The data of the signatory parties must be used solely for the exclusive purposes of the Agreement. The signing of this document implies the authorization for the personal data of its holders to be transferred and processed for these purposes.

12.- The signatory parties undertake to maintain confidentiality in relation to the internal information of the collaborating entity and to maintain professional secrecy, so that they will not reveal, communicate or make known to third parties the data they know and obtain as a result of the placement, before, during or once it has ended.

13.- As regards the rights and obligations of the parties, the provisions of the UPV/EHU's Regulations Regulating External Academic Placements for Students must be followed.

Signed on ..... at .....

UPV / EHU  
student  
(Signature)

UPV / EHU tutor  
(Signature and  
stamp)

Instructor at the organization  
(Signature and stamp)

---

Only if an assistance package is available

Placement Programme Manager (IPM) or the person in charge of the placement

(Signature and stamp)

Head of the organization (Signature and stamp)

## Annex 2

<b>Guide to the PI report</b>
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The PAIC PI report should be structured as follows:

1. Cover page (With the following data: name and two surnames of the student and ID card, academic year, name of the degree being studied, specialty, placement centre, location and name and two surnames of the instructor at the school and the tutor at the Faculty of Education).
2. Table of contents
3. Introduction
4. Descriptive analysis of the school reality
5. Comparative analysis between the Basque educational reality and that of the country of origin.
6. Assessment of the placement period
7. Bibliography (The sources used to complete the report (books, journals, official documents, etc.) must be duly cited. (See the Guidelines for the preparation of the Bibliography).

N.B.: The guidelines set out in Annex 8 regarding liability for the collection and use of information will be taken into account.

## Annex 3

### Guide to the PII report

The PAIC PII report should be structured as follows:

1. Cover page (With the following data: name and two surnames of the student and ID card, academic year, name of the degree being studied, specialty, placement centre, location and name and two surnames of the instructor at the school and the tutor at the Faculty of Education).
2. Table of contents
3. Introduction
4. Descriptive analysis of the school reality
5. Observations made: description and analysis (between 3-6 observation, as per Annex 5 script).
6. Comparative analysis between the Basque educational reality and that of the country of origin.
7. Assessment of the placement period
8. Bibliography (The sources used to complete the report (books, journals, official documents, etc.) must be duly cited. (See the Guidelines for the preparation of the Bibliography).

N.B.: The guidelines set out in Annex 8 regarding liability for the collection and use of information will be taken into account.

## Annex 4

### Guide to the PIII report

The PAIC PIII report should be structured as follows:

1. Cover page (With the following data: name and two surnames of the student and ID card, academic year, name of the degree being studied, specialty, placement centre, location and name and two surnames of the instructor at the school and the tutor at the Faculty of Education).
2. Table of contents
3. Introduction
4. Descriptive analysis of the school reality
5. Observations made: description and analysis (between 3-6 observation, as per Annex 5 script).
6. Development of classroom interventions (minimum 3) (Annex 5)
7. Comparative analysis between the Basque educational reality and that of the country of origin.
8. Assessment of the placement period
9. Bibliography (The sources used to complete the report (books, journals, official documents, etc.) must be duly cited. (See the Guidelines for the preparation of the Bibliography).

N.B.: The guidelines set out in Annex 8 regarding liability for the collection and use of information will be taken into account.

## Annex 5

### Guidelines for the elaboration of the report

**Introduction:** The main objective of the Introduction is to establish the framework in which the placements have been carried out in order to situate the reader and promote the understanding of the document.

**Analysis of the reality of the school:** With regard to the analysis of the reality, students have to focus both on the different realities presented by the school, as well as on the characteristics surrounding the teaching model, the diversity of the student body, etc. Therefore, it will be of interest to take into account:

- The environment surrounding the school.
- School (main characteristics that define/differentiate the school's educational model).
- Classroom (characteristics, functioning, etc.).

**Observations:** Regarding the observations carried out, the work must include the main elements on which this Practicum is articulated

- a) Observation: At this point, students will provide the files of the observations made and will critically assess the achievements and difficulties of their observation, the scope or not of the competences and learning outcomes initially proposed, the general contribution of the placement period to their training as a teacher, etc.
- b) Analysis and Reflection: Students will focus on themselves, on their personal experience as a future educator, undertaking self-criticism of their performances. The development of this section can be developed either in the form of a diary, or structured by themes: reflections on the context, on educational practice, reflections on their own observations, reflections on their relationship with the recipients or students, reflections on the work of synthesis and compilation to prepare the report, etc.

