

PGCE in Science Evaluation Report

Degree in Teaching Natural Sciences (Biology and Geology) (UNL/FCT)

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School:	ST MARYS COLLEGE
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Date:	FEB 2007.

Obs.: **A** Excellent (17-20); **B** Good (14-16); **C** Satisfactory (10-13); **D** Unsatisfactory (0-9)
 (Make "copy and paste" of this symbol, , on the cell of the table)

Summary

Assessment area	A	B	C	D
Curriculum activities planning	<input checked="" type="checkbox"/>			
Class and management		<input checked="" type="checkbox"/>		
Communication skills		<input checked="" type="checkbox"/>		
Assessment Tools		<input checked="" type="checkbox"/>		
School and Form period Involvement	<input checked="" type="checkbox"/>			
Professional reflection and development	<input checked="" type="checkbox"/>			

Global Appreciation (No more than 500 words)

EXTREMELY ORGANISED, HER PLANNING TAKES INTO ACCOUNT ALL AREAS OF KNOWLEDGE, DIFFERENTIATION AND ASSESSMENT. SHE HAS A GOOD RANGE OF STRATEGIES TO PROMOTE A POSITIVE WORKING ENVIRONMENT. SHE HAS BEEN INVOLVED MORE THAN EXPECTED WITH OTHER AREAS OF SCHOOL LIFE. LU WILL MAKE AN EXCELLENT TEACHER. SHE IS NOT AFRAID TO SELF-EVALUATE AND LEARN FROM EVERY EXPERIENCE.

Assessment area

Curriculum activities planning

Grade	<input checked="" type="checkbox"/> A (Excellent)	<input type="checkbox"/> B (Good)	<input type="checkbox"/> C (Satisfactory)	<input type="checkbox"/> D (Unsatisfactory)
	<p><i>E.g., trainee teacher:</i></p> <ol style="list-style-type: none"> 1. Formulates objectives in accordance with the program and with the formative function of the subjects. 2. Adjusts the objectives to the age level of the pupils and to the characteristics of the groups. 3. Formulates objectives in accordance with the time available. 4. Selects contents and activities in accordance with the formulated objectives. 5. Reflects in the planning of the period of learning activities, the importance of the comments and experimental activities. 6. Uses adequate scientific information. 7. Uses laboratory equipment with security and knowledge of its functionalities. 8. Recognizes the importance of the reflection on the nature of science in the teaching and learning process. 9. Structure the content correctly and logically. 10. Uses knowledge of other areas of knowledge. 11. Selects strategies in accordance with the objectives and the contents. 12. Selects strategies having in account the level of the development of pupils. 13. Selects materials and strategies in accordance with the contents of the curriculum, of the time and of the available resources. 			
Report	<p>LU HAS EXCELLENT PLANNING SKILLS, WITH CONTINUED DEVELOPMENT SHE WILL IMPROVE HER EXPERIENCE WITH PRACTICALS AND THE CONSTANT NEED FOR PUPIL REFLECTION.(AFL)</p>			

Class and Management

Grade	<input type="checkbox"/> A (Excellent)	<input checked="" type="checkbox"/> B (Good)	<input type="checkbox"/> C(Satisfactory)	<input type="checkbox"/> D (Unsatisfactory)
<p><i>E.g., trainee teacher:</i></p> <ol style="list-style-type: none"> 1. Shows adequate mastery of the subjects taught. 2. Presents the subjects with rigour and clarity. 3. Promotes adjusted experimental activities to the objectives, within a security and conceptual framework. 4. Presents the subjects taking into consideration the situations of the pupils' daily life, when adjusted. 5. Identifies the previous knowledge of the pupils and analyzes how can this knowledge make learning more difficult. 6. Relates the previous knowledge with new knowledge, supporting meaningful learning. 7. Promotes reflection on scientific issues. 8. Implements activities in a logical sequence. 9. Diversifies strategies and resources. 10. Manifest flexibility of acutance. 11. Shows capacity to take decisions adjusted in situations not foreseen. 12. Organizes the space, the equipment, and the educational materials. 13. Adjusts the time to the learning rhythm of the pupils. 14. Supplies the adequate support to all pupils, having special attention those with learning difficulties. 15. Uses information technologies adequately. 16. Guides pupils in order to recognize the purposes and their importance of their own learning. 17. Manifests patience and understanding in a sequence to a good personal relationship. 				
<p>Report</p>	<p>CONTINUED SCHOOL EXPERIENCE WILL ENHANCE 16.</p>			

