

**ORIENTATIONAL GUIDE FOR THE
SUBJECT OF PRACTICUM I
FOR THE THIRD YEAR OF THE
BILINGUAL TEACHING DEGREE**

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1. Calendar

In the current academic year **2024-25**, Teacher training placements within schools will be carried out simultaneously with the teaching of the 3rd year subjects of the first semester. Meaning, Practicum I students will go on their teacher training placements between the months of September and December during school hours, on Mondays, Wednesdays and Fridays. The most relevant dates for Practicum I are found in Annex 1.

2. Organization and Activities to be Completed by Students

: According to Royal Decree 592/2014, of 11 July¹, in the Formative Project specifies the completion of external teacher training, “*educational objectives and activities to be completed should be set. The objectives will be established considering the basic, general, and/or specific competencies that the student should acquire*”. In the teacher's guide for the subject, the objectives, contents, and competencies that should be acquired in the teacher training are set forth. Following are the activities that should be completed by the student throughout their teacher training.

- Observe, collect and analyse information about the organisation of the school and the classroom.
- Collaborate with the school’s directive team on tasks when it is required.
- Collaborate with the tutor in the development of activities with the class group.
- Collaborate with the tutor in the development of activities for programming, and the development of activities and manners of evaluation.
- Design distinct, specific activities, put them into practice, and evaluate their development.
- Aid the tutor in carrying out tutorship activities with students and families.
- Collaborate¹ with the tutor regarding student diversity, especially concerning those students that present specific educational needs, and socio-emotional or affective needs.
- Accompany the tutor in the meetings for the stage, teams, and other governing bodies of the school, only in an observer capacity².

Real Decreto 592/2014, de 11 de julio, por el que se regulan las prácticas académicas externas de los estudiantes universitarios.

² Se recuerda al alumno su calidad de invitado en estos encuentros y que esta presencia se requerirá cuando se estime oportuno de cara a su formación.

- Collaborate with the school's directive team in carrying out complementary and extra-curricular activities, as well as other ones of interest to the school for the enrichment of the pupils' preparation.
- Be familiar with the orientation unit of the schools and their structure.
- Attend the Preparatory Sessions and the seminars that the tutor requires.
- Prepare a Teacher Training Report, paying attention to the requirements previously mentioned.

Student activity is divided into two periods:

- a) The first period (September and October), in which the student should do a rotation through all the grades of their stage.
- b) In the second period (November and December), students should be assigned to a specific primary classroom.

The school's teacher training coordinator will be responsible for organising said distribution.

3. Teacher Training Reports

To submit the Teacher Training Reports, the student should have completed the tasks required by the Vice-Dean for Practicums and FYPs. These tasks will be announced and submitted on the Virtual Campus. In agreement with what has been established in the teacher's guide for the subject, attendance at the preparatory sessions is mandatory. In cases where the student has not completed the required tasks, the Vice-Dean of Practicums and FYPs will issue a report to the tutor of the Faculty in which they will be notified that the student is not authorised to submit the Teacher Training Reports due to not passing the subject.

The students should prepare a Report, the length of which should range from 20 to 30 pages, plus annexes, at the end of their teacher training and submit it to the academic tutor of the Faculty of Education.

The presentation of the Report will be in digital format via the Virtual Campus for the subject.

The **Report** should contain the following sections:

- a) Introduction
- b) Compilation of information and analysis of the organisation of the educational school:

- Governing bodies and teaching staff coordination
 - Orientation and support team
 - Organisation of teachers and students
 - Relationship between the schools and families, and the immediate environment.
- c) Compilation of information and analysis of the classroom for the second period of the teacher training:
- Analysis of the Didactic Programming in the classroom (one area, one grade)
 - Organization of spaces and time distribution in the classroom.
 - Utilisation of didactic resources.
 - Procedures and tools for evaluation.
- d) Analysis of the student body (group- class for the second period of teacher training):
- Characteristics of the students (educational, psychological, social, etc.):
 - Social climate in the classroom: personal interrelations.
 - Grouping of the students in the classroom.
- e) Description and analysis of the teaching practice in the groups with which the student has worked:
- Analysis and comments regarding didactic interventions in the classroom.
 - Didactic Units in which the student has collaborated and planned activities
 - Evaluation of the development of planned activities.
- f) Reflection on teacher training
- Critical analysis, reflection, and evaluation of the knowledge acquired.
 - Differences observed between the different class groups through which the students have rotated during the teacher training.
 - Relationship between the theory learned in the Faculty of Education and the reality observed.
 - Personal reflection on the experience of the teacher training period.
 - Collaboration with the teacher-tutor and communication with students and families.
 - Space for educational innovation: carrying out activities, creating resources and work materials.
 - Attention to the socio-affective care of the students, especially as they emerge in any given situation.
- g) Bibliographical references.

