

ADMISSIONS

M.Ed. in Severe Disabilities

EXAMPLE 1



RHODE ISLAND COLLEGE

December 2, 2010

Department of Special Education

To Whom It May Concern,

() has been enrolled in the M. Ed. in Severe/Profound Disabilities at Rhode Island College since January 2009. As part of her plan of study, she has enrolled in continuous classes and will be completing her final class, SPED 525: Development of Communication and Movement in two weeks. She is scheduled to complete her student teaching (graduate internship) in Spring 2011. The table below compares her coursework to the requirements established by Rhode Island Department of Education for a teaching certification in severe disabilities.

RIDE requirement	RIC Class	Completion Date
Introduction to Education of Exceptional Students; Characteristics of Students with Special Needs	SPED 300	Spring 2003
Organization of Programs for students with severe or profound disabilities	SPED 520	Summer 2008
Observation, Assessment and Interpretation of Life Patterns	SPED 312 SPED 515	Summer 2004 Fall 2008
Applications of Child Development with Emphasis on Mobility, Communication and Interaction	SPED 525	Enrolled in Fall 2010
Curriculum and Methodologies for young students with severe or profound disabilities (3-12)	SPED 435	Fall 2007
Curriculum and Methodologies for adolescents and young adults with severe or profound disabilities (13-21+);	SPED 436	Spring 2008
Adaptations, Instructional Methodology, and Technology for students with Physical Impairments and Sensory Impairments;	SPED 526	Spring 2009
Parents and surrogates with Emphasis on Roles and Relationships	SPED 440 SPED 534	Spring 2005 Fall 2009
Behavior Management	SPED 310	Fall 2003
Teaching Reading in the Elementary Grades	ELED 422 ELED 424	Fall 2003 Spring 2004
Foundations of Education	FNED 345	Summer 2003
Teaching Language Arts in the Elementary Grades	ELED 435	Fall 2003
Teaching Math in the Elementary Grades	ELED 438	Fall 2004

If you have any further questions, please feel free to contact me at sdell@ric.edu or 456-8024.

Sincerely,

Susan J. Dell, Ph.D., chair
Department of Special Education

Graduate Studies
PLAN OF STUDY FORM

Students will complete this form with assistance of graduate adviser. Submit three copies (signed by student, adviser, and department chairperson) to the Graduate Office.

NOTE: No more than nine credits completed before submitting a plan can be counted as part of the Plan of Study.

Name: lo Student ID # 0333737 Date: 1/29/2009

Address: 51 Cherry Hill Drive, Seekonk, MA 02771

Department and Program: Special Education/ Masters in Severe Disabilities

- Signature of the Adviser and Department Chairperson constitutes approval of this Plan of Study.
- A letter of admission from the Dean of the School of Graduate Studies constitutes acceptance of the Plan of Study and admission to the School of Graduate Studies at Rhode Island College.
- Successful completion of the courses on this Plan of Study is one prerequisite to the granting of the degree. Students should check individual programs and the Rhode Island College School of Graduate Studies MANUAL for additional requirements.
- Changes in this plan must be requested on official *Change Plan of Study Forms* and must be approved by the Graduate Dean before enrollment in the revised courses.
- Students must satisfy the continuous enrollment requirements of the School of Graduate Studies at Rhode Island College.

PLAN OF STUDY

Dept.	Course #	Course Title	Credits
Not for Program Credit			
Courses for Program Credit			
FNED	520	Cultural Foundations of Education	3
ELED	510	Research Methods Analysis and Applications	3
SPED	435	Assessment and Instruction of Children with Severe/Profound Needs	4
SPED	436	Assessment and Instruction of Adolescents with Severe/Profound Needs	4
SPED	534	Involvement of Parents/Families	3
SPED	520	Education of Students with Sev/Dis in Nonschool Settings	3
SPED	525	Development of Communication and Movement	3
SPED	526	Assessment and Instruction of Children with Multiple and Sensory Needs	3
SPED	515	Assessment and Planning for Infants and Preschool Children with special needs	3
SPED	665	Graduate Internship in Severe Disabilities	6
Total			35

Thesis: yes no Comprehensive Assessment: yes no

Student _____
 Adviser Jason G. Dell
 Department Chairperson Susan G. Dell
 Associate Dean of Graduate Studies _____

Date 1/29/09
 Date 1/29/09
 Date 1/29/09
 Date _____



RHODE ISLAND COLLEGE

Feinstein School of Education and Human Development GRADUATE PROGRAMS

Advanced Program Recommendation Candidate Information Sheet

Name: _____ Date of Birth: 3-3-75
Empl ID/S: _____ Gender: Male [] Female [X]

Ethnic Group:
[] African American [] Hispanic
[] American Indian/Alaskan Native [X] White
[] Asian/Pacific Islander [] Multiracial

Program (select one):
[] M.A. (specify area) _____
[X] M.Ed. (specify area) Severe Profound
[] C.A.G.S. (specify area) _____

1. GPA: 1 <=2.4 2 2.5-2.9 3 3.0-3.4 4 >=3.5
Supplementary (Identify) _____

2. MAT or GRE: 1 <=25%ile 2 26%ile-39%ile 3 40%ile-74%ile 4 >=75%ile
Supplementary (Identify) _____

3. Professional Goals Essay: 1 Unsatisfactory 2 Revise/Resubmit 3 Accept 4 Exemplary
Supplementary (Identify) _____

4. Candidate Reference Forms: 1 Unsatisfactory 2 With reservation 3 Satisfactory 4 Commendable
Supplementary (Identify) _____

