

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:

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					

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)
- 5. 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 ...)**
- 6. 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)**
- 6. The plan of pedagogical support, IEP.**
- 7. 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)

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	

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.

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.

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.

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.

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.

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.

Recommendation for an expert examination:

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		