

## Evaluation/ Reflection

Basically what went well and why and even better if....  
WWW....EBI....

### Strengthening your reflective commentary.

Frequently, we advise participants in reflective practitioner programmes in teacher development to “delve deeper” into their experiences. That is, to go beyond the descriptive into an analysis of their teaching practice, and beyond into planning to improve. This is a framework based on the standard evaluation questions. Examples are presented of the kind of analysis and reflection you might engage in to review and improve your practice.

SO - Based on this weeks preparation for SEN placement.  
Please reflect on the following and write an evaluation (max 500 words) using these questions as a guide

Name <b>Eimear Rourke</b>
PME/ BA <b>BA</b>
NAMES of team members <b>Aoibheann Birch (BA), Daire Stafford (BA) and Louise Meehan(PME)</b>
Location: <b>Praxis Care The Hub Grounds of the Boyne Rugby Club, Ballymakenny Rd Drogheda Co.louth</b> Did you get to speak to someone from there? <b>someone related Past PME</b> Would you like to actually see do the project on site in your own time? <b>yes</b>
<b>Stages of Reflection and Evaluation</b>
How did you work with others and they with you? <b>I think most tried our best and to our best ability with the circumstances. Zoom calls were twice daily and everyone always attended when they could. I found it ok to communicate with everyone.</b>
What did you do? <b>For our lesson we decided to create a final collection of puzzle pieces with different techniques to represent the service users' own self. In my lesson we used a range of materials and textures that the server user liked to create the final puzzle piece. My main role in the team was making visual aids, setting up zoom calls and organising the drive. I wrote out my own lesson plan and a brief lesson plan for the UoL.</b>
How did you do it? <b>With the use of a range of different techniques like painting, collage and mixed media.</b>
Why did you do it that way? <b>To give the service users a range of expression and to allow them to decide what they want on their final puzzle piece.</b>

How else might you have done it? <b>Maybe made an extra puzzle piece to use for a group puzzle to show everyone is connected.</b>
How did you feel about it? <b>It was quite stressful at times because not everyone's work ethic and level was strong and I felt very pressured to get stuff done that we didn't really learn to do.</b>
How do you know it worked / didn't work? <b>With finally showing all the final puzzle pieces together you can see the person's own identity and what their likes and hobbies are.</b>
What will you do next time? <b>use a more abstract approach to creating the pieces to really show one's identity and oneself.</b>
Grade yourself on this week's preparation and performance: (circle as appropriate ) (delete those that do not apply ) Say why? <b>Very good/ Good</b>  <ul style="list-style-type: none"> <li>• I believe I was a good team member for my team because I personally set up the zoom discussions for the teams and I created the drive for everyone to access</li> <li>• If anyone was in the need for advice or assistance of anything I was always willing to help if I could</li> <li>• I made sure I was at every zoom discussion with the lecturers, tutors and teammates</li> <li>• I got my work done and was always talking to my team members asking for advice and how to better the final assignment</li> </ul>
Grade the other members of your team (by name- add a line for each one – grade and comment) for the quality of their work this week and participation levels.(delete those that do not apply ) Say why?  <b>Aoibheann Birch BA - Very good Was always very helpful and brought good ideas to the table</b>  <b>Daire Stafford BA - Very good Was very good at keeping up to date with tasks as she did have work and always willing to help</b>  <b>Louise Meehan PME - Satisfactory/Problems Was very nice and showed us examples of UoLs but unfortunately did <u>not</u> have a good work ethic and I found it quite hard to communicate ideas and suggestions across. I do believe that most of the work was done by use BAs but she did do work. It was stressful.</b>

Adapted from A J Castley,15 3 050

[Strengthening your reflective commentary.](#)

#### Checklist

Groups are assessed on planning, mentor/mentee roles, presentation and participation.

Task	Completed/progress
Complete, Research, Design and Document an 8 session UoL for the setting you were originally going to go to	<b>Completed</b>

Complete a placement folder (complete with subfolders VA, SS, alternate tasks [ritual activities])	<b>Completed</b>
Make contact with the centre if possible, students who were there before and tutor	<b>Completed</b>
Each person in the group Prepare 1 lesson for delivery from the UoL including VAs and SS- Deliver these to each other as you work through the making of visual aids for the UoL during the week. (the content and delivery strategies of these lessons should be detailed in the UoL)	<b>Completed</b>
Make the finished piece collaboratively (be creative it can be video/audio/3D piece in sections/ individual pieces that come together (think like an artist!- use what you have- collaborate -The 'piece' should be completed and shown in stages for visual aids (document this visually) .	<b>Completed</b>
each group present UoL via a voice over google slides presentation following usual guidelines for VIVA presentations (this will be shared with all the group so all get the ideas and learnings) OR Go through plan on zoom with a tutor on Friday 15th or Monday 17th May.	<b>Completed</b>
Everyone submit individual reflections/evaluation (oral or written) and self assessments on how they worked on the project by Friday 15th 5pm	<b>Completed</b>

The placement file (on google drive) is evidence for assessment. It includes UoL with more detail for individual lesson plans and record of visual aids and support studies (should be the same for all the group but is managed by the group leader on the drive in the designated folder).

GROUP LEADER (PME) PRESENTS (with inputs from 2nd yr BA as appropriate -10 mins max per group)- FRIDAY 15th May for ASSESSMENT along lines of VIVA presentation.

PME2 presents in the form of a powerpoint AND submits a complete overall evaluation (use template provided) including self and mentee evaluation under criteria.(self assessment)

So to summarise assessment is based on engagement (before placement including collaboration and mentorship) plus teaching file AND power point presentation/ zoom presentation (PME with input from BA students).