

## PRÁCTICUM II GRADO EN EDUCACIÓN PRIMARIA. Mención: Inglés

Curso 2022-23

### Guía del Alumno

El Prácticum persigue como objetivo general integrar al estudiante en un contexto de aprendizaje situado en el campo real relacionado con la práctica docente. Con ello se trata de posibilitarle la adquisición y puesta en práctica de conocimientos, información, habilidades y competencias. Dado su carácter integrador deberá permitir aplicar tanto las competencias adquiridas en las materias cursadas como las competencias genéricas.

### Competencias

#### Código

- A9029** 1013CMT1 Expresión escrita: saber expresarse con claridad en la redacción de escritos adecuando el estilo del lenguaje al interlocutor y utilizando vocabulario específico y relevante
- A9036** 1013CMT2 Expresión oral: saber expresarse con claridad en conversaciones o debates adecuando el estilo del lenguaje al interlocutor y utilizando vocabulario específico y relevante
- A9047** 1013CMAT12 Adquirir un conocimiento práctico del aula y de la gestión de la misma. Conocer y aplicar los procesos de interacción y comunicación en el aula y dominar las destrezas y habilidades sociales necesarias para fomentar un clima de aula que facilite el aprendizaje y la convivencia. Controlar y hacer el seguimiento del proceso educativo y en particular el de enseñanza-aprendizaje mediante el dominio de las técnicas y estrategias necesarias. Relacionar teoría y práctica con la realidad del aula y del centro. Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica. Participar en las propuestas de mejora en los distintos ámbitos de actuación que se puedan establecer en un centro. Regular los procesos de interacción y comunicación en grupos de estudiantes 6-12 años. Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social. Estas competencias, junto con las propias del resto de materias, quedarán reflejadas en el Trabajo fin de Grado que compendia la formación adquirida a lo largo de todas las enseñanzas descritas.
- B1011** 1013CTT10 Capacidad reflexiva sobre su propio trabajo
- B1012** 1013CTT11 Gestión: capacidad de gestionar tiempos y recursos: desarrollar planes, priorizar actividades, identificar las críticas, establecer plazos y cumplirlos
- B1014** 1013CTT13 Capacidad de análisis y síntesis: descomponer situaciones complejas en partes para su análisis y reunir información disgregada para analizarla como un todo
- B1015** 1013CTT14 Habilidades de relación interpersonal: capacidad para relacionarse adecuadamente con los demás
- B1016** 1013CTT15 Adaptación a nuevas situaciones
- B1018** 1013CTT3 Trabajo en equipo: Capacidad de compromiso con un equipo, hábito de colaboración y trabajo solucionando conflictos que puedan surgir
- B1020** 1013CTT5 Toma de decisiones y solución de problemas: localización del problema, identificar causas y alternativas de solución, selección y evaluación de la más idónea
- B1021** 1013CTT6 Pensamiento crítico: capacidad de analizar, sintetizar y extraer conclusiones de un artículo (ya sea de opinión o científico)
- B1023** 1013CTT8 Creatividad: capacidad de innovación, iniciativa, fomento de ideas e inventiva
- C2** CMECES2 Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.

## PROFESORADO

Tutores en los centros

Tutora académica: M. de los Ángeles Díez Fernández ([angeles.diez@unileon.es](mailto:angeles.diez@unileon.es))

