

PIBID-UNESP 2014 TO 2016: EVALUATION OF THE PROGRAM FROM GRADUATES DATA

Abstract

This paper aims to present an analysis resulting from the research on the graduates of the Institutional Program for Teaching Initiation Scholarship (PIBID) of Universidade Estadual Paulista. The evaluation of the implementation of an action related to public policy is always necessary as a method not only of analysis, but mainly as a possibility of redirection and/or adjustments based on elements from its execution. A look at and from the graduates of UNESP brings contributions to the evaluation of university degree courses, a strategic factor for the definition of an institutional policy for teacher education. The analysis in question refers to data collected through the Google Docs Questionnaire, sent to 127 graduates, with 51 respondents returning. From the answers, it was possible to trace the profile and identify the main characteristics about the group of graduates, as well as about their professional performance. The data also showed that some important elements of the Program were appropriated by the graduates in the building of the way of being a teacher. Indeed, these results, added to other institutional data, may favor reflection not only on the PIBID, but also on the formation of teachers at the university, which, with its multicampi characteristic, has in the undergraduate courses one of its main pillars.

Keywords: *Teacher Training. PIBID. Educational Politics. Evaluation. UNESP.*