

ADMISSION PORTFOLIO

BS in Severe Disabilities

Example 1



RHODE ISLAND COLLEGE

February 5, 2009

Feinstein School of Education
and Human Development
Teacher Education

WESTFIELD, RI 02891

Dear

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 Early Childhood Teacher Education Program within the Feinstein School of Education and Human Development. Your Special Education teaching concentrations will include both Severe/Profound Disabilities and Elementary Mild/Moderate Disabilities. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence.

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 preparation programs. You must earn a grade of at least C+ in all special education courses past SPED 300. Please consult with your special education advisor, Dr. Susan Dell, 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. Only a paper based test administration is available. 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.

Welcome to the process of becoming a teacher.

Sincerely,

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

KSC/mdg
c: Special Education Department Files

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



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Undergraduate Studies
Declaration of Major/Concentration Form
CONFIDENTIAL

Name:

Student ID: 0413446

Address:

Phone: 401/212-6079

Program: Elem Ed Early Childhood (BS) - (Undergraduate Student)

Major: Special Education

Special Education: Mild/Moderate Disabilities (K-Middle)
Children and Young Adults with Severe/Profound Disabilities

Susan Dell

Name of Special Education Advisor

02/05/2009

Date

Mary Ellen McGuire-Schwartz

Name of Advisor

02/05/2009

Date

M. S. Carter

Signature of Associate Dean

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
Providence, RI 02908

Date 12/10/08

Name _____

Address _____

Street

Town/City

State

Zip Code

Emp ID # 0413446 Date of Birth Feb 10, 1989 Male _____ Female

Phone: Home _____

Other _____

E-Mail Address: _____

RACIAL/ETHNIC IDENTIFICATION

____ American Indian/Alaskan Native ____ Asian/Pacific Islander ____ Black/African American
____ Hispanic/Latino White ____ 2 or More

Education Curriculum Early Childhood Education

Special Education Teaching Concentration Mild/Moderate Disabilities, Kindergarten through Middle School
(all that apply) ____ 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.

sdell@ric.edu

Report Results

Return

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name :

Student ID:

SSN : [REDACTED]

Address : [REDACTED]

Print Date : 2009-01-07

- - - - - Academic Program History - - - - -

Program : Ugrad Degree General College

2007-11-13 : Active in Program

2007-11-13 : Undergraduate Undeclared Major

2008-01-29 : Active in Program

2008-01-29 : Special Education-IM Major

Program : Ugrad Deg Education & Humn Dev

2008-08-26 : Active in Program

2008-08-26 : ELED, Special Education-BS Major

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

Spring 2008

ENGL	161	Western Literature	4.00	4.00	A-	14.680
FNED	346	Schooling in a Democratic Soc	4.00	4.00	A	16.000
INST	100	FSEHD Tech Competency Test		0.00	S	
MATH	144	Math For Elem Sch Teachers II	3.00	3.00	B+	9.990
POL	201	Development of Amer Democracy	3.00	3.00	A-	11.010

Transfer Credit from University of Rhode Island

Applied Toward Ugrad Degree General College Program

ACCT	201	Prin of Acctg I: Financial	3.00	3.00	T	
Course Trans GPA:	0.000	Transfer Totals :	3.00	3.00		0.000

Transfer Credit from Sacred Heart University

Applied Toward Ugrad Degree General College Program

HIST	161	Western History	3.00	3.00	T	
MATH	143	Math For Elem Sch Teachers I	3.00	3.00	T	
PSYC	110	Introduction to Psychology	3.00	3.00	T	
SPAN	113	Intermediate Spanish	3.00	3.00	T	
WRTG	100	Writing and Rhetoric	3.00	3.00	T	
XFER	999	Elective	1.00	1.00	T	
Course Trans GPA:	0.000	Transfer Totals :	16.00	16.00		0.000