## ACTIVIDADES FORMATIVAS, CALENDARIO y HORARIO

### 1. Sesiones iniciales (Todas las menciones). 2 ECTS.

*Desde el 16 de febrero al 2 de marzo*

### 2. Actividades formativas con los profesores de Prácticum de la ULE (tutores académicos). 2 ECTS

*Desde el 16 de febrero hasta el 22 de mayo*

Horario: Lunes, de 17 a 19.30 horas

### 3. Prácticas en los centros. 14 ECTS

*Desde el 6 de marzo al 26 de mayo de 2022 (De lunes a viernes)*

*Mínimo: 25 horas semanales, en el horario del centro*

## EVALUACIÓN

Actividad Formativa	Instrumento	Peso en la calificación final
<b>SESIONES INICIALES</b> Conferencias impartidas por docentes y otros expertos en educación Sesiones de preparación para la estancia en los centros	RESUMEN de las 6 comunicaciones (200 palabras cada una)	<b>10%</b> La asistencia a estas sesiones es obligatoria. Para poder optar a la calificación final ponderada el estudiante deberá haber superado esta parte con una calificación mínima de 5. De no hacerlo el alumno tendrá que presentarse a la 2ª convocatoria.
<b>SESIONES SIMULTÁNEAS A LA ESTANCIA EN LOS CENTROS</b> Actividades formativas con los profesores de Prácticum	Tareas de análisis y revisión de la observación y de la práctica docente Evaluación formativa para la elaboración del <b>portafolio de evidencias de aprendizaje</b>	<b>45%</b> Para poder optar a la calificación final ponderada el estudiante deberá haber conseguido en el portafolio una calificación mínima de 5. En la 2ª convocatoria solo se calificará el portafolio.
<b>ESTANCIA EN LOS CENTROS</b> Prácticas en los centros. Tareas de observación, reflexión e intervención	Hoja de Evaluación completada por tutor y coordinador de prácticas	<b>45%</b> Para poder optar a la calificación final ponderada el estudiante deberá haber conseguido en el centro una calificación mínima de 5. No habrá 2ª convocatoria en el centro

## SESIONES INICIALES

### PROFESORADO:

- Docentes de centros educativos
- Profesores responsables de las asignaturas Prácticum II

### ORGANIZACIÓN DEL TRABAJO

#### Actividades formativas presenciales

CONFERENCIAS durante las que docentes de varios centros de León hablarán al alumnado de distintos proyectos, programas y experiencias de innovación educativa.

#### Trabajo individual del alumno

RESUMEN de cada una de las 6 comunicaciones (200 palabras cada una) explicando el aprendizaje extraído de dicha conferencia (¿qué he aprendido para mi práctica profesional?).

#### Calendario, Horario y Programa:

	<b>PRÁCTICUM II Primaria</b>	<b>Título</b>
<b>Jueves 16 de febrero</b>	<b>10:00 a 11:00 (Aula 1)</b> D <sup>a</sup> . Ana M <sup>a</sup> de Caso Fuertes. <i>Vicedecana de Prácticum</i>	<b>Pautas de estancia en los centros.</b>
	<b>11:30 (Aula 11)</b> D <sup>a</sup> . Ángeles Diez Fernández	<b>Introducción al Prácticum II</b>
<b>Viernes, 17 de febrero</b> Aula 1	<b>12:00</b> D. Ángel García Solla <i>Inspector de la Dirección Provincial de Educación</i>	<b>El proceso de oposición para los graduados en Educación Primaria</b>
<b>Miércoles, 22 de febrero</b>	<b>9.30 (Aula 21)</b>	<b>SESIÓN 1</b>
<b>Jueves, 23 de febrero</b> Aula 1	<b>10:00</b> D. Oscar Suárez Guisuraga. <i>Maestro y Asesor Técnico Docente del Ministerio de Educación</i>	<b>Modificaciones de la Ley Educativa: Currículum y situaciones de aprendizaje</b>
<b>Jueves, 23 de febrero</b>	<b>12.30 (Aula 21)</b>	<b>SESIÓN 2</b>
<b>Viernes, 24 de febrero</b> Aula 1	<b>11:00</b> D. Alfredo García Díaz D <sup>a</sup> . Elena Pérez Barrioluego <i>Equipo directivo del CEIP Villa Romana</i>	<b>Procedimiento e instrumentos de evaluación en la Educación Primaria</b>
<b>Lunes, 27 de febrero</b> Aula 1	<b>10:00</b> D <sup>a</sup> . Laura Martínez Sevilla <i>Directora y Orientadora del IES San Andrés</i>	<b>Identificación y detección de las altas capacidades en la Educación Primaria</b>
<b>Lunes, 27 de febrero</b> Aula 27. Facultad de F <sup>a</sup> y Letras	<b>17.00-19.30</b> Graduates in English Philology	<b>SESIÓN 3. Workshop: Academic writing in English</b>