Important Notice: It is recommendable that said Report be supervised by the teacher-tutor.

4. Responsibilities of the Teacher tutor

- a) Make sure the teacher-trainee is well-received during the periods established throughout the academic year.
- b) Explain and advise the student regarding the situation in the specific teacher training school.
- c) Facilitate the didactic programming for the area.
- d) Initiate and advise the teaching practice and student body orientation official.
- e) Evaluate the development of the teacher training at the end of the process, following the criteria and guidelines in the established teacher training plan. Prepare the report for the final evaluation of the competencies acquired by the students in collaboration with the responsible party for coordination.
- f) Organise and include the student in meetings for coordination, staff, or other pertinent gatherings.

These responsibilities are derived from Article 7 of the Order of 05/06/2012 The Ministry of Education, Culture, and Sports, by which the development of university student training is regulated in non-university teaching schools maintained by public funding from the Autonomous Community of Castilla-La Mancha.

5. Responsibilities of the Faculty Tutor

The number of students assigned to each tutor will be decided depending on the workload of the teaching staff in the Faculty of Education.

The responsibilities to be carried out are as follows:

- a) Organise the tutoring sessions and/or seminars deemed opportune with tutored students, before and during the development of the Practicum, so as to orient them on the development of the teacher training. Said meetings may deal with the following topics, among others:
 - Inform the students of the responsibilities and tasks that they must carry out in Practicum I.
 - Evaluate the work carried out by the students in the schools (submittal of assignments requested by the tutor).

- Make contributions to the seminar group on behalf of the student so that a reflection and evaluation of their experiences may be carried out.
 - Orient and clarify doubts, and direct the production of the Teacher Training Report.
- b) Check that the writing of the Teacher Training Report and the completion of the teacher training is carried out as established for each of the three scenarios previously mentioned.
 - c) Coordinate tutoring sessions with the teacher-tutor.
 - d) Visit the students in the teacher training schools, when opportune and as appropriate to the scenarios, to supervise their progress, observe the work carried out by the students in the classroom, and analyse it with the teacher-tutor at the school.
 - e) Evaluate and assign marks to tutored students.
 - f) Inform the Vice-Dean of Practicums and FYPs of any incident that may emerge.

6. Selection and Assigning of Schools

In the second fortnight of July, the Office of the Vice-Dean of Practicums and FYPs will publish the list of collaborating teacher training schools provided by the Provincial Directions of the Ministry of Education, Culture and Sports in Albacete. In the month of September the selection and assigning of those schools will be carried out via the platform created for that purpose and the information relative to the process of selection will be available on the Virtual Campus. In any case, the selection will be done considering the average mark of the file.

After the publication of the provisional list, a period of 10 days is established to file complaints. Once concluded, the Teacher Training Commission will address complaints and publish the final list.

The students who opt to complete their teacher training in schools in other provinces of the Autonomous Community of Castilla-La Mancha or the Valencian Community (with which there is a Collaboration Agreement) should present a letter of acceptance from the director of the chosen school, bearing in mind that said acceptance is subject to approval by Delegation of Education in the corresponding province. This written document may be presented in-person to the Secretary's Office of the Faculty of Education in Albacete at or before the assigning of schools. Additionally, the document may be submitted by email to secretaria.educacion.ab@uclm.es

To complete Practicum I, it is **imperative** to submit a certification free of sexual crimes

issued by the Ministry of Justice. On the first day of the Teacher training

in the school, the student must submit a copy of said certification to the school's coordinator for teacher training. If this requirement is not satisfied, the student will not be able to begin their teacher training period. Equally, before beginning the teacher training, the student must submit the certification on the platform for teacher training.