Communication Skills

Grade	<input type="checkbox"/> A (Excellent)	<input checked="" type="checkbox"/> B (Good)	<input type="checkbox"/> C (Satisfactory)	<input type="checkbox"/> D (Unsatisfactory)
	<p><i>E.g., trainee teacher:</i></p> <ol style="list-style-type: none"> 1. Shows evidence of communication clarity and adequacy of the language to the different situations and the level of pupils' development. 2. Promotes the expression of the pupils and stimulates their participation. 3. Accepts pupils' questions and integrates these in the lesson dynamics. 4. Gives adequate time to pupils think and reorganize their ideas. 5. Keeps a dynamic learning climate. 6. Keeps discipline in the classroom. 7. Shows attention to the pupils' difficulties and gives adequate aid to them. 8. Find adequate motivations to the pupils' age level. 9. Encourages and strengthens the involvement of the pupils. 			
Report	<p style="text-align: center;"> <i>MORE PRACTICE AGAIN WILL FULLY DEVELOP ASSESSMENT FOR LEARNING AND CLASSROOM MANAGEMENT.</i> </p>			

Assessment strategies and tools

Grade	<input type="checkbox"/> A (Excellent)	<input checked="" type="checkbox"/> B (Good)	<input type="checkbox"/> C (Satisfactory)	<input type="checkbox"/> D (Unsatisfactory)
<p><i>E.g., trainee teacher:</i></p> <ol style="list-style-type: none"> 1. Uses different types of assessment. 2. Adjusts the processes and instruments of assessment to the objectives and contents. 3. Communicates adequate feedback to the pupils. 4. Uses assessment to test the efficiency of teaching and to reformulate it. 5. Shows feedback to pupils and colleagues' comments. 				
Report	<p>THIS IS ONE AREA THAT WILL NATURALLY DEVELOP. WITH A MORE TIME WITH CLASSES SHE WILL BE ABLE TO ASSESS AND REFLECT MORE.</p>			

School and form period involvement

Grade	<input checked="" type="checkbox"/> A (Excellent)	<input type="checkbox"/> B (Good)	<input type="checkbox"/> C (Satisfactory)	<input type="checkbox"/> D (Unsatisfactory)
<p><i>E.g., trainee teacher:</i></p> <ol style="list-style-type: none"> 1. Makes the diagnosis and the follow-up of the pupils integration in the form groups. 2. Collaborates with the form tutor in getting information from other teachers. 3. Collaborates with the form tutor in getting information from parents. 4. Shows care, empathy, sensitivity, and balance to pupils. 5. Supports pupils with learning difficulties. 6. Articulates the participation in projects of the school with the activities in the form groups. 7. Carry out and evaluates the activities. 				
Report	<p>A FULL CONTRIBUTION TO FORM LIFE. LU MADE A GREAT IMPACT ON QC AND FORMED A GREAT ATMOSPHERE AND RELATIONSHIP WITH PUPILS. SHE SHOWED A GOOD UNDERSTANDING OF ALL FORM DUTIES.</p>			

Professional reflection and Development

Grade	<input checked="" type="checkbox"/> A (Excellent)	<input type="checkbox"/> B (Good)	<input type="checkbox"/> C(Satisfactory)	<input type="checkbox"/> D (Unsatisfactory)
<p><i>E.g., trainee teacher:</i></p> <ol style="list-style-type: none"> 1. Collects and share ideas in the scope of the profession, showing openness to the innovation and research. 2. Reflects, individually and in group, on its practice as a professional. 3. Shows persistence and effort in valuing the pertaining to school community, particularly the ethical commitments of science and of teaching. 4. Fulfils the professional routines with punctuality, assiduity and felt of cooperation and responsibility. 				
Report	<p>LU WILL BECOME AN EXCELLENT TEACHER, SHE CONTINUALLY IMPROVES HER TEACHING THROUGH DISCUSSION AND SELF EVALUATION.</p>			

Special comments and other global appreciation that you want to consider.

<p>(Use if you want the grade scale – A to D - to evaluate the comments)</p>	