Jueves, 2 de marzo Aula 1	10:30 D <sup>a</sup> . Lorena González Cotado <i>Directora del CEIP San Isidoro</i>	Proyectos de innovación educativa
Jueves, 2 de marzo	12.30 (Aula 21)	SESIÓN 4
Lunes, 17 de abril Aula 10	17.00 María Gato, <i>CEIP Bernardino de Sahagún (Sahagún, León)</i> y Marta Fernández ( <i>CEIP El Pinar, Benavente</i> )	Algunas pautas para aprobar la oposición de inglés

## CONTENIDO Y SECUENCIACIÓN DE LAS SESIONES SIMULTÁNEAS / FORMATIVE ASSESSMENT

Date*	Contents*
Session 1: Febr. 22 9.30-12.00	Reflective teaching and learning: Objectives of in-training and simultaneous sessions Portfolio scaffolding: Introduction (Objectives of the in-training)
Session 2: Febr. 23	Portfolio scaffolding: Introduction (Context of the in-training)
Session 3: Febr. 27	<b>Workshop: Academic writing in English</b>
Session 4: March 2	Protocol for the in-training assessment and evaluation HOMEWORK: Lesson observation practice
Session 5: March 6	Sharing first impressions Portfolio scaffolding: Description (modelling: teacher's sample)
Session 6: March 13	Portfolio scaffolding: Analysis and proposals for improvement <b>Handing-in of Summary of previous conferences (except for the last one, Task on Moodle)</b> <b>Handing-in of Evidence 1 and self-assessment (Task on Moodle). Deadline: March 16</b>
Session 7: March 20	1 <sup>st</sup> tutoring session for students with formative evaluation. Peer-assessment and assessment by teacher. Collaborative work: Organizing the "Collection of good practices" <b>Handing-in of Evidence 1 <u>after revision</u> or Evidence 2 and self-assessment. Deadline: March 23</b>
Session 8: March 27	Resources for Primary Teacher's Lifelong Learning 2 <sup>nd</sup> tutoring session for students with formative evaluation: Working on revised Evidence 1 or Evidence 2. Peer-assessment and assessment by teacher. Collaborative work: "Collection of good practices" <b>Handing-in of Evidence 2 or 3 and self-assessment. April 12</b>
April 17	<b>Algunas pautas para aprobar la oposición de inglés, por María Gato, CEIP Bernardino de Sahagún (Sahagún, León) y Marta Fernández (CEIP El Pinar, Benavente)</b> 3 <sup>rd</sup> tutoring session for students with formative evaluation. Working on revised Evidence 2 or Evidence 3. Peer-assessment and assessment by teacher. Collaborative work: "Collection of good practices"
Session 9: April 24	Portfolio scaffolding: Conclusions Presentation and evaluation of individual practices
Session 10: May 23	Practicum evaluation

- The dates and content will be flexible and get adapted to the course's needs and progression

## PORTFOLIO STRUCTURE

The tutorships of the subject 'Practicum II' are designed as a training opportunity so that those trainees who decide to participate can fulfil the objectives of the teaching placement period.

During this stage the students will elaborate a portfolio, which will be written individually, except for part C, which is oral and collaborative. The language used will be English.

### STRUCTURE AND FORMAT OF THE LEARNING EVIDENCES (see Grid on the Moodle):

- Title and focus on learning
- Identifying details
- Description of the experience at school that has led to the in-training teacher's reflection
- Detailed reflective comment about the learning acquired by the in-training teacher during that experience
- Proposal of teaching innovation linked to the previous description and comment.
- Bibliography, webgraphy and appendixes.

Font: Arial 11. Line spacing 1,5. Margins: 2,5 cm.