5. Performance-Based Evaluation: 1 Questionable 2 With reservation 3 Adequate 4 Strong
Supplementary (Identify) _____

6. Program-Specific Requirements: 1 Unmet 2 Unmet but allowed to resubmit 3 Met 4 Exceeded

7. Status:
[X] Admit [] Admit Conditionally
Condition(s): _____
[] Deny Reason(s) for Denial: _____

8. Designated Advisor: _____ Date 1/2/09

9. Committee Members' Signature: 1) _____ 2) _____

10. Chair's Signature: _____ Date 1/15/09



**RHODE ISLAND
COLLEGE**

**Feinstein School of Education and Human Development
GRADUATE PROGRAMS**

PROFESSIONAL GOALS ESSAY—SCORING RUBRIC

Candidate _____

Reader *Josian Dell*

Date *1/13/09*

Score: Initial Assessment *(4)*

Revision Date _____

Score _____

<p>CONTENT</p> <ul style="list-style-type: none"> Reflection on experiences, skills, and lifelong learning. Level of preparation, knowledge base, and professional activities. Professional goals and their relation to serving all individuals and families. Reasons for choosing RIC's graduate program. 	<p>EXEMPLARY (4)</p> <p>All content criteria are evident and show evidence of clear, well-reasoned reflection and understanding of the goals of graduate study. Essay includes effective use of personal experience to discuss level of preparation and promising dispositions.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>ACCEPTABLE (3)</p> <p>Most criteria are evident or some evidence of thoughtful reflection and understanding of graduate study goals. Essay includes some relevant examples based on personal experience to discuss level of preparation and promising dispositions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>REVISE/RESUBMIT (2)</p> <p>Some criteria are evident or shows little thoughtful reflection and understanding of graduate study goals. Essay includes few relevant examples based on personal experience; does not generally use those examples to discuss level of preparation or promising dispositions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>UNACCEPTABLE (1)</p> <p>Content is relevant but not comprehensive or well integrated. There is little evidence of thoughtful reflection or understanding of graduate study goals. Essay makes little connection to personal experience and/or level of preparation.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>CONVENTIONS</p> <ul style="list-style-type: none"> Expression and voice. Organization of thoughts and ideas. Use of the English language. 	<p>EXEMPLARY (4)</p> <p>Well-focused essay with evidence of thought and organization in composition, phrasing, and structure. Effective transitions between ideas. No spelling, punctuation, or grammar errors are evident.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>ACCEPTABLE (3)</p> <p>Essay is focused and shows some evidence of composition skills. Transitions between ideas are weak or inconsistent. Essay is mostly clean from errors (no more than three errors in spelling, punctuation, or grammar).</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>REVISE/RESUBMIT (2)</p> <p>Essay is not focused and shows minimal evidence of composition skills. Structure is weak with little evidence of transitions between ideas. Essay contains numerous errors in spelling, punctuation, and grammar but they do not detract from reader's understanding.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>UNACCEPTABLE (1)</p> <p>Essay is poorly expressed and disorganized with little attention to language and sentence structure. Essay contains numerous errors in spelling, punctuation, or grammar that significantly undermine reader's understanding.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>OVERALL RATING</p>	<p>EXEMPLARY <input checked="" type="checkbox"/></p>	<p>ACCEPTABLE <input type="checkbox"/></p>	<p>REVISE/RESUBMIT <input type="checkbox"/></p>	<p>UNACCEPTABLE <input type="checkbox"/></p>



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Application for Graduate Admission

Return this completed, signed application, \$50 application fee, and notification card in the enclosed envelope. The application fee must be in the form of a check or money order payable to Rhode Island College. Please type or print clearly.

1. 036 52 8980 SOCIAL SECURITY NUMBER

2. Name: _____

MAIDEN OR OTHER NAME, IF ANY _____

3. Gender (optional): Male Female

4. Date of Birth: 03/03/1975 Place of Birth: Providence, Rhode Island

5. Home Address: 51 Cherry Hill Drive Seekonk, MA 02771

6. COUNTRY (IF INTERNATIONAL STUDENT) _____ TELEPHONE (401) 864-1522 E-MAIL ADDRESS (IF AVAILABLE) cmairello2001@aol.com

Check here if Mailing Address is different from Home Address (see no. 19).

6. Citizenship (check one): U.S. Citizen (Native). State of Legal Residence: Massachusetts Number of Years in State: 3 months Permanent U.S. Resident with a Permanent Residency Card. (Please forward a copy of both sides of your permanent residency card.) State of Legal Residence: _____ Number of Years in State: _____ International Student. Country: _____ (Be sure to complete no. 20.) Visa (check one): Student Visa Dependent Visa Current Visa Type (B-1, J-1, etc.): _____ Other Immigration Status. (Please specify and attach supporting information.) _____

7. Your First Language (optional): English

8. Proposed Entrance Date: Fall Spring Summer Year 2009

9. Have you previously applied for graduate admission to Rhode Island College? Yes Year _____ No Have you ever attended Rhode Island College? Yes Year _____ No

10. Ethnic Group (optional). The information below will not be used in determining admission or financial aid qualifications. It will be used for administrative reporting in compliance with Title VI of the Civil Rights Act of 1964. American Indian/Alaskan Native Asian American/Pacific Islander Black Hispanic White Other _____

11. **Highest Credential Held at Proposed Entrance Date:**

- Bachelor's Degree Master's Degree Other _____

12. **Education:** List, in chronological order, all college-level institutions attended, including Rhode Island College, regardless of the length of attendance. Please request each college, except Rhode Island College, to send to the Feinstein School of Education and Human Development one copy of all official transcripts of your record. Indicate in the far right column the date you requested each transcript to be sent.

COLLEGE/UNIVERSITY	LOCATION	DEGREE AND DATE CONFERRED	CUMULATIVE GPA	DATE OF REQUEST
The American University	Washington, D.C.	BA Communications	3.75	10/26/08
Rhode Island College	Providence, RI	B.S. ^{Spring 1998} Ed/Spec _{Spring of 2005}		10/26/08

Honors received: _____

13. **Program:** Please identify the area of graduate study that you are applying for admission.

- M.Ed. M.A. C.A.G.S. Individualized Certificate of Graduate Studies (15-18 hr. program)

Feinstein School of Education and Human Development Med

FULL NAME OF PROGRAM

DEPARTMENT

SFE Severe/Reformed

14. **Examinations:** Please indicate standardized test taken and date of administration.

- Graduate Record Examination Date _____
 Miller Analogies Test Date 11/03/08
 Other (Specify) _____ Date _____

15. **Candidate Reference Forms and Letters of Recommendation:** Please list the three individuals you have requested to complete the Candidate Reference Forms and Letters of Recommendation. Indicate the date you requested them. Forms completed by individuals who have knowledge of your academic and/or work capabilities and who can attest to your potential to do graduate work are preferred. Social or personal acquaintances should not be used.

