



REACH
INSPIRE
CONNECT

November 22, 2010

It is my pleasure to inform you that the Department of Special Education and the Dean's Office have approved your application for admission into the Special Education/Elementary Teacher Education Program within the Feinstein School of Education and Human Development. Based on your skills, past performance, and personal qualities, you are entitled to enter the Special Education Department's professional education sequence.

This is the next step on your journey to becoming a special influence on the personal growth and educational success of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, the Feinstein School of Education and Human Development requires a cumulative grade point average (GPA) of 2.50 as well as successful performance in your teacher preparation programs. You must earn a grade of at least B- in all special education courses past SPED 300. Please consult with your special education advisor, Dr. Steve Imber, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

Before student teaching you must take and pass the Praxis II Elementary Education Content Area Exercises (0012) test. Passing this test is prerequisite to student teaching. Passing it is also required for teacher certification in Rhode Island. Please consult the Educational Testing Service website (www.ets.org) for specific test administration information.

The Feinstein School of Education and Human Development will provide you with important information (using your RIC email address) while you pursue your education degree. Please use your RIC email for all correspondence at Rhode Island College. It will also be important for you to check your RIC email often.

I wish you continued success in your teacher preparation program.

Sincerely,

A handwritten signature in black ink that reads "Karen S. Castagno".

Karen S. Castagno, Ph.D.
Associate Dean for Teacher Education

KSC/mdg

c: Special Education Department Files

RHODE ISLAND COLLEGE
Feinstein School of Education
and Human Development
Teacher Education

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education

Application Form

Type or print this form and return: Department of Special Education
Rhode Island College HM049
600 Mt. Pleasant Avenue

Date 8/01/10

Name _____

Address _____

Emp II _____ Female X

Phone: _____

Rhode Island College E-Mail Address _____

RACIAL/ETHNIC IDENTIFICATION		
<input type="checkbox"/> American Indian/Alaskan Native	<input type="checkbox"/> Asian/Pacific Islander	<input type="checkbox"/> Black/African American
<input type="checkbox"/> Hispanic/Latino	<input checked="" type="checkbox"/> White	<input type="checkbox"/> 2 or More

Education Curriculum _____

Special Education Teaching Concentration School (√ all that apply)

- Mild/Moderate Disabilities, Kindergarten through Middle
 Mild/Moderate Disabilities, Middle through Secondary Level
 Severe/Profound Disabilities Children and Young Adults 3-21

When submitting this application include the following in the Special Education Application Binder:

1. a completed special education application form;
2. a copy of current transcripts from Rhode Island College and other institutions of higher education attended during the last ten years documenting a minimum overall course grade point average of 2.50 in all college course work and including the Special Education 300 or equivalent (department chair approval required) indicating a grade of B- or better;
3. one reference letter from a professional documenting the extent and quality of the candidate's experience with individuals with disabilities;
4. a personal statement describing the candidate's interest in a career teaching students with disabilities; this statement must address all content areas listed under the Content/Purpose section of the Career Commitment Essay rubric which is included in these guidelines;
5. a copy of a letter of acceptance to an elementary or a secondary education teacher preparation program.

Report Results

Return

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name

Student I

SSN

Address

Print Date

Academic Program History - - - - -

Program : Ugrad Degree General College
 2006-11-22 : Active in Program
 2006-11-22 : El Ed Undecided-IM Major
 2008-03-25 : Active in Program
 2008-03-25 : El Ed English-IM Major
 Program : Ugrad Deg Education & Humn Dev
 2008-12-24 : Active in Program
 2008-12-24 : ELED Gen Content Major
 2009-09-29 : Active in Program
 2009-09-29 : ELED, Special Education-BS Major

- - - - - Beginning of Undergraduate Record - - - - -

Spring 2007

ENGL	210	Children's Literature	3.00	3.00 B+	9.990
FNED	346	Schooling in a Democratic Soc	4.00	4.00 B+	13.320
MATH	143	Math For Elem Sch Teachers I	3.00	0.00 W	
SOC	202	The Family	3.00	3.00 B-	8.010