### STRUCTURE OF THE PORTOLIO

<b>A. INTRO</b> (max. 4 pages)	1. Description and reflection on the in-training context (school, classes,...)
	2. Personal and professional objectives to fulfil during the Practicum
<b>B. FOUR COMPULSORY LEARNING EVIDENCES</b> (max. 5 pp. each, excl. Annexes)	B.1.- Teaching listening comprehension and/or speaking and oral interaction
	B.2.- Teaching written reading comprehension and/or writing
	B.3.- Teaching culture
	B.4.- Assessing and evaluating EFL
<b>C.- ONE OPTIONAL EVIDENCE (possible topics)</b> (max. 5 pp., excl. Annexes)	C.1.- The implementation of conditions to learn a language
	C.2.- Working with teaching units and/or lesson plans
	C.3.- Working with CLIL
	C.4.- Working with tasks and/or project works
	C.5.- Teaching vocabulary
	C.6.- Teaching grammar
	C.7.- Analysis of teaching materials (including ICTs)
	C.8.- Catering for diversity in EFL Primary lessons
	C.9.- Other topics...
<b>D. EXAMPLE/S OF GOOD PRACTICE</b>	D.1.- Topics above, elaborated in collaboration and presented orally
<b>E. CONCLUSION</b> (max. 5 pp.)	1. Objectives achievement
	2. Proposals for self-improvement

## PORTFOLIO ASSESSMENT AND EVALUATION

The instruments used to work on the written portfolio characteristics and their assessment will be 5 assessment scales: three for the conceptual characteristics of the learning evidences (1. intro, 2. evidences and 3. conclusion), one (4) for the formal characteristics of the w r i t e n portfolio and one (5) for the formal characteristics of the oral presentation of the good practices (see below).

### FORMATIVE ASSESSMENT

The students can write the portfolio either by themselves or by participating in a formative evaluation process (but **not a mix of both**). Those who cannot/do not want to take part in the formative evaluation process will only have to hand in their final portfolios by the deadline.

For those who are taking part in the formative evaluation process this process will have tutoring sessions (see Content and sequencing of sessions above) involving self-assessment, peer-assessment and assessment by teacher.

### IMPORTANT:

- The evidences written in unintelligible English will not be corrected and they will be handed back ungraded to the students.
- The portfolios which do not fulfil the basic structural requirements of an academic paper (index, numbered pages, correct structure...) will be failed.

**Handing-in of portfolio (Moodle). Deadline: May 31 (Task on Moodle)**

## SCALES FOR THE ASSESSMENT AND EVALUATION OF THE PORTFOLIO

### Assessment scale of the conceptual characteristics of the INTRO (6 marks)

<b>A. Description of context</b>		
No or poor description of teaching context, i.e. the features presented are insufficient or Irrelevant		<b>0</b>
Some relevant details are missing or not well explained within an adequate description of the teaching context		<b>1</b>
The information which describes the context is complete, relevant and well-justified		<b>2</b>
<b>B. Professional and personal objectives</b>		
No or poor description of professional and/or personal objectives, e.g. only personal or professional objectives included		<b>0-1</b>
Professional and personal objectives are adequately defined and explained, though can be improved, e.g. personal better focused or developed than professional or vice versa		<b>2-3</b>
Professional and personal objectives are balanced, coherent and well described		<b>4</b>

### 2. Assessment scale of the conceptual characteristics of the LEARNING EVIDENCES AND THE COLLECTION OF GOOD PRACTICES (9 marks each / 54 marks)

<b>A. Title and focus on learning</b>		
The title and/or the focus do/es not reflect the learning later shown in the evidence		<b>0</b>
The title and/or the focus reflect/s the learning later shown in the evidence partially		<b>2</b>
The title and the focus reflect the learning later shown in the evidence accurately		<b>5</b>
<b>B. Description</b>		
<b>NO</b>	There is no description OR the separation between description/ analysis / innovation is nonexistent in the evidence	<b>0</b>
<b>POOR</b>	The descriptive data included are subjective, fairly irrelevant or very insufficient to understand what happened in the classroom	<b>5</b>
<b>ACCEP TABLE</b>	The data included are located in the correct section and provide an overview of what happened during the lesson, though it is too general	<b>10</b>
<b>GOOD</b>	The descriptive data included explain clearly what happened during the observation, though some information is missing AND/OR has not been well-developed	<b>15</b>
<b>VERY GOOD</b>	The data included in the description are adequate in number, very relevant, well- developed and help to have an accurate idea of what happened during the lesson	<b>20</b>
<b>C. Analysis</b>		
<b>NO</b>	There is no analysis OR the separation between description/ analysis / innovation is nonexistent in the evidence	<b>0</b>
<b>POOR</b>	The analytical data are fairly irrelevant or very insufficient to know what the trainee has learned during the observation/practice	<b>10</b>
<b>ACCEP TABLE</b>	The data included are located in the correct section and show what the trainee has learned during the observation/practice, but only very partially	<b>20</b>
<b>GOOD</b>	The data in the analysis explain clearly what the trainee has learned, though some reflective elements are missing (e.g. adequate references) AND/OR have not been well-developed	<b>30</b>
<b>VERY GOOD</b>	The data included in the analysis are adequate in number, very relevant, adequately developed, well-founded (experts' information) and show accurately what the trainee has learned during the lesson	<b>40</b>

