

ADMISSION PORTFOLIO

BS in Severe Disabilities

Example Acceptable



**RHODE ISLAND
COLLEGE**

December 9, 2008

Feinstein School of Education
and Human Development
Teacher Education

Lincoln, RI 02865

Dear Kayla,

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 Education Early Childhood Program within the Feinstein School of Education and Human Development. Your Special Education teaching concentrations will include Elementary Mild/Moderate Disabilities, K-Middle School, and also Children and Young Adults with Severe/Profound 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 or the Praxis II Education of Young Children (0021) 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.

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: 0354361

Address:

Lincoln RI 02865

Phone: 401/475-9735

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

12/08/2008

Date

Elizabeth Rowell

Name of Advisor

12/08/2008

Date

K. S. Ce
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 9/30/08

Name _____

Address _____
Street Town/City State Zip Code
Lincoln RI 02805

Emp ID # 0354361 Date of Birth 6/28/87 Male _____ Female

Phone: Home _____ Other _____

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 Early Childhood

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.

Report Results

Return

Rhode Island College

Rhode Island College

Identifying Code: RICOL

Name :

Student ID: 0354361

SSN :

Address :

United States

Print Date : 2008-09-14

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

Program : Ugrad Degree General College

2005-03-10 : Active in Program

2005-03-10 : Undergraduate Undeclared Major

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

Fall 2005

COLL	101	The College Experience	1.00	1.00 B	3.000
ENGL	113	Approaches To Drama	3.00	3.00 B	9.000
HIST	161	Western History	4.00	4.00 B-	10.680
MATH	139	Contemporary Topics in Math	3.00	3.00 B	9.000
PSYC	110	Introduction to Psychology	3.00	3.00 B-	8.010

TERM GPA :	2.835	TERM TOTALS :	14.00	14.00	39.690
CUM GPA :	2.835	CUM TOTALS :	14.00	14.00	39.690

Spring 2006

BIOL	103	Human Biology	3.00	3.00 C	6.000
ECON	200	Introduction to Economics	3.00	3.00 B	9.000
ENGL	161	Western Literature	4.00	4.00 A	16.000
WRTG	100	Introd To Academic Writing	4.00	4.00 A-	14.680
TERM GPA :	3.263	TERM TOTALS :	14.00	14.00	45.680
CUM GPA :	3.049	CUM TOTALS :	28.00	28.00	85.370

Dean's List

Fall 2006

ANTH	162	Non-Western Worlds:	4.00	4.00 B+	13.320
Course Topic(s): Mid East:Men&Women					
FNED	346	Schooling in a Democratic Soc	4.00	4.00 B+	13.320
MATH	143	Math For Elem Sch Teachers I	3.00	3.00 B+	9.990
SOC	207	Crime & Criminal Justice	3.00	3.00 B+	9.990
TERM GPA :	3.330	TERM TOTALS :	14.00	14.00	46.620
CUM GPA :	3.143	CUM TOTALS :	42.00	42.00	131.990

Dean's List

Spring 2007

ARTE	340	Methods&Materials in Art Educ	2.00	2.00 A-	7.340
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MATH	144	Math For Elem Sch Teachers II	3.00	3.00	A-	11.010
PHIL	261	Ethical Issues in Health Care	4.00	4.00	B+	13.320
POL	201	Development of Amer Democracy	3.00	3.00	B-	8.010
TERM GPA :	3.307	TERM TOTALS :	12.00	12.00		39.680
CUM GPA :	3.179	CUM TOTALS :	54.00	54.00		171.670

Dean's List

Summer 2007

BIOL	109	Fund Concepts Of Biology	4.00	4.00	B-	10.680
TERM GPA :	2.670	TERM TOTALS :	4.00	4.00		10.680
CUM GPA :	3.144	CUM TOTALS :	58.00	58.00		182.350

Fall 2007

INST	251	Intro To Emerging Technologies	3.00	3.00	A	12.000
MUSE	341	Meth & Matl of Music Educ	2.00	2.00	A-	7.340
PSCI	103	Physical Science	4.00	4.00	B-	10.680
SPED	300	Intro Ed of Exceptional Chld	4.00	0.00	C+	

Repeated : Original attempt of class

TERM GPA :	3.336	TERM TOTALS :	13.00	9.00		30.020
CUM GPA :	3.170	CUM TOTALS :	71.00	67.00		212.370

Spring 2008

CEP	315	Educational Psychology	4.00	4.00	B	12.000
ECED	301	Dev Appr to Teach&Learning	3.00	3.00	A-	11.010

ECED	419	Early Care&Educ Birth-3yrs	3.00	3.00 A	12.000
PED	346	M&M Elem Health&Phys Educ	3.00	3.00 B+	9.990
TERM GPA :	3.462	TERM TOTALS :	13.00	13.00	45.000
CUM GPA :	3.217	CUM TOTALS :	84.00	80.00	257.370