As of the first of January, 2024, the unpaid teacher training will contribute to a student's social security, therefore it is obligatory that the student include the Social Security Number (SSN) in their file.

7. Evaluation and Marking

For the evaluation, both the teacher-tutor and the Faculty tutor must complete the corresponding evaluation reports.

The mark will be the result of the average mark given by each of the tutors. The minimum acceptable mark for each tutor is a 4, as the average mark must be a 5 or higher so as to pass each subject. The students that have less than a four in the School Report must repeat their teacher training. The students who have less than a 4 in their Teacher Training Report have the opportunity to resubmit in the second sit-in, once the deficiencies indicated by the Faculty of Education tutor have been corrected.

In compliance with Article 8 of the Regulations for the Evaluation of the Student of UCLM, in those cases where any fraudulent completion of the Teacher training report is detected, the student will automatically be given a failing mark (0,0) for the subject.

Given that attendance to the seminars convened by the tutor of the Faculty for the orientation and supervising on the Practicum are obligatory, those students who lack justified absences, and do not attend at least 66% of the seminars will be evaluated as "not present".

The award of Honourable Mention is dependent on obtaining a mark of "outstanding" and the nomination by both tutors, each providing well-founded reasons in the evaluation report. The Commission on Teacher Training will grant the designation of "Honourable Mention" in compliance with what is set forth in the R.D. 1125/2003 of the 5th September, whereby the European credit system and the marking system in official university degrees and all national territory is established, and whereby it is established that the number of these designations may not exceed 5 percent of the number of students enrolled in the subject, unless the number of enrolled students is less than 20. In such cases, only one Honourable Mention may be awarded and it must satisfy the following criteria: ⁶ [Bienvenida \(seg-social.gob.es\)](http://Bienvenida(seg-social.gob.es))

1. In the case that the number of places surpasses the number of students, then all students will be awarded.
2. In the case that there are more students put forward than there are possibilities of enrollment submission, the following criteria will be followed, ordered hierarchically.
 - 1.º Average grade of the academic record, counting all compulsory subjects.
 - 2.º Highest number of subjects with an honourable mention.
 - 3.º Highest number of subjects with a mark of "outstanding".
 - 4.º Highest number of subjects with a mark of "very good".
 - 5.º In case there is still a tie, a draw system will be employed.

³ [UCLM - Practicas y empleo](#)

⁴ En la página web de la Facultad de Educación de Albacete, se encuentra disponible un modelo de la carta a cumplimentar por el director del colegio.

⁵ Puede obtenerse información sobre este certificado en: <https://tinyurl.com/fedzetm>

1. Calendar

In the current academic year 2024-25, the stay in the Teacher Training school will be carried out simultaneously with the teaching of the 3rd year subjects of the first semester. The students of the Practicum I in particular, will spend their time between the months of September and December during school hours, on Mondays, Wednesdays and Fridays. The most relevant dates of Practicum I are set out below:

Official Announcement

- Publication of the list of Teacher Training schools: second half of July 2024.
- Selection and allocation of schools: 10th and 11th of September 2024.
- Preparatory days: 16th of September 2024.
- Stay at the Teacher Training school: from 18th of September to 20th of December 2024 (Monday, Wednesday and Friday).
- Deadline for submission of the Teacher Training Report: until 10th of January 2025.
- Submission of evaluation reports of the Teacher Training schools: until 20th of December 2024.
- Deadline for submission of evaluation reports from tutors of the Faculty of Education: until 23rd of January 2025.
- Publication of provisional grades: 29th of January 2025.
- Publication of final grades: 6th of February 2025.
- Closing of minutes: 7th of February 2025.

Official Announcement for Second Submission (Grace Period)

Deadline for submission of the Teacher Training report : until 13th of June 2025.

Deadline for submission of evaluation reports of tutors of the Faculty of Education: until 25th of June 2025.

- Publication of provisional grades: 27th of June 2025.
- Publication of final grades: 4th of July 2025.
- Conclusion of the teacher training period : 9th of July 2025.