Transfer Credit from Johnson & Wales University

Applied Toward Ugrad Degree General College Program

MATH	139	Contemporary Topics in Math	3.00	3.00 T	
WRITG	100	Introd To Academic Writing	3.00	3.00 T	
XFER	999	Elective	3.00	3.00 T	
XFER	999	Elective	4.00	4.00 T	
XFER	999	Elective	1.00	1.00 T	
XFER	999	Elective	4.00	4.00 T	
XFER	999	Elective	3.00	3.00 T	
XFER	999	Elective	3.00	3.00 T	
Course Trans GPA: 0.000			Transfer Totals :	24.00	24.00
					0.000

Transfer Credit from Fitchburg St College

Applied Toward Ugrad Degree General College Program

ENGL	161	Western Literature	3.00	3.00 T	
GENSCMTH	175	General Educ Science/Math	3.00	3.00 T	
PSYC	110	Introduction to Psychology	3.00	3.00 T	
XFER	999	Elective	1.00	1.00 T	

Course Trans GPA:	0.000	Transfer Totals :	10.00	10.00	0.000
TERM GPA :	3.132	TERM TOTALS :	13.00	10.00	31.320
CUM GPA :	3.132	CUM TOTALS :	37.00	44.00	31.320

Fall 2007

ARTE	340	Methods&Materials in Art Educ	2.00	2.00 A-	7.340
ENGL	201	Introd To Literary I	4.00	4.00 B-	10.680
HIST	161	Western History	4.00	4.00 B	12.000
MATH	143	Math For Elem Sch Teachers I	3.00	3.00 B-	8.010
TERM GPA :	2.925	TERM TOTALS :	13.00	13.00	38.030
CUM GPA :	3.015	CUM TOTALS :	50.00	57.00	69.350

Spring 2008

ANTH	162	Non-Western Worlds:	4.00	4.00 C	8.000
Course Topic(s): India					
MATH	144	Math For Elem Sch Teachers II	3.00	0.00 C-	
Repeated : Original attempt of class					
MUSE	341	Meth & Matl of Music Educ	2.00	2.00 A-	7.340
POL	201	Development of Amer Democracy	3.00	3.00 A-	11.010
TERM GPA :	2.928	TERM TOTALS :	12.00	9.00	26.350
CUM GPA :	2.991	CUM TOTALS :	62.00	66.00	95.700

Summer 2008

INST	251	Intro To Emerging Technologies	3.00	3.00 A	12.000
PSCI	103	Physical Science	4.00	4.00 C	8.000
TERM GPA :	2.857	TERM TOTALS :	7.00	7.00	20.000
CUM GPA :	2.967	CUM TOTALS :	69.00	73.00	115.700

Fall 2008

CEP	315	Educational Psychology	4.00	4.00 B	12.000
COMM	241	Introd To Film And Video	3.00	3.00 B	9.000
ELED	300	Concepts of Teaching	3.00	3.00 A-	11.010
ENGL	202	Introd To Literary Study II	4.00	4.00 B	12.000
TERM GPA :	3.144	TERM TOTALS :	14.00	14.00	44.010
CUM GPA :	3.013	CUM TOTALS :	83.00	87.00	159.710

Spring 2009

ELED	422	Teaching Developmental Read I	3.00	3.00 B+	9.990
ELED	435	Teaching Lang Arts Elem Sch	3.00	3.00 A	12.000
ENGL	205	Backgrounds Brit Lit to 1800	4.00	0.00 F	
ENGL	328	Modern American Fiction	3.00	0.00 W	
PED	346	M&M Elem Health&Phys Educ	3.00	3.00 A	12.000
TERM GPA :	2.615	TERM TOTALS :	16.00	9.00	33.990

