

Course Unit	Assessment in Educational Supervision		Field of study	Education Sciences	
Master in	Pedagogical Supervision and Innovation in Education		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	2	ECTS credits	6.0
		Code	5072-799-1201-00-23		
Workload (hours)	162	Contact hours	T	-	TP
			35	PL	-
			TC	-	S
			E	-	OT
			10	O	-

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Maria Cristina do Espírito Santo Martins

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Identify different theoretical perspectives on evaluation and their contributions to the evaluation in pedagogical supervision; ;
2. Discuss and deepen concepts, principles and guidelines inherent in the process of evaluation in educational supervision (criteria, instruments, functions, actors, ...);
3. Reflect on evaluation processes planned and developed in the context of pedagogical supervision;
4. Know the main conceptual, normative and research supports that determine the evaluation system of teaching performance in Portugal.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable.

Course contents

1. Conceptualisation of the evaluation process in supervision;
2. Evaluation of teaching performance in Portugal.

Course contents (extended version)

1. Conceptualization about the process of assessment in supervision
 - Evolution of theoretical conceptions of evaluation and contributions to evaluation in supervision;
 - Concepts, principles and guidelines inherent in the evaluation process in educational supervision;
 - Planning, development and reflection on evaluation processes in supervision.
2. Teacher performance evaluation in Portugal
 - Basic concepts, contextualization and functions;
 - The role of intermediate supervisory structures in the evaluation of performance;
 - Reflections of educational research.

Recommended reading

1. Black P. (2013). Formative and summative aspects of assessment. In J. McMillan (Ed.). Handbook of research on classroom assessment (pp. 167-178). SAGE Publications Inc.
2. Fernandes, D. (2004). Avaliação das aprendizagens: uma agenda, muitos desafios. Texto Editores.
3. Pinto, J.; & Santos, L. (2006). Modelos de Avaliação das Aprendizagens. Universidade Aberta.
4. Nolan, J.; & Hoover, L. (2011). Teacher supervision and evaluation; Theory and Practice. Hoboken, NJ: Hamilton.
5. OCDE (2013). Teachers for the 21 st century: using evaluation to improve teaching. OECD Publishing.

Teaching and learning methods

The methodologies are based on a socioconstructivist pedagogical model and include a variety of intervention strategies, such as oral exposition, interactive dialogue and the analysis and discussion of texts, videos and practical cases reported by the student group. The use of these strategies aims to promote enquiry and the active participation of students in their training.

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Reports and Guides - 50% (Individual written reflection on the contents of the course unit.)
 - Development Topics - 50% (40% written work and 10% presentation.)
2. Assessment by exam - (Regular, Student Worker) (Supplementary, Special)
 - Intermediate Written Test - 100% (Individual written test with a weighting of 100%.)

Language of instruction

Portuguese

Electronic validation

Maria Cristina do Espírito Santo Martins	Manuel Celestino Vara Pires	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
02-01-2024	13-01-2024	15-01-2024	09-02-2024