ANNEXES
REPORT D
EVALUATION REPORT OF THE TUTOR OF THE FACULTY PRACTICUM I
School Year 2024-25

ALUMNO/A: GRADE (Early Childhood/Primary): SCHOOL: TUTOR OF THE FACULTY:

GUIDELINES FOR THE EVALUATION OF THE PRACTICUM I PRACTICE REPORT	
	Qualification (0-10)
FORMAL ASPECTS	
1. The Teacher Training Report contains the formal aspects: Index, introduction, development, citations, conclusions, etc.	
2. The Report shows expository clarity, linguistic correctness and an orderly structuring of the contents: 2.1. Correct grammatical and spelling expression 2.2. Expression of ideas with clarity 2.3. Structured information and correct use of punctuation marks. 2.4. Analysis of problems and inclusion of value judgments. 2.5. Difference between primary and secondary ideas. 2.6. Avoidance of rambling. 2.7. Coherence and cohesion. 2.8. Correct use of vocabulary and specific terms.	
ASPECTS RELATED TO THE CONTENT	
3. Analyse the environment of the school (city, town or neighbourhood) linking it to the possibilities of educational improvement of the students.	
4. Analyse and identify the organisation of the school with the possibilities for participation, relationships with families and the possibilities for learning.	
5. Analyse the organisation of the classroom (class group, curricular planning, times and spaces) assessing the possibilities for student learning.	

6. Analyse the activities in which, in relation to the Didactic Programme of the area, it has collaborated.	
7. Make appropriate assessments of the relationship between the theory learned in the Faculty of Education and the reality observed in the school.	
8. Contains a sufficient analysis of the knowledge acquired in the practices both at school and classroom level.	

GUIDELINES FOR THE EVALUATION OF SEMINAR ATTENDANCE:	
	Qualification (0-10)
9. Have you attended the seminars or tutorials maintaining an attitude of interest and participation in them? Have you made contributions to the group that allow you to carry out a process of reflection and evaluation of your experiences? Do you effectively use the tutoring received in the seminars for the preparation of the Practicum Report?	

Grade of the Faculty tutor (arithmetic mean of the items expressed above)

The final mark is calculated as the numerical average of the grades issued by each of the two tutors.

Final mark (expressed from 0 to 10, with one decimal):

Albacete, _____ of _____ of 202____

Tutor of the Education Faculty

Signature :

**EVALUATION REPORT OF THE TUTOR TEACHER OF THE
PRACTICUM I SCHOOL.**
School Year 2024-25

STUDENT: DEGREE: (Early Childhood learning/Primary) CENTRE: TEACHER TUTOR & ID:
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PRACTICUM I COMPETENCIES / Skills, abilities, capacities	
A. CLASSROOM KNOWLEDGE: INVOLVEMENT IN INTERACTION AND COMMUNICATION PROCESSES	
	Qualification (0-10)
1. Is interested in the relationships that exist between students, their problems and the matters that are of concern to them	
2. Is informed about the structure of the class group (accepted, isolated, rejected students; leaders, etc.), and acts accordingly to integrate them and bring the group together	
3. Is concerned with maintaining the attention and participation of the students through the agreed classroom rules	
4. Collaborates in the improvement of coexistence and conflict resolution	
B. COLLABORATION WITH THE TUTOR IN THE EDUCATIONAL PROCESS	
5. Shows interest in the activities proposed by the tutor within the classroom	
6. Participates in the activities suggested by the tutor and is involved in the carrying out of such activities	
7. In the development of the activities, he/she uses various strategies to motivate the students	
8. Takes an interest in tutorial action and acts accordingly	
9. Collaborates with the tutor in relationships with the environment and communication with family members	
C. PARTICIPATION IN TEACHING ACTIVITY AT THE SCHOOL	

10. He/she has been involved in carrying out complementary and extracurricular activities	
11. Attends the Course Team meetings showing interest in the topics discussed	
12. Attends Faculty meetings	
D. COMMITMENT AND PERSONAL ATTITUDE	
13. Shows closeness and affection towards students	
14. He/she is punctual and attends class daily	
15. In general, he/she has shown a positive attitude towards the tutor and the school	

The numerical grade of the school tutor is calculated from the arithmetic mean of the items expressed above. (Expressed from 0 to 10):

Albacete, _____ of _____ of 202__

Approved by
Teacher Training Coordinator (School Stamp) Tutor of the school Signature.:

_____ Signature.: _____

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