	NAME	TITLE	DATE REQUESTED
1.	Demi Caris	Supervisor	10/16/08
2.	Dr. Cooper Woodard	Clinical Director	10/6/08
3.	Mary Pendergast	Assistant Director	10/8/08

16. **Teaching Certificate:** All school related programs EXCEPT school psychology.

17. **Performance-based Evaluation:** Please submit a copy of a recent performance-based evaluation which reflects an assessment of your professional work and skills. (See enclosed document for details.)

18. **Professional Goals Essay:** In support of your application for graduate study, prepare a well-organized, focused essay of 300 to 500 words describing why you want to pursue graduate education. Included in the essay should be a reflection on:

- your experiences, skills, and lifelong learning that make your decision to pursue graduate study a sound choice for you,
- your level of preparation for graduate study, knowledge in your chosen field, and professional activities/collaboration,
- your professional goals and how these goals will prepare you to serve individuals and families from diverse backgrounds, and
- your reasons for choosing RIC's graduate program.

Please note: This essay should demonstrate your best writing. It must be double-spaced and word processed (or typed).

19. **Program specific materials may be required.** Please see listing in this application packet.

20. **Assistantships and Scholarships:** There are a limited number of graduate and teaching assistantships. Please see http://www.ric.edu/finaid/grad_student.html#grad_assist for particulars.

If you are applying for an assistantship, please submit a completed Graduate Assistantship Application form. A limited number of graduate scholarships are available. If you are applying for a graduate scholarship, please submit a completed Graduate Scholarship Application and a Free Application for Federal Student Aid (FAFSA) through the Office of Student Financial Aid.

Please note: Assistantships and scholarships are awarded only to admitted, full-time graduate students. The deadline for application is April 1. Appointments to assistantships will be made by the assistant vice president on or about the first week in May. Scholarship awards will be made in June.

21. **Mailing Address** (Only if different from Home Address):

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

()
TELEPHONE

22. **International Students** (You must supply a home country address here, if you are currently living in the United States):

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

()
TELEPHONE

23. **Academic Honesty:** By signing this application, you are attesting that the information provided is complete and accurate to the best of your knowledge. The admissions office may withdraw an application or rescind the acceptance offered if a violation of academic honesty is discovered.

To the best of my knowledge and belief the information given on this application form is complete and accurate.

Applicant's Signature

D

Date

10/25/08

Statement of Confidentiality

The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and materials received by the School of Social Work from any source in the consideration of this application shall be maintained, and these documents shall not be disclosed to anyone, including the candidate and his/her family, except by action of the dean of the School of Social Work in accordance with the provisions of the act and Rhode Island College policy. Once the admission process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available upon request to the student.

Statement of Nondiscrimination and Affirmative Action

Pursuant to the philosophy of the Board of Governors for Higher Education, Rhode Island College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital, citizenship status or status as a special disabled veteran, recently separated veteran, Vietnam Era veteran, or any other veteran who served in active duty during a war or in a campaign or expedition for which a campaign badge has been authorized (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of the College's educational programs and activities, including admissions policies, scholarship and loan programs, and athletic and other College-administered programs. It also encompasses the employment of College personnel and contracting by the College for goods and services. The College is committed to taking affirmative action to employ and advance in employment qualified women and members of minority groups identified in state and federal affirmative action laws and executive orders, persons with disabilities (including qualified special disabled veterans), and veterans of the Vietnam Era.