CUM GPA : 2.935 CUM TOTALS : 99.00 96.00 193.700

Summer 2009

BIOL 109 Fund Concepts Of Biology 4.00 0.00 D
 Repeated : Original attempt of class
 ELED 424 Teach Developmental Reading II 3.00 3.00 B+ 9.990
 BIOL 109 Fund Concepts Of Biology 4.00 4.00 C+ 9.320
 Repeated : Replaces previous attempt
 TERM GPA : 2.759 TERM TOTALS : 11.00 7.00 19.310

CUM GPA : 2.918 CUM TOTALS : 110.00 103.00 213.010

Fall 2009

ELED 437 Teaching Elementary Sch Sci 3.00 3.00 B+ 9.990
 MATH 144 Math For Elem Sch Teachers II 3.00 3.00 B+ 9.990
 Repeated : Replaces previous attempt
 SOC 264 Where Is Gender Inequality ? 4.00 4.00 A- 14.680
 SPED 433 Adaptive Instr Inclusive Educ 3.00 0.00 W
 TERM GPA : 3.466 TERM TOTALS : 13.00 10.00 34.660

CUM GPA : 2.984 CUM TOTALS : 123.00 113.00 247.670

Spring 2010

COMM 240 Mass Media and Society 3.00 3.00 B- 8.010
 ELED 436 Teach Elem Sch Soc Studies 3.00 3.00 B+ 9.990
 ELED 438 Teach Elementary School Math 3.00 3.00 A 12.000
 SPED 300 Intro Ed of Exceptional Chld 4.00 4.00 B+ 13.320
 TERM GPA : 3.332 TERM TOTALS : 13.00 13.00 43.320

CUM GPA : 3.031 CUM TOTALS : 136.00 126.00 290.990

Dean's List

Summer 2010

SPED 310 Behav Mgt For Except Chld&Yth 4.00 4.00 B- 10.680
 SPED 311 Lang Dev&Commun Prob Of Child 3.00 3.00 A 12.000
 TERM GPA : 3.240 TERM TOTALS : 7.00 7.00 22.680

CUM GPA : 3.045 CUM TOTALS : 143.00 133.00 313.670

Undergraduate Career Totals

CUM GPA : 3.045 CUM TOTALS : 143.00 133.00 313.670

- - - - - Non-Course Milestones - - - - -

College Mathematics Requirement
 Milestone Status: Completed
 Course Taken - Completed
 2007-02-03 College Writing Requirement
 Milestone Status: Completed
 2007-02-03 Course Taken - Completed

Return

June 21, 2010

To Whom It May Concern:

This letter is composed on behalf of Ms. [REDACTED] as she applies to the Special Education Teaching Program at Rhode Island College. I came to know Ms. [REDACTED] during recent weeks, while she completed practicum hours for a Behavior Management course, in my classroom.

Ms. [REDACTED] completed the course's required hours in the remaining two weeks of school. In doing so, she was committed, consistent, and professional. She quickly developed a rapport with students which strengthened each day. Ms. [REDACTED] worked with the students, from grades three to five, during various lessons in the small group setting. She also observed some students in other school settings, such as itinerant classes in the grade level class, lunch in the cafeteria, and a Speech and Language session.

Ms. [REDACTED] provided support to students during the given Reading, Writing, or Mathematics work they had been assigned. Ms. [REDACTED] also helped students with the daily lessons for an end of the year unit about Rhode Island. On one of her last visits, Ms. [REDACTED] along with two other college teachers, planned and facilitated an impressive culminating activity about the topic. Students were engaged and eager during the effective review lesson.

Ms. [REDACTED] delivered support to students with diverse learning needs, while maintaining the routine and structure of the classroom environment. It was particularly impressive to observe her carry over behavior management techniques that were regularly implemented in the setting. Ms. [REDACTED] readily applied acquired skills while presenting clear expectations with the necessary supports for student learning. Her interest, enthusiasm, and caring nature were reflected back by the students with whom she worked. At the same time, Ms. [REDACTED]'s patience and attentiveness to students' needs was both natural and consistent.

It was a pleasure to get to know Ms. [REDACTED] during the experience described here. She appears to be a promising candidate for the College's Teaching Program. Please do not hesitate to contact me regarding this letter. Thank you for your time and consideration.

Sincerely,

[REDACTED]
Special Education Teacher

Career Commitment Essay
Special Education Department

Undergraduate

8/10/10

It wasn't until recently that I discovered my love for working with children with disabilities. All of my life I have grown up with a cousin who has Klinefelter's syndrome and a few others diagnosed with Bipolar and ADHD *— defense acronym*. I spent a lot of time playing "teacher" with my family members in areas they struggled with in school such as reading and writing. I've always wanted to be a teacher ever since I was a little girl. I grew up in an atmosphere where there were always children. During my high school years, I spent time volunteering at a local hospital working with children and older adults with disabilities. The countless hours spent working with special needs patients was such a joy and I got a very rewarding feeling. I always knew I had a passion for teaching children, but it wasn't until my experience working in a self contained classroom, that I realize that working with children with disabilities is what I loved and was meant to do.

I believe that every child has the potential to learn. Teaching children with disabilities can be challenging however, creating a positive learning experience for all children with disabilities, is essential to establish an organized, safe, and structured learning environment that accommodates all children's with disabilities. Everyone is different, has different needs, and learns at a different pace. For me to become a successful teacher, I know I must be clear, easy to understand, and remember that everyone is an important part of the learning process. This includes both, me and my students. Learning is about self motivation and having a positive attitude. Giving students guidance, and positive feedback helps the student stay motivated to achieve their goals. Motivating student's to learn is an essential part of the teacher's responsibilities, and an important part of a child's learning experience. From my experience in working in a self contained classroom at the James McGuire Elementary school, I was able to see the importance of self motivation in the child's learning experience. I noticed that it was hard keeping one particular student motivated, and was a constant struggle for the classroom teacher and teacher assistant. He would constantly interrupt the class and walk around the room to avoid doing work. I worked one on one with this student finding ways to relate his interests to his school work and this

seemed to have made his learning experience more enjoyable and rewarding. The teacher was impressed with his focus and enthusiasm towards his school work at the end of our time spent together. It was such a rewarding feeling that I was able to make a difference in the student's attitude towards learning.

As a future educator I will collaborate with other members on the special education team to ensure the best education for my students. Collaborating with, the regular education teacher, teacher assistant, principal, consular and all members of the IEP team along with the student's parents on a daily or, weekly basis will further my students progress towards their academic goals. Monitoring a student's performance consistently will create the best learning experience for the child. Together we can come up with ways to accommodate the student and give services in the areas that the student struggles in and find ways to help progress throughout the school year. Also by collaborating with other members as a team will facilitate my learning about myself as a teacher and the things I need to improve upon to assist each student effectively. During my time working at James McGuire in Mrs. B's classroom I realized the importance of collaborating with other teachers about the students progress and how well she communicated with the ESL teacher, teachers aid, and the principal throughout each day.

Teaching is an enduring learning experience which enables us to unfold our given potential and our students. Teaching means making a commitment to becoming a lifelong learner. There will always be new learning experiences, whether it's about learning a certain culture or a new teaching style that was inspired by a student, I will constantly be learning throughout my journey as an educator. Teachers will always be introduced to new ideas, and new technology that will better educate in the future to come. As a teacher, I will continuously take courses and teacher workshops to expand my knowledge and bring in new ideas to instruction. I will always be looking for new ways of becoming the best educator I can be for my students.