<b>OBSERVATION AND REFLECTION MODEL</b>				
Number				
Name and surname			Grade	
School			Date	
Dimension observed				
Date		Time	Place	Duration
Group observed	Cycle	Stage	Year	Language Model
Short description of the observation				
Questions and reflections arising from the observation				
Analysis and research carried out during the reflection process - How does the tutor or the school staff involved deal with the type of situation described? What are their opinions? - What do the experts say about it? (Relate what you have observed to what you have learnt in the degree and add the appropriate references. If necessary, search the bibliography on the subject).				

**Classroom interventions:** The following information will be taken into account for the development of classroom interventions:

<b>CLASSROOM INTERVENTIONS MODEL</b>	
<b>Title of the intervention:</b>	
<b>Date:</b>	
<b>Start:</b>	<b>End:</b>
<b>Course/Group:</b>	
Area/field:	
<b>Description of the intervention:</b>	
<p>Preparation phase: explain how you have prepared the session or intervention, difficulties and inconveniences that may have arisen when selecting objectives, contents, methodology, activities, evaluation criteria, bibliography used....</p> <p>Execution Phase: explain how you conducted the session, successes/achievements, mistakes, students' response... Was it delivered in its entirety? What observations did the tutor make?</p>	
<b>Self-evaluation:</b> reflect and highlight both positive and negative aspects. Explain the overall result, what you would keep and what you would change on another occasion, difficulties encountered, attitude of the learners....	



**Tutor's approval (signature).** In case of not giving it, explain the reasons.

**Comparative analysis between the Basque educational reality and the country of origin:** In order to reflect on the differences and similarities between the educational models, students must answer the following questions: What aspects of the Basque educational model have most caught my attention? What are the differences and similarities with the educational model in my country?

**Assessment of the Practicum period:** The student will answer the following questions: What have I learnt about the school reality and the classroom in its socio-educational context? How does what I have learnt in the Practicum have a bearing on my professional future? Explain what difficulties, surprises, limitations... you have experienced.

## Annex 6

**ASSESS,EMT QUESTIONNAIRE FOR TUTORS OF THE SCHOOL CENTRE**

SCHOOL NAME.....

STUDENT.....

SCHOOL TUTOR.....

We suggest you consider the following aspects to make the assessment task easier.

The tool is in the form of a rubric, that is, you should indicate in each item where you think the student has been on scale during the course their placement; in some case if you think that giving one or more examples can help you better understand your assessment, we encourage you to compile and include them in the space provided. If you consider it appropriate, you should also cover aspects that are not found in this document.

Finally, you need to provide a grade from 1 to 10.

Please send this completed form to the tutor of the faculty one week (at the latest) after the end of the placement.

Mila esker! for your collaboration.

<b>ITEM</b>	<b>EVALUATION AND EVIDENCE</b>		
<b>A) RULES AND OPERATIONS</b>			
<b>1. Punctuality</b>	Usually late	Sometimes late	Always arrived on time
<b>Example</b>			
<b>2. Adaptation to school rules</b>	Has not easily adapted to the centre's rules	In general, has adapted to the centre's rules	Adapted very well
<b>Example</b>			
<b>B) PERSONAL VALUES</b>			
<b>3. Enthusiasm and attitude to work</b>	Shown a passive attitude towards work	Shown a positive attitude overall	Often shown a proactive/self-starter attitude
<b>Example</b>			
<b>4. Self-criticism</b>	In general, has not shown a self-critical attitude. Not accepted/has had a hard time accepting suggestions	Has sometimes shown a self-critical attitude/accepted suggestions	In general, has shown a self-critical attitude
<b>Example</b>			
<b>5. Relationships with other teaching staff</b>	Has found it difficult to relate	Has built adequate relationships	Shown a great ability to relate and communicate

<b>Example</b>			
<b>6. Relationships with pupils (listening, sensitivity etc.)</b>	Has found it difficult to relate	Has built adequate relationships	Shown a great ability to relate and communicate
<b>Example</b>			
<b>7. Relationships with other members of the educational community</b>	Has found it difficult to relate	Has built adequate relationships	Shown a great ability to relate and communicate
<b>Example</b>			
<b>B. Adaptation to the school's social and cultural diversity</b>	Has not adapted properly	Adapted well	Adapted very well, very sensitive to diversity
<b>Example</b>			
<b>9. Educator-Pupil distance ("red lines" to be respected in the educational relationship)</b>	In general, struggled to maintain that distance	At times, struggled to maintain that distance	Always maintained that distance
<b>Example</b>			
<b>C) EDUCATIONAL ACTION</b>			