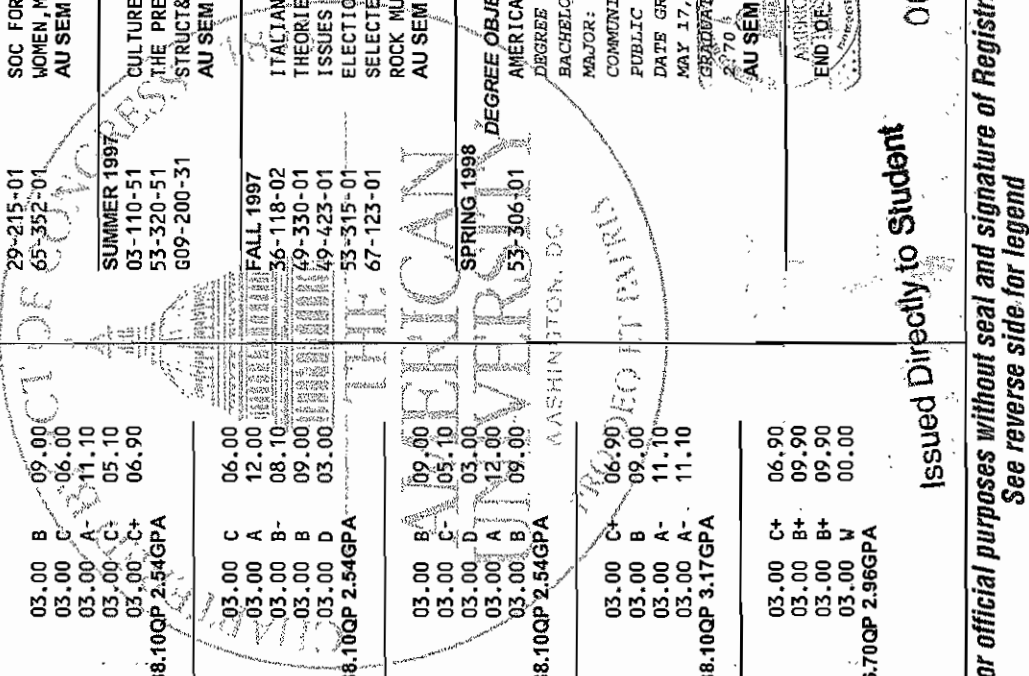
AMERICAN UNIVERSITY

ACADEMIC RECORD

W A S H I N G T O N , D C

LAST	FIRST	M	AU ID	BIRTH	SEX
		L	0643826	03/03	
DATE PRINTED	PAGE				
10/28/08	1 OF 1				

Course Number	Course Title	Hr	Crs Val	Grd	Quality Points
FALL 1995					
DEGREE OBJECTIVE: BACHELORS					
23-100-38	COLLEGE WRITING		03.00	A-	11.10
36-152-06	SPANISH, ELEMENTARY I /A		03.00	C	06.00
41-150-11	FINITE MATHEMATICS		03.00	D	03.00
G19-100-01	MACROECONOMICS /S 4:1		03.00	W	00.00
G29-115-01	WORK AND COMMUNITY /S 2:1		03.00	C+	06.90
- ENGLISH COMPETENCY PASSED -					
AU SEM SUM: 15.00HRS ATT 12.00HRS ERND 27.00QP 2.25GPA					
SPRING 1994					
23-101-32	COLLEGE WRITING SEMINAR		03.00	B	09.00
49-350-02	SHORT FICTION		03.00	C	06.00
67-160-01	CURRENT CONCEPTS IN NUTRITION		03.00	A-	11.10
G23-235-01	ON STAGE! DANCE-MUSIC-THEA/A		03.00	C	05.10
G65-100-03	AFRICAN AMERICAN LIT /A 2:2		03.00	C+	06.90
AU SEM SUM: 15.00HRS ATT 15.00HRS ERND 38.10QP 2.54GPA					
FALL 1994					
41-150-05	FINITE MATHEMATICS		03.00	C	06.00
49-250-02	STRATEGIES IN STRESS REDUCTION		03.00	A	12.00
G17-105-03	VISUAL LITERACY /A 1:1		03.00	B-	08.10
G53-235-01	UNDERSTANDING MASS MEDIA/S 4:2		03.00	B	09.00
G67-220-01	COMPARATIVE POLITICS /S 3:1		03.00	D	03.00
AU SEM SUM: 15.00HRS ATT 15.00HRS ERND 38.10QP 2.54GPA					
SPRING 1995					
05-344-02	CERAMICS		03.00	B	09.00
17-200-03	WRITING FOR MASS COMMUNICATION		03.00	C-	05.10
G09-100-04	GREAT EXPERIMENTS IN BIO/N 5:1		03.00	D	03.00
G53-235-01	DYNAMICS OF POL CHANGE /S 3:2		03.00	A	12.00
G67-220-01	AMER SOC ON STAGE&SCREEN/A 1:2		03.00	B	09.00
AU SEM SUM: 15.00HRS ATT 15.00HRS ERND 38.10QP 2.54GPA					
FALL 1995					
17-204-03	PUBLIC RELATIONS		03.00	C+	06.90
17-410-02	INTERPERSONAL COMMUNICATION		03.00	B	09.00
17-475-01	GROUP COMMUNICATION MANAGEMENT		03.00	A-	11.10
53-331-01	MILITRY, AUTHORITY & POLITICS		03.00	A-	11.10
AU SEM SUM: 12.00HRS ATT 12.00HRS ERND 38.10QP 3.17GPA					
SPRING 1996					
17-200-07	WRITING FOR MASS COMMUNICATION		03.00	C+	06.90
17-310-02	PUBLIC SPEAKING		03.00	B+	09.90
17-437-01	PUBLIC RELATIONS MEDIA		03.00	B+	09.90
53-352-01	LAW AND THE POLITICAL SYSTEM/S		03.00	W	00.00
AU SEM SUM: 12.00HRS ATT 9.00HRS ERND 26.70QP 2.96GPA					
FALL 1996					
BASIC PHOTOGRAPHY					
17-430-01			03.00	B+	09.90
17-446-01	PUBLIC RELATIONS CASE STUDIES		03.00	B	09.00
19-110-01	THE GLOBAL MAJORITY /S		03.00	B	09.00
57-105-02	PSYCH: UNDERSTAND HUM BEH/S		03.00	W	00.00
57-430-01	HUMAN SEXUAL BEHAVIOR		03.00	C	06.00
AU SEM SUM: 15.00HRS ATT 12.00HRS ERND 33.90QP 2.82GPA					
SPRING 1997					
17-480-02	PUBLIC COMMUNICATION RESEARCH		03.00	C+	06.90
17-547-01	GREAT BOOKS IN U.S. JOURNALISM		03.00	B+	09.90
29-215-01	SOC FORCES SHAPED AMER /S		03.00	C+	06.90
65-352-01	WOMEN, MEN & SOCIAL CHANGE		03.00	B-	08.10
AU SEM SUM: 12.00HRS ATT 12.00HRS ERND 31.80QP 2.65GPA					
SUMMER 1997					
03-110-51	CULTURE: HUMAN MIRROR /S		03.00	B	09.00
53-320-51	THE PRESIDENCY		03.00	C-	05.10
G09-200-31	STRUCT&FUNCT OF HUM BODY/N 5:2		03.00	C	06.00
AU SEM SUM: 9.00HRS ATT 9.00HRS ERND 20.10QP 2.23GPA					
FALL 1997					
36-118-02	ITALIAN, ELEMENTARY I /A		03.00	B	09.00
49-330-01	THEORIES OF HEALTH & WELLNESS		03.00	A-	11.10
49-423-01	ISSUES IN WOMEN'S HEALTH		03.00	B	09.00
53-315-01	ELECTIONS AND VOTING BEHAVIOR		03.00	A	12.00
67-123-01	SELECTED TOPICS IN MUSIC		03.00	B	09.00
AU SEM SUM: 15.00HRS ATT 15.00HRS ERND 50.10QP 3.34GPA					
SPRING 1998					
DEGREE OBJECTIVE: BACHELOR OF ARTS					
53-306-01	AMERICAN POLITICAL THOUGHT		03.00	C+	06.90
DEGREE GRANTED:					
BACHELOR OF ARTS					
MAJOR:					
COMMUNICATION					
PUBLIC COMMUNICATION					
DATE GRANTED:					
MAY 17, 1998					
GRADUATING GPA:					
2.70					
AU SEM SUM: 3.00HRS ATT 3.00HRS ERND 6.90QP 2.30GPA					



Issued Directly to Student
 Not valid for official purposes without seal and signature of Registrar in color
 See reverse side for legend

Professional Goals Essay

Since graduating from the Teacher Preparation Program in Elementary and Special Education within the Feinstein School of Education and Human Development in 2005, I have had several opportunities to utilize my teaching skills in both the public and private school sector. Although my teaching experiences have helped me to grow and develop professionally, I feel I need to further my education and pursue a graduate program in the field of special education to continue to advance my knowledge and understanding for the profession.

