**Introduction to pedagogical diagnostics**

**A portfolio task – a diagnostic activity in practice**

**Bachelor study programme**

Study programme:

Form of study:

School year:

A student´s name:

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| **Self- assessment** | | |  | | |
| **5** | **4** | **3** | **2** | **1** | **N** |
| Excellent | Above average | Average | Below average | Very poor | Criterion cannot be applied |
| I use terminology of PD | | |  | | |
| I select appropriate methods and tools in accordance with the aim of a diagnostic activity | | |  | | |
| I gather appropriate data | | |  | | |
| I evaluate and interpret collected data | | |  | | |
| I formulate findings (diagnosis) and possible measures | | |  | | |
| Formal layout of the work | | |  | | |
| **Peer-assessment** | | |  | | |
| **5** | **4** | **3** | **2** | **1** | **N** |
| Excellent | Above average | Average | Below average | Very poor | Criterion cannot be applied |
| He/she uses terminology of PD | | |  | | |
| He/she selects appropriate methods and tools in accordance with the aim of a diagnostic activity | | |  | | |
| He/she gathers appropriate data | | |  | | |
| He/she evaluates and interpret collected data | | |  | | |
| He/she formulates findings (diagnosis) and possible measures | | |  | | |
| Formal layout of the work | | |  | | |

*Diagnostics / Assessment of a pupil*

**Work assignment:**

In the course of an assistant training you tutor a selected pupil, or you meet him/her in a class during your work as a teaching assistant. A teaching assistant supports teachers by helping to supervise activities in the classroom, working with children on individual basis, and usually work with a particular pupil or pupils. Your task is to focus on a pupil with learning or behavioural difficulties, or a gifted pupil, and to implement a diagnostic activity according to the following procedure:

1. Gather information about a selected pupil from a teacher, a class teacher, or a worker at a school counselling centre, parents.
2. Describe the pupil, his/her difficulties and state the reason why you selected him/her and where you obtained the information.
3. Formulate the aim of a diagnostic activity, i.e. what you want to find out and/or verify by applying the diagnostic activity.
4. Select appropriate methods in relation to the diagnostic activity: choose at least three methods. Data gathering will be supported with interview transcripts, observation sheets, questionnaires …
5. Evaluate and give an interpretation of data.
6. Formulate the findings.
7. Formulate measures and prepare a plan of pedagogical support for the pupil

Students of special pedagogy focus on a selected client whom they meet in the course of their training.

**1. Description /Characterization of a pupil**

**2. The aim of a diagnostic activity**

**3. The plan of a diagnostic activity (how long, where, when, whom the diagnostic activity will be carried out with)**

**4. At least three selected methods and tools of a diagnostic activity (their specification – typology), that will help me to find out the answer for the set aim.**

a)

b)

c)

1. **The diagnostic data gathering and processing (give evidence, e.g. interview transcripts, observation sheets, filled in questionnaires, drawings, a content analysis of learner´s work …)**

1. **Evaluation and giving interpretation of the diagnostic data (analyse gathered data and interpret the findings)**

**5. General conclusion for all applied methods (based on findings up to now sum up a conclusion and the results of findings)**

1. **The plan of pedagogical support, IEP.**
2. **Reflect your own experience with diagnostic activities, and after that evaluate the outcome of your work in the chart on the front page.**

# Pedagogical support plan

**SCHOOL INFORMATION**

**Pedagogical support plan (PSP)**

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| **Name and surname of the child, pupil or student (“student”)** | Name and surname | |
| **School** | School, city, street | |
| **Form** | Form | |
| **Reasons for creating the PSP** | | Provide the main reasons that led you to create a PSP for the student. |
| **Date of preparation** | | Date of preparation |
| **PSP evaluation scheduled for** | | Date of planned evaluation |

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| **I. Characteristics of the student and their difficulties**  (strengths, weaknesses; description of difficulties; where applicable, special-pedagogy diagnostics with the aim of determining adjustments  in education; current health condition; other factors influencing setting up support) |
| List the student’s difficulties that have led you to create the PSP. See the bracket above for more details. |

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| **II. Setting the objectives of the PSP**  (objectives of the student’s development) |
| Based on the information above, state the objectives you want to achieve for the student. |

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| **III. Support measures at school**  (Provide **specific procedures** in the categories of the support measures you use.) |
| **(a) Teaching methods**  (specification of adjustments to the methods of working with the student) |
| State the methods you plan to apply in the context of support for the student to achieve the set objectives. |
| **(b) Organization of education**  (adjustments to the organization of education in the classroom or, where applicable, outside the classroom) |
| State how you plan to use the adjustments to the organization of the student’s education to achieve the set objectives. |
| **(c) Evaluation of the student**  (definition of the adjustments to evaluation; how the evaluation is carried out; what is the aim of the adjustments to the evaluation; criteria) |
| State how you plan to adjust the evaluation of progress to support and help achieve the objectives set by this PSP. |
| **(d) Aids**  (textbooks, worksheets, ICT technology, etc.) |
| State the aids you plan to use to achieve the objectives. |
| **(e) Requirements for the organization of the teachers’ work** |
| State the requirements you have for the other teachers who teach the student to achieve the set objectives. |

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| **IV. Support measures for home preparation**  (description of adjustments to home preparation, form, and frequency of communication with the family) |
| State how the student’s home preparation will be and how communication with the family will take place to ensure the implementation of the support measures synergistically in home preparation. |

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| **V. Other support measures**  (to respect the health condition, stress the situation in the family or at school—relationship problems, status in the class;  in what activities, in what way) |
| State any other support measures. |

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| **VI. Evaluation of the effectiveness of the PSP on:**  (Fulfilment of the objectives of the PSP) |
| State how you succeeded in using the set criteria to achieve the set objectives; provide the date of evaluation. |

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| **Recommendation for an expert examination**[1](" \l "sdfootnote1sym#sdfootnote1sym) | ☐**Yes** ☐ **No**  ☐ **PPC** ☐ **SPC** ☐ **SEN** ☐ **Other:** Other |

|  |  |  |
| --- | --- | --- |
| **Title** | **Name and surname** | **Signature and date** |
| **Class teacher** | Name and surname of the class teacher |  |
| **Teacher(s) of subject(s)** | Name and surname of the teacher(s) |  |
| **SCC employee** | Name and surname of the school counseling center employee |  |
| **Legal representative** |  |  |