<b>Communicative competence</b>			
<b>10. Ability to communicate with pupils (both as a group and individual/y)</b>	Has not adapted their way of speaking/communicating to the level of the users	Managed well	Managed very well
<b>Example</b>			
<b>11. Ability to adapt to the pupils' needs</b>	The pupils' individual needs not taken into account	In general, taken into account	Shown great ability to identify and adapt to the needs of pupils
<b>Example</b>			
<b>11. Non-verbal communication</b>	Has not used non-verbal communication carefully	In general, has used appropriate non-verbal communication	Always used proper non-verbal communication
<b>Example</b>			
<b>Use of language</b>			
<b>13. Clear, easy-to-understand expression</b>	Oral discourse often not structured appropriately. Mixed ideas. Spoken nervously, frequently halting speech. Communicative register not adapted to the situation	Oral discourse structured appropriately. Communicative register adapted to the situation.	Oral discourse structured appropriately. Proposals and ideas explained appropriately. Communicated confidently, correctly and naturally. Communicative register adapted to the situation.
<b>Example</b>			

<b>14. Production of grammatically correct texts</b>	Displayed serious problems in the production of written texts: unintelligible and/or contradictory ideas. Has made several! spelling and grammar mistakes. Unsatisfactory level! of expression: poor or inappropriate vocabulary, problems with specific terms, register problems etc.	Ideas organised clearly.. Texts generally presented without spelling or grammar mistakes. An appropriate level! of expression displayer: using correct vocabulary etc.	Texts well organised and structured. Topics presented in a very appropriate way, with depth and coherence. Appropriate level of expression: appropriate vocabulary, correct use of specific terms. Correct register.
<b>Example</b>			
<b>Level of knowledge and appropriateness of explanations</b>			
<b>15. Level of knowledge of the content</b>	In general, has shown a lack of knowledge of the content	Managed well	Had clearly mastered the content
<b>Example</b>			
<b>16. Adequacy of explanations</b>	In general, shown difficulties in explaining himself	Overall managed well	In general, managed the explanations very well
<b>Example</b>			
<b>17. Attitude towards unfamiliar aspects</b>	Passive attitude towards unfamiliar aspects; not shown willingness to learn	Active attitude towards unfamiliar aspects; shown willingness to learn	Pro-active attitude towards unfamiliar aspects; always shown willingness to learn
<b>Example</b>			

<b>18. Ability to motivate</b>	Found it hard to motivate users	Overall, able to motivate users	Great ability to motivate users
<b>Example</b>			
<b>Creativity</b>			
<b>19. Creative Attitude</b>	Not proposed any creative activities	Tended to come up with some creative proposals	Often proposed creative activities
<b>Example</b>			
<b>Competence in conflict resolution</b>			
<b>20. Conflict Resolution Skills</b>	Very few attempts at conflict resolution; not shown the appropriate skills.	Occasionally attempted conflict resolution	Shown a great ability for conflict resolution
<b>Example</b>			

<b>ITEM</b>	<b>EVALUATION AND EVIDENCE</b>		
<b>21. Acceptance of tutor's recommendations (when planning activities etc.)</b>	Generally not taken them into account	Often taken them into account	Always taken them into account

<b>Example</b>				
<b>22. Analysis / comparison of activities together with tutor</b>	Generally not done so	Generally done so	Always sought this comparison	
<b>Example</b>				
<b>23. Appropriateness of planned activities</b>	Shown difficulties presenting appropriate and well-founded activities	Generally presented appropriate and well-founded activities	The proposed activities have always been well-founded and have been appropriate	
<b>Example</b>				
<b>24. Leadership, foundation in content and teaching knowledge</b>	Shown this leadership on few occasions	Sometimes shown it	Always shown it	
<b>Example</b>				

**ANY FURTHER COMMENTS?**



FINAL GRADE

Tutor's Signature

Coordinator Approval

School Stamp

## Annex 7

### REPORT ASSESSMENT RUBIC

An assessment rubric is proposed for the student's Placement Report. This instrument focuses on 4 focal points: presentation, style-textuality, reflection and other assessments.

This conversion table can be taken into account when awarding the final grade:

Report score	Quantitative assessment	Qualitative assessment
3-4	9-10	Outstanding
2-2.9	7-8.9	Very Good
1-1.9	5-6.9	Pass
0-1	0-4.9	Fail

<b>I. PRESENTATION</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Meets the formal criteria required (see Annex 5)	Meets the formal criteria required, but is 25% below requirements.	Meets the formal criteria required, but is 50% below requirements.	Does not meet the formal requirements.