My career as a teacher began in the Providence Public School District. I was assigned to a self-contained mild/moderate fourth and fifth grade class composed of students diagnosed with emotional disorder. This experience helped me to realize that despite being knowledgeable about teaching students with special needs, I still needed to develop confidence to grow as an educator in the field. This is when I began thinking about pursuing a graduate degree to continue to develop my confidence level and further my understanding for various levels of special needs students.

My next teaching experience was in the district of Fall River, Massachusetts, where I was assigned to an ESL middle school special education teacher position. My decision to accept this position was based on my need to further develop an understanding for the middle school population. At that point in my career, I was determined to try various positions to help me decide which

OCT 8 0 2003

direction I wanted to go in furthering my graduate program. Teaching the middle school population helped me to decide that I was most comfortable with that age group and wanted to pursue that direction.

Currently, I am a special education teacher at the Groden Center in Providence. I have been teaching there for two+ years in a severe profound self-contained classroom. My experience with teaching this population has helped me to pursue my graduate degree in the field of special education. Although I have been fortunate to have learned many valuable lessons and develop my abilities for being an educator, I feel that I have to continue to educate myself further specifically in the field of severe/ profound special needs students to assist me in being a top leader in special education.

Looking back on my undergraduate experience in the teaching program, one of my professional goals was to incorporate the PAR and the Four Themes motif into my student teaching experiences. Now, being a professional teacher, one of my goals in my own classroom is still to adhere to the PAR framework and continue to plan successful lessons, implement them, and always reflect on my practice to guide and motivate me through my career. Additionally, in dealing with the diversity of my students, I continue to work on incorporating Knowledge, Pedagogy, Diversity, and Professionalism into each decision I make as an educator. In dealing with the many issues that evolve in my career, I realize the importance of building on the foundation for best practice that includes Knowledge of content, theoretical and practical ground in Pedagogy, sensitivity for human Diversity and standards of Professionalism.

In choosing Rhode Island College to complete my graduate studies program, I feel that I am coming back to my roots of where my teaching career began. My undergraduate experience was amazing and allowed me to develop a confidence that I was originally unsure I had within me. I am confident that throughout my experience in my graduate studies, I will continue to grow and develop knowledge for the teaching profession that will in turn provide me with the confidence to become a leader in the field of education.

51 Cherry Hill Drive
Seekonk, MA 02771-

State of Rhode Island and Providence Plantations
Department of Education
School Certificate

Having satisfactorily met the certification requirements of the Board of Regents for Elementary and Secondary Education has been granted a certificate and is authorized to serve in the public schools of Rhode Island as a

CERTIFICATE OF ELIGIBILITY FOR EMPLOYMENT TEACHER OF ELEMENTARY GRADES (01-06) ISSUED 29-JUL-2008 AND EXPIRING 31-AUG-2011
CERTIFICATE OF ELIGIBILITY FOR EMPLOYMENT SPECIAL EDUCATOR - MILD/MODERATE/SEVERE/MID LEVEL ISSUED 31-AUG-2008 AND EXPIRING 31-AUG-2011

13564
CERTIFICATE NUMBER

Given Under the Authority of the Board of Regents for Elementary and Secondary Education

Paula J. ...
Certification Officer

Edmund ...
Commissioner



OCT 30 2008

ANNUAL EMPLOYEE PERFORMANCE EVALUATION

COVER SHEET

Employee:

Supervisor: Anastacia Hayes-Kelley

Review Period: 2007-2008

Rating Scale

- 1 = Does Not Meet Job Requirements**
- 2 = Needs Improvement**
- 3 = Meets Job Requirements**
- 4 = Exceeds Job Requirements**

(Be sure to include employee's job description portion of the evaluation to this document)

Rating Scale

- 1 = Does Not Meet Job Requirements
- 2 = Needs Improvement
- 3 = Meets Job Requirements
- 4 = Exceeds Job Requirements

I. PERFORMANCE EVALUATION ADDENDUM

EMPLOYEE: _____

Attach to employee's performance evaluation. Complete the sections below providing comments and/or a rating to the functions identified.

1. Employee Strengths:

- Christina is able to rise above negativity and focus on job performance.
- Christina has good insight into the dynamics of classroom staff.
- Christina effectively communicates needs of staff and classroom.
- Christina treats her students with compassion and respect.
- Christina has a great rapport with student's families.

2. Areas Requiring Development: (specific objectives to be developed jointly by employee and supervisor)

- Improve punctuality
- Increase knowledge of academic programming
- Train all staff on procedures and programming

3. Has employee fulfilled training requirements?

YES NO (if no, please specify plan for correction)

4. Maintains cooperative relationships with clients, staff, outside agencies and the public.

- 3 Treats clients with dignity and respect.
- 3 Works in cooperation with co-workers and supervisory staff.
- 3 Deals with co-workers regarding problems in a constructive manner.
- 4 Accepts and uses direction and supervision.
- 4 Benefits from constructive feedback.

5. Work Habits

- 3 Punctuality
- 3 Attendance

6. Communications Skills

- 3 Oral Communications
- 3 Written Communications
- 4 Listening Skills

II. SUPERVISORY/MANAGEMENT SKILLS (Complete for supervisors, managers, & directors only)

7. Management, Decision Making, Planning & Analysis, Staff Management

- _____ Management of time to meet deadlines
- _____ Innovation and creative problem solving
- _____ Participation in performance improvement activities
- _____ Sets goals and objectives for department and meets them
- _____ Anticipates current and future needs and effectively plans
- _____ Develops well researched proposals for action
- _____ Exercises good judgment when making decisions or reaching conclusions
- _____ Coaches supervisees
- _____ Empowers staff to act in their positions
- _____ Delegates responsibility appropriately
- _____ Appropriately manages staff performance
- _____ Creates positive work climate among staff
- _____ Takes appropriate action with underperforming staff

III. OVERALL PERFORMANCE SUMMARY COMMENTS:

Christina has a great rapport with staff, students, and their families. She strives to provide a positive atmosphere in all situations and is able to advocate for her classroom. Christina needs to ~~not~~ address staff issues with her staff when problems arise, notify clinical supervisor regarding issues and results, and ask supervisor for assistance if problem can not be resolved.