TERM GPA : 3.691 TERM TOTALS : 14.00 14.00 51.680

CUM GPA : 3.691 CUM TOTALS : 14.00 33.00 51.680

Dean's List

Fall 2008

ARTE	340	Methods&Materials in Art Educ	2.00	2.00	A-	7.340
CEP	315	Educational Psychology	4.00	4.00	A-	14.680
ECED	301	Dev Appr to Teach&Learning	3.00	3.00	A-	11.010
SPED	300	Intro Ed of Exceptional Chld	4.00	4.00	A-	14.680
TERM GPA :		3.670	TERM TOTALS :		13.00	47.710

CUM GPA : 3.681 CUM TOTALS : 27.00 46.00 99.390

Dean's List

Spring 2009

ANTH	162	Non-Western Worlds:	4.00			
Course Topic(s): Caribbean "Others"						
ECED	420	Math:Pre-K-Second Grade	3.00			
ECED	423	Develop Literacy&Lang Arts I	4.00			
SPED	310	Behav Mgt For Except Chld&Yth	4.00			
TERM GPA :		0.000	TERM TOTALS :		0.00	0.000

CUM GPA : 3.681 CUM TOTALS : 27.00 46.00 99.390

Undergraduate Career Totals

CUM GPA : 3.681 CUM TOTALS : 27.00 46.00 99.390

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

- 2007-10-22 College Mathematics Requirement
Milestone Status: Completed
- 2007-10-22 SAT Test Taken - Completed
- 2008-05-19 College Writing Requirement
Milestone Status: Completed
- 2008-05-19 Course Taken - Completed

Return

December 2008

Career Commitment Essay

Teaching was the only option for a career for me as a child. Gradually as I spent time in practicum, volunteer work, and many other in classroom experiences, special education became a passion and a challenge. I felt the passion because the way the children react to and achieve goals with the help of their teacher. The challenge that comes with a day of teaching special education is a wonderful and constantly changing experience that will always keep a teacher on his or her toes. Seeing children that struggle to walk begin to take steps on their own or non-verbal students begin to use word approximations or speak their first words is a heartwarming moment in a teacher's life. Each of these daily challenges and heartwarming experiences influence my reason for choosing special education as a concentration.

Commitment to the importance and value of accessing knowledge is essential for teaching. Students assess teachers very quickly; knowing when they are not comfortable in front of a classroom or group of students or if they do not enjoy what they do. Part of my commitment to teaching involves waking up each day and wanting to work to make a difference in the lives of students. Commitment to advocating for students with special needs is also crucial when teachers take on the role of being a special educator. Teachers have to be committed to make modifications, to work on goals and to take on situations that regular education teachers are not necessarily exposed to. Most importantly, however, is advocating for the importance of equal and meaningful education for all students. This may require pushing for inclusion or convincing administrators that

additional materials are necessary for a student's success in the classroom and, standing up for what they believe in, which should always be the best thing for the students.

My teacher training began as a junior in high school when I spent time becoming certified as an assistant teacher. Ever since then, I have spent time in classrooms from Providence, Rhode Island to Bridgeport, Connecticut as well as small towns such as Westerly, Rhode Island. Each classroom is just as different and exciting as the next. The challenges facing children in inner city schools are much different than in small towns, but they all must be taught and must all be treated the same, especially students with special needs. My first experience working with students with special needs was during my senior year of high school when I worked with four girls with severe disabilities including autism and fetal alcohol syndrome. They were in an inclusion kindergarten classroom, which was not only beneficial to their academic successes, relationship building and behavioral improvements, but also benefited their peers who were now interacting with students their age with disabilities on a daily basis. This type of education benefits students in special education and regular education, and, in the end, may reduce the amount of bias against people with physical and cognitive disabilities.

Diversity is just as important as inclusion in the classroom. By practicing diversity, teachers are assisting in every aspect of the lives of the students and accepting them as they are inside and not how they appear. Cultural, human and education diversity should occur in the classroom. Therefore, diversity in the classroom should not only apply to race and ethnicity, but to all aspects of difference in the world. Students should be exposed to these differences in order to accept them, instead of judge them. Diversity may be easier to teach if unsure of a certain culture or assignment. When teachers collaborate with families, other teachers, their students and other school staff as well as

community staff they can improve themselves and their teaching. Collaboration can make the learning environment more interesting for children.