Dean's List

Summer 2008

SPED	300	Intro Ed of Exceptional Child	4.00	4.00 B+	13.320
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Repeated : Replaces previous attempt

TERM GPA :	3.330	TERM TOTALS :	4.00	4.00	13.320
CUM GPA :	3.223	CUM TOTALS :	88.00	84.00	270.690

Fall 2008

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		
SPED	311	Lang Dev&Commun Prob Of Child	3.00		
TERM GPA :	0.000	TERM TOTALS :	0.00	0.00	0.000
CUM GPA :	3.223	CUM TOTALS :	88.00	84.00	270.690

Undergraduate Career Totals

CUM GPA :	3.223	CUM TOTALS :	88.00	84.00	270.690
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- - - - - Non-Course Milestones - - - - -

2004-11-16 College Mathematics Requirement

Milestone Status: Completed

2004-11-16 SAT Test Taken - Completed

2006-02-04 College Writing Requirement

Milestone Status: Completed

2006-02-04 Course Taken - Completed

[Return](#)

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 _____ special educator.

has been completing observation hours at the Northern RI Collaborative @ St. James School in a severe/profound preschool classroom. Because of illness and a conference the teacher observed Kayla on two occasions. On these two occasions, she was able to take direction from the classroom staff. Her ability to take the initiative and give a student directions or discipline them when necessary, needs to be learned and improved upon. Kayla appears to enjoy the children and the classroom environment. She is able to initiate a play activity w/ one or two students. She uses appropriate language and engages them appropriately during play group. Upon conversations w/ Kayla, she is knowledgeable about the academic needs and requirements of a preschool classroom. It is in my opinion that w/ continued education and guidance, Kayla will learn to become an appropriate educator.

Signature _____

_____, M. ECE Date 10/22/08

Name _____

Northern RI Collaborative, Teacher

Please Print

Agency

Position

Address _____

Manville RI 02838

Reasons for Choosing Program:

I have not always wanted to be a teacher. When I graduated high school and began college, I thought I would become a doctor someday. That dream quickly diminished and I thought I would go into business management. After barely surviving my first (and last) economics class, I knew business was not for me. It was at that point, the summer after two semesters of college, when I realized I knew what I wanted to do and had really known all along.

I have always had a passion for children and for teaching. I am one of the youngest in family so for most of my life I did not have any experience with young children, although I always wish I had. My love for children began with my first job, which was teaching gymnastics. I worked with boys and girls ages three and up for about three years. My favorite classes to teach were preschool because I absolutely adore young children. It was during this time that I knew I wanted to become a teacher.

At first, I was unsure whether or not I wanted to major in special education or choose another concentration. I soon learned that many schools are working on inclusion and trying to get students with special needs into regular education classrooms as much as possible. However, it quickly came to my attention that many regular education teachers do not want students with special needs in their classrooms because it is too much work. It was at this point that I decided to commit myself to special education for the simple reason that there do not seem to be many teachers who want to have to deal with and do the extra work for special needs children. These children, though, need dedicated teachers who can help them strive to do and be their best.

Commitment to Teaching:

I have been a teacher for the past five years. During my three years at Ocean State School of Gymnastics in Lincoln, RI, I worked with children ages three and up. I taught preschool classes, girl's classes, D Team, and also worked almost every birthday party. My favorite classes to teach were the preschool classes because I really love younger children. I enjoyed working with the older girls, too, but preschool was a blast. After three years, in October of my sophomore year at RIC, I made the decision to leave OSSG. I had gotten another job over the summer, and decided to devote more of my time to that job.

I began working at Child Care Connection in Lincoln, RI in June of 2006, and I am presently still working there. When I started, I was a teacher assistant who "floated"; that is, I went to whichever room I was needed in. This continued throughout the rest of summer, and by September I was working consistently in the infant room. The infant room was a lot of work; writing down when each child was due to eat, writing down what they ate and how much they ate, when they were changed, etc. There was much to remember; however, after some time I got used to it and it became more fun than anything. I spent one year in that room before I was switched to the toddler room. At first, I absolutely hated to be in that room; and almost dreaded going to work. One year later, I love my room and all my children more than almost anything. I devote as many hours as possible to work; and I also spend much of my time off the clock working on the bulletin boards in my room, making curriculum for each week, and finding decorations for my children's cubbies and the rest of the room.

Without this job, I do not know what I would do. I have had four jobs since I turned sixteen (I am now twenty-one), and this has been the best one. I do not want to

leave, but I know one day the time will come when I have to say goodbye in order to student teach. Until that time comes however, I will remain at this job and continue doing my best to teach my children.

Specific Experiences Used to Discuss Beliefs:

I have had a lot of experience teaching over the past five years, however, that teaching has almost completely been with children who do not have disabilities and/or are in regular education classrooms. I have had a few experiences, though, that really intrigued me and confirmed my already made decision to go into Special Education.

While working at the daycare, I had one child in my room that was believed to have a form of Autism. I was never told exactly how severe this was, however, a representative from Meeting Street came in a number of times to observe and work with this child. After some time, she showed me and some of the other teachers certain things we had to do with him. These included joint compressions and brushing. I had never heard of either of these things and so I was quite curious. We were told that this child needed to be brushed and needed to have his joint compressions done before and after nap. The representative from Meeting Street showed each of us exactly what to do and how to do it, and also explained why he needed to have it done. That child is no longer at the daycare; however, after that experience I knew I wanted to learn more about special education services.

Also, during my observation hours for Sped 300 I became close with one of the boys in the classroom. This child used to wear a vest for a selected amount of time. I was told that the vest was weighted according to the child's bodyweight, and it was used to relax and calm him down. If he was weighed down, he could not run around

the room as much. Of course seeing that vest made me very curious about other techniques used for students with special needs.

Dispositions Toward Diversity, All Children, Collaboration, Lifelong Learning:

For six years I attended Mount Saint Charles Academy in Woonsocket, RI. That school is private, Catholic, and composed of about 99% White students, with hardly any diversity. Even now, after three years at Rhode Island College, I have not had much more experience with diversity. I believe the only experience I had with diversity was when I took FNED. I was placed at an inner city school in Providence, as were most students. It was a completely new experience to me; especially having to ring a bell to enter the school and then having to leave my keys at the office. I thought it was very different, but also understood the reasons for security. Though I have not had much experience with diversity that does not mean I am not open to all kinds of multiculturalism. All children deserve the right to go to school and get an education. It does not matter where they come from, who their parents are, what language they speak, what heritage they are, or what color their skin is; every child has this right and no one should be able to take that away from him/her.

Collaboration is extremely important in teaching. Teachers need to be able to work together in many different ways. For example, at my work there are many teachers in and out of my room every day. My room does not have specifies "lead" teacher, so me and my friend work together to keep the room running as smoothly as possible. We look up information for themes and activities, compare our ideas, and then combine them to create the actual curriculum. We leave each other notes and sometimes even e-mails concerning how the day was, what happened after the other person went, things parents said, etc. We also talk a lot about what we are learning in

school about teaching and different methods of teaching. It is through this experience that I see why teachers really need to communicate with each other. They can teach each other new things: ideas, concepts, activities, games, etc. Not one teacher knows everything which is why every teacher needs to be open to other teachers' new ideas and also needs to be accepting of those ideas.

I truly believe that in order to be a teacher you need to understand that you are a lifelong learner. New theories, practices, techniques, etc. are always being created and you are always going to have to learn about these ways of teaching. Just because you think you may know something, or you think you know how to teach a subject, does not mean you do. The way you teach may benefit some students, but not every child learns the same way. You are always going to have to learn different ways to teach and different ideas to teach. New developments are always made and you need to be aware of all these new ideas.

Reflection on Need to Improve:

As I stated in the previous section, I have not had much experience with diversity. Therefore, I would love to work more in a diverse classroom. Having not had much experience with diversity, I firmly believe that I need improvement in this area. I would have no idea how to begin teaching a student who spoke a different language either at home or in the classroom as well. I would not know how to correct different dialects and slang other than simply saying it the "right" way and hoping it sinks in eventually.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CAREER COMMITMENT ESSAY

Student _____

Reader Shelwell

Date 10/29/08

Score: Initial Assessment 4

Revision Date _____

Score 4

	EXEMPLARY 4	ACCEPTABLE 3	REVISE/RESUBMIT 2	UNACCEPTABLE 1	
	EXEMPLARY	ACCEPTABLE	REVISE/RESUBMIT	UNACCEPTABLE	
CONTENT/PURPOSE	<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 	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.

January 9, 2008



**RHODE ISLAND
COLLEGE**

Lincoln, RI 02865

Feinstein School of Education
and Human Development
Teacher Education

Dear Ms.

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 Early Childhood 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 early childhood elementary education course (ECED 301) you must take and pass the Praxis II Elementary Education Content Knowledge 0014 test (passing score - 145) or the Praxis II Early Childhood Content Knowledge 0022 test (passing score - 169). The score is required before taking early childhood 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 Rowell, at your earliest convenience to plan your course of study.

Welcome to the process of becoming a teacher.

Sincerely,

A handwritten signature in black ink, appearing to read "K. S. Castagno".

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 ECED 301

Providence, RI 02908-1991
(401) 456-8822
FAX: (401) 456-8386