IV. OVERALL RATING _____

V. GOALS FOR THE NEXT YEAR:

Identify 2 "SMART" goals for the upcoming 12 months.
(SMART = Specific, Measurable, Achievable, Relevant, Timely)

Goal #1: Improve punctuality, arriving to work at the scheduled time each day.

Target Date: Review every two weeks

Goal #2 Due to the change of students within the classroom, Christina will ~~be~~ familiarize herself with all students academic programming and will train classroom staff.
Target Date: 9/30/08

VI. SIGNATURES

Supervisor Signature/Date: Mariticia Lopez-Kelley 5-8-08

Employee Signature/Date: _____

(Your signature acknowledges that your supervisor has reviewed the evaluation with you; you may make comments regarding this evaluation below).

Program Director Signature/Date: Rubend Smith 5-15-08

EMPLOYEE COMMENTS: (write comments below)

Title:	Special Education Teacher	Category:	Salaried
Placement:	The Groden Network	Schedule:	Full Time
Program:	Groden Day Program	# of Hours:	37
Location:	86 Mount Hope Street		
Reports To:	Program Advisor/Clinical Supervisor Program Director		

General Position Description:

Coordinate student programs including planning goals, designing instructional programs, scheduling and monitoring programs; complete/monitor completion of documents for staff and students; effectively arrange physical environment to foster maximum learning.

Essential Functions:Rating

- 3 1. Provide direct instruction to students.
 2. Coordinate all students' Individual Education Plans (IEPs) in the Unit, including:
 - 3 a. Monitor status of student evaluations;
 - 3 b. Complete planning guide with input from team, including teaching/resource staff and
 - 3 c. Prepare area plans, as developed by the team;
 - 3 d. Complete plans as assigned;
 - 3 e. Collate entire plans according to timelines;
 - 3 f. Attend Individual Education Plan meetings and present area plans;
 - 3 g. Ensure new IEP programs and all attendance materials are in place according to prescribed timelines;
 - 3 h. Oversee completion of Task Objective Sheets and Data Sheets by assigned Treatment Coordinator;
 - 3 i. Assist supervisor in training Coordinators to complete all necessary IEP materials, including Task Objective Sheets and Data Sheets.
 3. Coordinate all students' progress reports in the unit as follows:
 - 3 a. Assign and monitor Treatment Coordinators, ensure Coordinators complete progress reports for assigned students;
 - 3 b. Prepare all students' background information, general progress, summary and recommendations sections for the annual reports;
 - 3 c. Record area progress for assigned areas;
 - 3 d. Review all students' completed reports according to designated timelines;
- 3 4. Develop and/or review descriptions of instructional strategies, methods of evaluating objectives, and behavioral interventions and monitor implementation:

Essential Functions (Continued):

- 3 a. Participate in designated training that may occur during unscheduled work time.
 - 3 b. Review descriptions of instructional programs that are prepared by team members, provide training and feedback;
 - 3 c. Prepare and/or oversee development of all materials;
 - 3 d. Based on team decisions, write behavioral intervention descriptions for assigned students;
 - 3 e. Model appropriate interactions during both structured and unstructured times;
 - 3 f. Provide ongoing monitoring of instructional strategies, including periodic evaluation and assessment, making adjustments as needed.
5. Develop and monitor daily unit schedule to ensure that all students' programs are carried out according to their allotted schedule;
- 3 a. Ensure all required programming is scheduled according to each students' IEP;
 - 3 b. Update schedules in a timely manner to reflect changes in the unit.
6. Monitor progress of all students:
- 3 a. Record and evaluate data for assigned students;
 - 3 b. Review all students' weekly reports and forward to Unit Supervisor;
 - 3 c. Conduct program box checks;
 - 3 d. Notify the Program Advisor/Clinical Supervisor and/or resource staff of problem areas.
7. Participate in the development and implementation of student Behavioral Intervention Plans:
- 3 a. Record incidents of behavior, delegate completion of forms as needed and route;
 - 3 b. Ensure BIP procedures are implemented as written, report changes to treatment staff;
 - 3 c. Intervene as needed with students exhibiting targeted behaviors, including implementation of self-control procedures and physical restraints;
 - 3 d. Direct staff resources to respond appropriately to student behavior, maintain safety for all students; Intervene with students 3-21 years of age to implement behavioral interventions, including physical restraint, lifting and transporting.
 - 3 e. Create or direct Support Staff Emergency Pages.
8. Participate in assigned staff training activities, including annual refresher training and staff evaluations:
- 3 a. Monitor staff and give online feedback and training on an outgoing basis.
9. Develop and maintain a strong effective classroom treatment team:
- 3 a. Delegate tasks as needed;
 - 3 b. Provide ongoing feedback; including corrective feedback, in a professional manner;
 - 3 c. Foster professional growth of treatment team members;
 - 3 d. Provide and maintain appropriate classroom structure.

Essential Functions (Continued):

- 3 10. Communicate professionally, audibly and legibly with treatment team, supervisor, clinical director, resource staff, support staff, etc.
- 3 11. Intervene with students who may be exhibiting the behaviors of enuresis, encopresis, ejaculation, spitting, biting, rumination, physical aggression, (to self, others, or environment), verbal assault, and running. Contact with bodily fluids may occur.
- 4 12. Develop and maintain a positive attitude and relationship with student families and residential
 - 4 a. Ensure communication books are completed on a daily basis;
 - 3 b. Ensure notes home/to residence are appropriate, informative, legible and professional;
 - 3 c. Conduct home and residential visits as scheduled; document visits using appropriate forms;
 - 4 d. Inform families and residential staff of changes in the classroom, including staffing and schedule changes.
- 3 13. Participate in meetings, including Unit Meeting and "as scheduled" meetings with Unit Supervisor, Clinical Director, and Resource Staff.
- 3 14. Participate in program analysis activities which include supervisor observations, video and audio taping of staff and students, and written feedback.
- 3 15. Facilitate student transition into and out of assigned unit;
 - 3 a. Ensure all program materials are up to date and complete prior to transition;
 - 3 b. Meet with new/old staff as needed, to facilitate transition and schedule classroom visits;
 - 3 c. Participate in intake process, including attending Behavioral Team Meetings and providing support to Intake Unit as needed;
 - 3 d. Participate in screening process and complete screening paperwork as required.
- 3 16. Coordinate interns and volunteers for the unit.
- 3 17. Participate in curriculum development and designated training that may occur during unscheduled work time. Must be First Aid, CPR and Pro-Act certified and maintain annual re-certification. Successful completion of medical certification program. (i.e., medication
- 3 18. Coordinate with Program Advisor/Clinical Supervisor in assigning unit tasks to team members.
- 3 19. Work with students from other units and/or sites to ensure safety and appropriate educational conditions for all Center students as assigned for staff coverage.
- 3 20. Assist physical education staff in teaching swimming as assigned.
- 3 21. If applicable, drive a Center vehicle, after passing the Groden Certification program, to transport students. Must have a valid driver's license.