<b>2. STYLE AND STRUCTURE (end table attached to better assess this point) ***</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
No drafting, grammar or syntax errors in the report.	Very few drafting, grammar and/or syntax errors, and they are limited to some sections	Considerable number of drafting, grammar and/or syntax errors in most of the sections.	Excessive number of drafting, grammar and/or syntax errors in all sections.
Excellent proficiency in the presentation of ideas, reflections, and personal opinions.	Considerable mastery in the presentation of ideas, reflections, and personal opinions.	Little mastery in the presentation of ideas, reflections, and personal opinions.	No mastery shown in the presentation of ideas, reflections and personal opinions.
Collected extensive evidence regarding their academic, professional and/or personal performance.	Collected considerable evidence regarding their academic, professional and/or personal performance.	Collected limited evidence regarding their academic, professional and/or personal performance.	No evidence collected regarding their academic, professional and/or personal performance.

<b>3. REFLECTION</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<p>All aspects of the placement proposed for the report identified, observed and discussed; the relationship established between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.</p>	<p>Items of the placement proposed for the report identified, observed and discussed, but 25% missing; the relationship established between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.</p>	<p>Items of the placement proposed for the report identified, observed and discussed, but 50% missing; the relationship established between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.</p>	<p>Very few (or none) of the proposed placement features for the report identified, observed and discussed. Furthermore, no relationships between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.</p>
<p>Many in-depth contributions to training sessions and group and individual seminars, which enriched their reflections during the placement.</p>	<p>They contributed to training sessions and group and individual seminars, although not to a high quality or in depth. This enriched reflections during the placement.</p>	<p>Few contributions to training sessions and to group and individual seminars, and those contributions were of poor quality and little depth.</p>	<p>No contributions to group or individual seminars.</p>
<p>The importance of academic learning and personal development valued during the placement. Strengths and weaknesses that need to be identified and improved on pinpointed.</p>	<p>Placement valued but made no specific references to what brought them to this academic learning and personal development. Some strengths, weaknesses and areas for improvement identified.</p>	<p>Superficial appreciation of the placement without identifying strengths, weaknesses and areas for improvement.</p>	<p>No assessment of the placement, any strengths, weaknesses or areas for improvement identified.</p>

*** Elements of the European Framework of Reference for Languages for the assessment of a written text	
Suitability	<p>Focuses on the topic.</p> <p>Explains and argues, not limited to mere examples and events. The type of text is appropriate.</p> <p>Takes into account the recipient of the text, the purpose of the text, the context... and use the appropriate register.</p>
Coherence	<p>Expresses the ideas clearly and precisely, organized appropriately.</p> <p>The structure of the text is appropriate. Progressively sets out the information.</p>
Cohesion	<p>Ideas and phrases are expressed correctly and appropriately, using various cohesive elements to unify the text.</p> <p>The punctuation is correct and adequate. The text is easy to read.</p>
Wealth	<p>Use appropriate vocabulary. Expresses ideas appropriately and precisely, using complex structures correctly.</p>
Correction	<p>The spelling used is correct.</p> <p>There are no mistakes that are repeated over and over again.</p> <p>Very few mistakes, which do not hinder the understanding of the text in any way.</p>

## Annex 8

### RESPONSIBILITIES FOR OBTAINING AND USING INFORMATION

#### Use of personal data

When producing the report, personal data (names, addresses, etc.) should not be used that can identify individuals, students, teachers, other professionals or relatives. Therefore, fictitious names should be used or only the initial of the name should be given in order to facilitate the reporting of experiences and reflections.

#### Sharing recordings, photos and files

Recording school activities during school placements, taking photographs of students, teachers or relatives and then publishing them in writing or digitally (on the Internet, in electronic or written publications, in the Practicum report, etc.) must be done with great care and in compliance with current legislation.

Before recording, photographing, publishing, the placement tutor and school principal should be consulted to find out what the procedure is for working with such pictures. For example, asking for permission from minors and teachers; recording or taking pictures of their backs or digitally erasing their faces; looking for frames in which their faces are not visible; or not taking photos or recordings. If in doubt, it is best not to post an image.

The following legislation governs the rights of all citizen, particularly minors, with respect to honour, personal and family privacy and one's own image:

- Fundamental rights and public freedoms, regulated by Title I of the Spanish Constitution
- (Article 18)
- Organic Act 1/1982, of 5 May, on the Civil Protection of the right to Honour, Personal and Family Privacy and One's Own Image.
- Legal Protection of Minors 1/1996 of 15 January 1996 (Article 4)
- Protection of Personal Data 15/1999, of 13 December:
  - o A standard document is also provided to request permission for the use of photographs and recordings

## **PERMISSION TO RECORD OR TAKE PHOTOGRAPHS**

Mr./Ms....., ID number .....

As the pupil's parent or legal guardian

GIVE THEIR PERMISSION.....for the placement  
teacher to record videos or take photographs of the school activities in  
which their child may appear. The sole purpose of these recordings or  
photographs is to record educational activities. These images will never be  
made public and will only be used as stated.

Signed: