**Reflection Process for Practicum Activities for the**

**Educational Diagnostician Program Academic Portfolio**

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Adapted from The Principal Portfolio, 2nd Edition (2000) by G. Brown and B. Irby

Artifact: 006.1. Analyze the process for using information from various student groups to improve student achievement at the campus.

Identify the practicum activity. Include any documents that support your completion of the activity (documents may be scanned).

Describe: Describe the findings for all of the activities.

 At Cornelius Elementary, each grade level is departmentalize and must follow the TEKS (Texas Essential Knowledge and Skills) in order to meet the needs of a diverse population. Every grade level assesses the students on specific objectives which measure student content mastery. The data obtained is then reviewed by objective and instruction is geared toward meeting the needs of those students that fail to master the objective. Each student is empowered to create graphs to self monitor his progress toward mastery of specific TEKS. Professional learning communities (PLC) help teachers to share ideas and strategies that create a supporting professional environment.

Analyze: a. Describe the importance of the findings for the activities.

 The data is a good indicator of student’s weakness and strengths. It also helps identify which teachers are staying on track and which teachers might need additional guidance and training. The students received tutorials and participate in programs such as renzulli, reasoning minds, etc. All these strategies help increase the student achievement.

b. Include connections to your 5 year goals or desired position.

The educational diagnostician will need to know that the students are provided effective instruction before doing a complete evaluation. The data accumulated by the teacher will support background information on strengths and deficiencies in particular content areas.

c. Compare/contrast elements in your findings to your experiences or previous knowledge.

My experience as a teacher at Cornelius allows me to understand how crucial is to get to know your students academically in order to help them be successful.

Appraise: Critique or describe whether any of your findings were beneficial to you or not.

 The educational diagnostician will need to know the strengths and weakness of her students and make comparisons with the findings of formal assessments. The conclusions drawn need to be supported not only by the assessment conducted by the diagnostician but as well with the assessments performance in the classroom in order to support a good conclusion.

Transform: a. Describe any future ideas or insights you gained.

 This information is very useful as getting to know the student will allow for a better eligibility and placement determination in the future.

b. Describe future plans for use of the ideas presented, including any changes in your current practices or, describe how the information confirmed your current practices and/or beliefs.

I always believe that getting to know your students is a great way to connect with them and help them master the objectives they have trouble with. Yet, now I have come to realized that it has a greater impact on the student’s path for success and reduces the chance of mislabeling.