Essential Functions (Continued):

- 3 22. Attendance at Center functions (Open House, Spring Festival, Annual Banquet).
- 3 23. Assist Resource staff including APE Instructor, SLP and OT with programming as needed.
- 3 24. Added Responsibilities:
 - 3 a. Conduct program analysis;
 - 3 b. Review parent communication notebooks;
 - 3 c. Coordinate unit meetings and program reviews;
 - 3 d. Develop curriculum.

Education, Experience and Special Skills:

1. Bachelor's degree in Special Education
2. RI Department of Education certification in moderate/severe/profound or mild/moderate as appropriate
3. One year experience as a special education teacher preferred.
4. Good written and verbal communication skills.

Employee Receipt:

I have received and reviewed a copy of my Job Description. I understand that this job description is not meant to be an all-inclusive statement of the duties and responsibilities of the job required; nor is it intended to be an all-inclusive listing of the skills and abilities required to do the job. Rather, it is intended only to describe the general nature of the job. Further, I understand that I will comply with the standards and expectations of this job description and have been given an opportunity to ask questions with regards to any component of this job description.

Name

Date

**The Groden Network
Leadership Feedback Survey
Nov-07**

**Groden Day
Supervisor:**

Ratings
1 = Never
2 = Occasionally
3 = Sometimes
4 = Most of the Time
5 = Always

Questions	Staff 1	Staff 2	Staff 3	Staff 4	Average
1. Provides direct, honest feedback on my performance.	5	4	5	5	4.75
2. Encourages my development; seeks the best from me.	5	4	5	5	4.75
3. Recognizes and praises me for doing good work.	5	5	5	5	5.00
4. Confident in self and gives personal best to the department and agency.	5	4	5	5	4.75
5. Is highly ethical and professional.	5	4	5	5	4.75
6. Displays a positive attitude.	5	4	5	5	4.75
7. Understands, supports and effectively communicates with me.	5	4	5	5	4.75
8. Seems to care about me as a person.	5	4	5	5	4.75
9. Respects my point of view.	5	4	5	5	4.75
10. Provides clear directions and expectations and communicates same to me.	5	4	4	5	4.50
11. Provides effective clinical and/or administrative support to me.	5	4	4	5	4.50
12. Understands my job.	5	5	5	5	5.00
13. Treats me fairly.	5	4	5	5	4.75
14. Responds to and resolves conflicts/problems promptly and effectively.	5	4	4	5	4.50
15. Respects and maintains confidentiality; is trustworthy.	5	5	5	5	5.00
16. Has a regular presence in the classroom.	5	5	5	5	5.00
17. Is an effective supervisor to me.	5	5	5	5	5.00
Comments:	Overall Avg				4.78
Awesomeness level is high					81.25
Excellent teacher and supervisor					

Original: Client File
 Yellow: Supervisor _____
 Training Coord. _____
 Other _____

Program Analysis

CLIENT(S) <i>Geanina</i>	DATE 9/14/06	TIME FROM	TO
STAFF	OBSERVER(S) Mary Pendergast		
PROGRAM <i>Getting off the bus</i>	LOCATION <i>Front of building</i>		
SPECIAL CONSIDERATIONS			

PROGRAMMATIC REVIEW	RATING	COMMENTS
IEP Objectives	5 4 3 2 1	<p><i>you are an amazing job getting Geanina off the bus this morning. This is typically a difficult transition time for her. She prefers to have familiar staff support her through the transition. I applaud your initiative. You jumped right in when no one familiar was available. You followed the appropriate steps to support Geanina through the transition. You gave her space but remained in close contact. You greeted her with supportive reinforcing comments. You gave her time to adjust to the situation but kept her focused on the goal at hand. I was really impressed with your style of interaction and her response to it. What a success for both you and Geanina.</i></p> <p><i>Thanks, Mary</i></p>
Task Objective Sheet	5 4 3 2 1	
Instructional Arrangements	5 4 3 2 1	
Instructional Strategies	5 4 3 2 1	
Method of Recording Data / Charting	5 4 3 2 1	
IMPLEMENTATION STRATEGIES		
Current IEP, TOS, Data	5 4 3 2 1 <i>MA</i>	
Materials & Presentation	5 4 3 2 1 <i>MA</i>	
Physical Arrangements	5 4 3 2 1	
Client/Staff Positioning	5 4 3 2 1	
Directions	5 4 3 2 1	
Prompts	5 4 3 2 1	
Voice	5 4 3 2 1	
Pacing	5 4 3 2 1	
Reinforcement	5 4 3 2 1	
Consequences/Corrections	5 4 3 2 1 <i>MA</i>	
Interaction Style	5 4 3 2 1	
Beginning/Ending/Transition	5 4 3 2 1 <i>MA</i>	
Incidental Teaching	5 4 3 2 1 <i>MA</i>	
Other	5 4 3 2 1	
AVERAGE PROGRAM RATING		AVERAGE IMPLEMENTATION RATING



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby waive/do not waive (circle one) my right to view this reference form. My signature below indicates that I have read this statement.

Signature of Applicant _____

lo

Date 10/15/08

(Applicant's Name) C

2110

_____ has applied for admission to graduate study at Rhode Island College. _____ on this form your estimation of the candidate's potential to do graduate work.

In addition to the rankings below, please write a brief letter of recommendation addressing your knowledge of this candidate's professional background and experiences.