I strongly feel that it is important for a teacher to be aware of the cultural background of her students, but it is also important that children have an opportunity to learn about other cultures. A teacher can help students learn about different ethnic backgrounds by discussing different cultures and having their student's do activities in helping them learn about each other's backgrounds. During my practicum experience in Mrs. B's classroom one of the newly enrolled students was an ESL learner. The students in the classroom did an activity to help them learn about the culture and the background of the student that was coming into their class. This enabled them to respect that the student had difficulty speaking English and helped make pictures to post around the room to describe vocabulary. They worked together to help the student learn and speak in English. I thought this was a neat activity and it was welcoming for the student and made him feel comfortable with his classmates. I was pleased to see that the teacher was teaching the importance of diversity in the classroom. Learning about other cultures will not only benefit the students, but me as well. It can help me be more aware of each child's culture and customs and teach my students to the best of his or her ability.

With my experiences working with children with disabilities, I feel that I have the ability to become a great teacher, a successful role model and a better learner. I am ready to commitment my life to developing a strong foundation for children and their future in education. There is still a lot to learn and many areas I can improve upon through my learning process. One area is my organizational skills. It's important for a teacher to be well organized and have an organized classroom for the students. Ways I can help improve my organization skills are, keep a record book of students work, grades and attendance. I will also have folders with worksheets and homework of students so I can make sure they are corrected, passed back on time and is given positive feedback. I will keep my work and classroom in a neat professional manner. My passion for helping children succeed has made me more exited everyday to become a teacher. I can't wait to walk into my very own classroom everyday and have the feeling that I am making a difference in a child's life. I want to watch each student grow and progress.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CAREER COMMITMENT ESSAY

Student _____

Reader Josann Dell

Date 8/17/2010

Score: Initial Assessment (3)

Revision Date _____

Score _____

	EXEMPLARY 4	ACCEPTABLE 3	REVISE/RESUBMIT 2	UNACCEPTABLE 1
	EXEMPLARY	ACCEPTABLE	REVISE/RESUBMIT	UNACCEPTABLE
<p style="text-align: center;">CONTENT/PURPOSE</p> <ul style="list-style-type: none"> • Reasons for choosing program • Commitment to teaching • Specific experiences used to discuss beliefs • Dispositions toward diversity, all children, collaboration, lifelong learning • Reflection on need to improve 	<p>All content criteria are evident and shows evidence of clear, well-reasoned reflection and understanding and knowledge of the nature of teaching. Essay includes effective use of personal experience to discuss promising dispositions.</p>	<p>Most criteria are evident or some evidence of thoughtful reflection and understanding of teaching. Essay includes some relevant examples based on personal experience to discuss promising dispositions.</p>	<p>Some criteria are evident or shows little thoughtful reflection and under-standing of teaching. Essay includes few relevant examples based on personal experience; does not generally use those examples to discuss promising dispositions.</p>	<p>Content is relevant but not comprehensive or well integrated. There is little evidence of thoughtful reflection or understanding of teaching. Essay makes little connection to personal experience and/or dispositions or those made are not relevant.</p>
<p style="text-align: center;">EXPRESSION/VOICE</p>	<p>Well focused essay with evidence of thought in composition, phrasing and structure. Audience is clear and is effectively addressed.</p>	<p>Essay is focused and shows evidence of skill in writing. Audience is clear throughout.</p>	<p>Essay is not focused and shows minimal evidence of writing skills. Audience is generally clear.</p>	<p>Essay is poorly expressed with little attention to language and sentence structure</p>
<p style="text-align: center;">ORGANIZATION</p>	<p>Logically organized, using an appropriate format and written structure. Effective transitions between ideas</p>	<p>Essay is organized, using appropriate format and structure. Transitions between ideas are weak or inconsistent.</p>	<p>Essay is organized. Format is appropriate, but structure is weak with little evidence of transitions between ideas.</p>	<p>Essay is disorganized; no evidence of a logical outline or transitional attempts.</p>
<p style="text-align: center;">CONVENTIONS</p>	<p>Completely free from spelling, punctuation, and grammatical errors.</p>	<p>Essay is mostly clean (has no more than 3 errors) in spelling, punctuation, and grammar</p>	<p>Essay contains many errors (more than 3) in spelling, punctuation, and grammar which do not detract from reader's understanding.</p>	<p>Essay contains numerous errors in spelling, punctuation, and/or grammar which detract significantly from the reader's understanding.</p>