<b>D. Innovation</b>		
<b>NO</b>	There is no proposal for improvement or the separation between description/analysis /innovation is nonexistent in the evidence	<b>0</b>
<b>POOR</b>	The proposal is completely inadequate for the trainee and/or teaching context and/or it is not possible to understand the proposal since it is not adequately explained	<b>10</b>
<b>ACCEP TABLE</b>	The innovation proposal is adequate though weak and/or scarcely explained, or it is incomplete, not well-founded or it does not show adequately how the trainee can improve his/her teaching abilities and skills	<b>18</b>
<b>GOOD</b>	The proposals for improvement are adequate for the trainee and the teaching context, though some details are missing, e.g. adequate references, future impact on the trainee's future development...	<b>20</b>
<b>VERY GOOD</b>	The proposals are varied, well justified, creative and very well founded on experts' opinions. Besides, they are likely to be carried out for the trainee's future development	<b>25</b>

### 3. Assessment scale of the conceptual characteristics of the CONCLUSION (25 marks)

<b>A. Objectives achievement</b>		
No or poor description of professional and/or personal objectives, e.g. only personal or professional objectives included		<b>1-3-4</b>
Professional and personal objectives are adequately defined and explained, though can be improved, e.g. personal better focused or developed than professional or vice versa		<b>5-7</b>
Professional and personal objectives are balanced, coherent and well described		<b>8-10</b>
<b>B. Proposals for self-improvement</b>		
The proposals are inadequate or difficult to understand since they are not adequately explained		<b>2-4-6</b>
The proposals are adequate though weak and/or scarcely explained, or they are incomplete, not well-founded or do not show adequately how the trainee can improve his/her teaching abilities and skills		<b>7-8</b>
The proposals are adequate for the trainee, though some details are missing, e.g. adequate references...		<b>10-12</b>
The proposals are varied, well justified, creative and very well founded on experts' opinions. Besides, they are likely to be carried out for the trainee's future development.		<b>13-15</b>



#### 4. Assessment scale of the formal characteristics of the PORTFOLIO (10 marks)

WRONG		ACCEPTABLE		GOOD		VERY GOOD	
Too many grammar, vocabulary and cohesion mistakes (more than 40 in portfolio)	0	Many grammar, vocabulary and cohesion mistakes (between 30 and 39 in portfolio)	0,3	Some grammar, vocabulary and cohesion mistakes (between 16 and 29 in portfolio)	0,5	Very few grammar, vocabulary and cohesion mistakes (less than 15 in portfolio)	0,6
No adequate bibliography/webgraphy to support personal comments (less than 5 times in portfolio)	0	Adequate bibliography /webgraphy to support personal comments used in some evidences (between 5 and 10 times in portfolio)		0,1	Excellent bibl-/ webgraphy to support personal comments used in many evidences (more than 10 times in portfolio)		0,2
Incorrectly referenced bibliography within evidences (more than 10 mistakes in portfolio)	0	Almost correctly referenced bibliography within evidences (between 2 and 10 mistakes in portf)		0,1	Correctly referenced bibliography within evidences (less than 2 mist. in portfolio)		0,2

#### 5. Assessment scale of the formal characteristics of the ORAL PRESENTATION (5 marks)

ORAL LANGUAGE SKILLS The student communicates with fluency (accuracy graded in general scale of formal characteristics)	NO (0)	QUITE (1-1,5)	VERY (2-2,5)
COMMUNICATION SKILLS The student's body language helps the listener follow the content easily	NO (0)	QUITE (0,5)	VERY (1)
VISUAL QUALITY The evidence is visually attractive and original, with varied and adequate elements	NO (0)	QUITE (0,8)	VERY (1,5)