Please state the length of time and in what capacity you have known the above student:

Years 2⁺ Months _____

Nature of acquaintance: Supervisor: Resource Staff

Please evaluate the following attributes of the candidate on a four-point scale as indicated.

	Below Average	Average	Above Average	High	
1. Capacity for insight.	1	2	3	(4)	NA
2. Clarity of goals.	1	2	3	(4)	NA
3. Intellectual curiosity.	1	2	3	(4)	NA
4. Motivation and initiative.	1	2	3	(4)	NA
5. Rapport with children and youth.	1	2	3	(4)	NA
6. Rapport with adults.	1	2	3	(4)	NA
7. Emotional stability.	1	2	(3)	4	NA
8. Adaptability to change.	1	2	(3)	4	NA
9. Reliability and dependability.	1	2	3	(4)	NA
10. Ability to organize ideas or tasks.	1	2	3	(4)	NA
11. Oral and written communication skills.	1	2	(3)	4	NA
12. Overall potential.	1	2	3	(4)	NA

Signature _____

Dimitra Caris

Date _____

Name _____

DIMITRA CARIS

GRODEN

ACTING EDUCATIONAL UNIT SUPERVISOR

(Please print)

(Institution or firm)

(Position)

Address _____

c/o Groden Center 82 Mt. Hope Avenue Providence RI 02906

Please return this form and the letter of recommendation to the applicant in the envelope provided. Sign the sealed envelope to ensure confidentiality.

Statement of Confidentiality:

The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and materials received by the Feinstein School of Education and Human Development from any source in the consideration of this application shall be maintained, and these documents shall not be disclosed to anyone, including the candidate and his/her family, except by action of the appropriate dean in accordance with the provisions of the act and Rhode Island College policy. Once the admissions process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available to the student upon request.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby waive (circle one) do not waive my right to view this reference form. My signature below indicates that I have read this statement.

Signature of Applicant _____

Date 10/16/08

(Applicant's Name) Lo has applied for admission to graduate study at Rhode Island College. Please indicate on this form your estimation of the candidate's potential to do graduate work.

In addition to the rankings below, please write a brief letter of recommendation addressing your knowledge of this candidate's professional background and experiences.

Please state the length of time and in what capacity you have known the above student:

Years 2 Months 2

Nature of acquaintance: Clinical Supervisor

Please evaluate the following attributes of the candidate on a four-point scale as indicated.

	Below Average	Average	Above Average	High	
1. Capacity for insight.	1	2	3	<u>4</u>	NA
2. Clarity of goals.	1	2	3	<u>4</u>	NA
3. Intellectual curiosity.	1	2	<u>3</u>	4	NA
4. Motivation and initiative.	1	2	3	<u>4</u>	NA
5. Rapport with children and youth.	1	2	3	<u>4</u>	NA
6. Rapport with adults.	1	2	3	<u>4</u>	NA
7. Emotional stability.	1	2	3	<u>4</u>	NA
8. Adaptability to change.	1	2	<u>3</u>	4	NA
9. Reliability and dependability.	1	2	3	<u>4</u>	NA
10. Ability to organize ideas or tasks.	1	2	<u>3</u>	4	NA
11. Oral and written communication skills.	1	2	<u>3</u>	4	NA
12. Overall potential.	1	2	3	<u>4</u>	NA

Signature _____

Date 10-16-08

Name _____

(Please print)

(Institution or firm)

(Position)

Address 86 Mt. Hope Ave. Providence RI 02906

Please return this form and the letter of recommendation to the applicant in the envelope provided. Sign the sealed envelope to ensure confidentiality.

Statement of Confidentiality:

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FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby waive / do not waive (circle one) my right to view this reference form. My signature below indicates that I have read this statement.

Signature of Applicant _____ Date 10/20/08

(Applicant's Name) _____ has applied for admission to graduate study at Rhode Island College. Please indicate on this form your estimation of the candidate's potential to do graduate work.

In addition to the rankings below, please write a brief letter of recommendation addressing your knowledge of this candidate's professional background and experiences.

Please state the length of time and in what capacity you have known the above student:

Years _____ Months _____ Nature of acquaintance: _____

Please evaluate the following attributes of the candidate on a four-point scale as indicated.

	Below Average	Average	Above Average	High	
1. Capacity for insight.	1	2	(3)	4	NA
2. Clarity of goals.	1	2	3	(4)	NA
3. Intellectual curiosity.	1	2	(3)	4	NA
4. Motivation and initiative.	1	2	3	(4)	NA
5. Rapport with children and youth.	1	2	(3)	4	NA
6. Rapport with adults.	1	2	3	(4)	NA
7. Emotional stability.	1	(2)	3	4	NA
8. Adaptability to change.	1	2	(3)	4	NA
9. Reliability and dependability.	1	2	3	(4)	NA
10. Ability to organize ideas or tasks.	1	(2)	3	4	NA
11. Oral and written communication skills.	1	2	(3)	4	NA
12. Overall potential.	1	2	(3)	4	NA

Signature Mary Pendergast Date 10/21/08

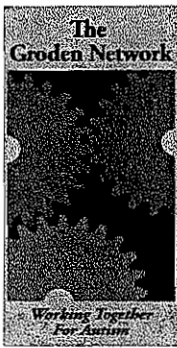
Name Mary Pendergast Groden Ctr. Clinical Supervisor
(Please print) (Institution or firm) (Position)

Address 86 Mount Hope Ave. Providence, RI 02906

Please return this form and the letter of recommendation to the applicant in the envelope provided. Sign the sealed envelope to ensure confidentiality.

Statement of Confidentiality:

The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and materials received by the Feinstein School of Education and Human Development from any source in the consideration of this application shall be maintained, and these documents shall not be disclosed to anyone, including the candidate and his/her family, except by action of the appropriate dean in accordance with the provisions of the act and Rhode Island College policy. Once the admissions process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available to the student upon request.



86 Mount Hope Avenue
Providence, Rhode Island 02906
401-274-6310
FAX 401-421-3280
RI Relay Service TTY 711
www.grodencenter.org

THE GRODEN CENTER, INC.

Rhode Island College
Feinstein School of Education and
Human Development Graduate Programs
600 Mt. