**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: 006.2. Critique the procedures being used in student placement (grouping, promotion, and retention) 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.

For placement in the general education classroom, the students are generally classified as low, average, and advance at the end of the school year by their teachers, then a program picks student from the list and randomly divides the students into the different groups. Then a committee of administrators checks the list to ensure that each group has an even distribution of students. If students enroll once school has begun then the student is placed in the classroom with the lowest number of students. The school does not accept parent’s teacher requests. For students in the special education classroom, the ARD committee decides the least restrictive environment according to the needs of each individual student.

As far as promotion standards, the students must have a minimum of 70 average at the end of the 4th grade period cycle. Standardized assessments are also taken into account. In K through 2nd, students must pass the High Frequency Word examination and a student’s total number of unexcused absences cannot exceed 10% of class meetings. For upper grade levels, 3-5, students must pass **STAAR** (State of Texas Assessment of Academic Readiness) in reading and math.

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

In special education, promotion/retention standards are decided by the ARD committee on individual basis. It is important to keep in mind, the promotion/retention standards in the general education as a starting point to decide the accommodations and modifications based on the need of the students with disabilities. This might be the difference between being promoted or retain another year.

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

This is directly tied into my five year goals as I would like to be knowledgeable of all aspects of the career as Educational Diagnostician.

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

In my teaching career, I had to be knowledgeable of the promotion/retention standards and make inform decisions about the students that were promoted or retain another year. In a similar fashion, the diagnosticians will make decisions based on different factors in students with disabilities.

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

These findings are beneficial and related to my future job.

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

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.

Future ideas and insights include the responsibility of knowing the promotion and retention standards in order to make inform decisions about placement in special education.