INTERPRETATION OF RESULTS:

- A score of 4 or 3 is passing, submit with your portfolio.
- A score of 2, the essay should be revised and resubmitted with all original paperwork for the next assessment date (see department for dates). Recommend Writing Center for assistance.
- A score of 1, the essay is unacceptable and should be completely redone. Students should visit the Writing Center for assistance.



**RHODE ISLAND
COLLEGE**

Feinstein School of Education
and Human Development
Teacher Education

Dear [REDACTED],

UPDATED ACCEPT LETTER

It is my pleasure to inform you that the Department of Elementary Education and the Dean's office have approved your application for admission into the Teacher Education Program in Elementary Education changing your Major from English to Special Education within the Feinstein School of Education and Human Development. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence. You have identified special education as your teaching concentration on the application. To have special education as your teaching concentration, you must also apply to the Special Education Program upon completion of SPED 300 and be admitted. Admission Portfolio Guidelines are available from the Special Education Department in Horace Mann 046 and on the Department website (www.ric.edu/sped).

While enrolled in your first elementary education course (ELED 300) you must take and pass the Praxis II Content Knowledge (0014) test. The passing score is 145. The score is required before taking elementary education methods courses; it is also required for teacher certification in Rhode Island. Only a paper based test administration is available. Please consult the Education Testing Service website (www.ets.org) for specific test administration information.

This is the first step on your journey to becoming a special influence on the personal growth and educational success of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, the Feinstein School of Education and Human Development requires a cumulative grade point average (GPA) of 2.50 as well as successful performance in your teacher education program. Please consult with your advisor, Dr. Maria Lawrence, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

The Feinstein School of Education and Human Development will provide you with important information (using your RIC email address) while you pursue your education degree. Please use your RIC email for all correspondence at Rhode Island College. It will also be important for you to check your RIC email often.

Welcome to the process of becoming a teacher.

Sincerely,

Karen S. Castagno, Ph.D.
Associate Dean for Teacher Education

c: Elementary Education Department Files

Providence, RI 02908-1991
(401) 456-8822
FAX: (401) 456-8386
TTY/TDD via RI Relay: 1-800-745-5555



**RHODE ISLAND
COLLEGE**

Feinstein School of Education
and Human Development
Teacher Education

It is my pleasure to inform you that the Department of Elementary Education and the Dean's office have approved your application for admission into the Teacher Education Program in Elementary Education/English within the Feinstein School of Education and Human Development. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence.

While enrolled in your first elementary education course (ELED 300) you must take and pass the Praxis II Content Knowledge (0014) test. The passing score is 145. The score is required before taking elementary education methods courses; it is also required for teacher certification in Rhode Island. Only a paper based test administration is available. Please consult the Education Testing Service website (www.ets.org) for specific test administration information.

This is the first step on your journey to becoming a special influence on the personal growth and educational success of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, the Feinstein School of Education and Human Development requires a cumulative grade point average (GPA) of 2.50 as well as successful performance in your teacher education program. Please consult with your advisor, Dr. Sheelah Sweeny, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

Welcome to the process of becoming a teacher.

Sincerely,

Karen S. Castagno, Ph.D.
Associate Dean for Teacher Education

KSC/mdg

c: Elementary Education Department Files

PLEASE TAKE THIS TO THE FIRST DAY OF CLASS IN ELED 300

Providence, RI 02908-1991
(401) 456-8822
FAX: (401) 456-8386
TTY/TDD via RI Relay: 1-800-745-5555