Learning not only occurs for students in a classroom, but also within a teacher. I know, for example, I need to work on my lesson planning, coming up with integrated curriculum ideas as well as learn how to modify classroom activities for students having trouble or with disabilities. I believe that I will become more proficient at these elements of teaching and many I haven't yet thought of, as part of my own life long learning. This is extremely important because teachers need to reflect and act on their activities and lessons in order to better their ideas and teaching. Therefore, not only continuing education, but also these reflections and actions are all part of lifelong learning for educators. This will lead to much more effective and productive teachers in the end, which is exactly what I strive to be.



EMILY STEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
CAREER COMMITMENT ESSAY

Student Name: _____ Reader: Stephanie Bell Date: 2/3/09

re: Initial Assessment _____ (4) Revision Date: _____ Score: _____

	EXEMPLARY 4	ACCEPTABLE 3	REVISE/RESUBMIT 2	UNACCEPTABLE 1
CONTENT/PURPOSE 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	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.	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.	Some criteria are evident or shows little thoughtful reflection and understanding of teaching. Essay includes few relevant examples based on personal experience; does not generally use those examples to discuss promising dispositions.	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.
EXPRESSION/VOICE	Well focused essay with evidence of thought in composition, phrasing and structure. Audience is clear and is effectively addressed.	Essay is focused and shows evidence of skill in writing. Audience is clear throughout.	Essay is not focused and shows minimal evidence of writing skills. Audience is generally clear.	Essay is poorly expressed with little attention to language and sentence structure
ORGANIZATION	Logically organized, using an appropriate format and written structure. Effective transitions between ideas	Essay is organized, using appropriate format and structure. Transitions between ideas are weak or inconsistent.	Essay is organized. Format is appropriate, but structure is weak with little evidence of transitions between ideas.	Essay is disorganized; no evidence of a logical outline or transitional attempts.
CONVENTIONS	Completely free from spelling, punctuation, and grammatical errors.	Essay is mostly clean (has no more than 3 errors) in spelling, punctuation, and grammar	Essay contains many errors (more than 3) in spelling, punctuation, and grammar which do not detract from reader's understanding.	Essay contains numerous errors in spelling, punctuation, and/or grammar which detract significantly from the reader's understanding.

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
Department of Special Education

Recommendation Form

Mr./Ms. _____ has applied for admission to a teaching concentration offered by the Department of Special Education at Rhode Island College. Please indicate the basis for your recommendation, your knowledge of this applicant's experience with students with disabilities, and your view of his/her potential for success as a special educator. *-see attached.*

Signature _____

Date *12/12/08*

Name _____

Please Print _____

Agency *OT*

Position *Teacher*

Address _____

December 12, 2008

To Whom It May Concern:

It is an honor to write this letter of reference for *A* . In my capacity as the Special Education Preschool Teacher at Bradford Elementary School in Westerly, RI, I had the privilege of Amanda fulfilling her practicum hours in my classroom this past semester. I had numerous opportunities to observe her work with children and adults in a variety of settings.

Amanda's dedication was evident immediately. She had strong instincts and demonstrated great initiative. She is a natural teacher. Amanda was enthusiastic about her work and displayed a true love of learning and teaching. She connected with children and worked well with the teacher assistants and therapists in the classroom.

I consider myself fortunate to have had the opportunity to work with *A* She is dedicated, intelligent and compassionate.

If you need further information, please contact me at mbrancato@westerly.k12.ri.us.

Sincerely,


Preschool Teacher
Westerly Public Schools

August 20, 2008



**RHODE ISLAND
COLLEGE**

Westerly, RI 02891

Feinstein School of Education
and Human Development
Teacher Education

Dear

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 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. Elizabeth Henshaw, at your earliest convenience to plan your course of study.

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