**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: 001.2. Review 5 recent (not more than 3 years old) special education articles and document their findings using the Article Reflection Process**. Include the article with the reflection. (completed in EDSP 6345) See References for Articles.**

The second article that I reviewed was, *Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities* (Rivera, et. others, 2009). This article is the research of ELLs with and without disabilities and strategies used to support their language development through vocabulary development and reading intervention.

Describe: Describe the findings for all of the activities.

 The findings indicate that the use of the RTI model and direct instruction will help identify ELLs with disabilities through systematic progress monitoring while gathering data to show evidence of persistent struggle in spite interventions. The interventions provided should be carefully plan and organized interventions. The teacher must state the goals; model how to accomplish the task, and then give the student the opportunity to do it by independently. It is important to include a variety of skills such as phonemic awareness, fluency, explicit phonics, reading, building vocabulary, and background knowledge.

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

 ELLs is a large population that keeps on growing in the United States. Educational diagnosticians must be knowledgeable on the latest research based strategies that are making on impact on this population of students.

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

My 5 year goal is to become very knowledgeable as educational diagnostician. Therefore, this article supports my goal as I have gained some experience in the field. The article provided me with information that could impact the quality of instruction of ELLs.

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

I worked with bilingual students for ten years. I am a firm believer in the RTI model as an effective way to help ELLs in the areas of struggled. Effective instruction combined with a research based interventions provides a better way to help ELLs be successful. Many of these students are in much need of building their vocabulary so many opportunities must be given to acquire a second language.

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

 My findings were beneficial because it confirmed my notion that ELLs who are at risk may benefit from RTI and research based instruction. ELLs should be provided with intensive interventions before referring to Special Education. Much of the disproportionate representation of ELLs in the Special Education program has to do with inadequate placement in Special Education due to lack of proficiency with the English language and ineffective instruction. These findings support RTI to provide an effective way to help these students.

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

 It is important to learn about innovative ways to teach ELLs. As educational diagnosticians, we need to apply the information that we have learned to real life situations and help those in need.

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.

 This article confirmed my belief of RTI as an effective way to identify struggling ELLs that might need to be placed in Special Education.

c. 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.

In the near future, I will be working as an educational diagnostician. It will be my job to make sure that systematic and intensive intervention were provided before referring to Special Education.

**References**

Rivera, M. O., Moughamian, A. C., Lesaux, N. K., Francis, D. J., Center on, I., & University of Houston, T. (2009). Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities. *Center On Instruction*

<http://files.eric.ed.gov/fulltext/ED521569.pdf>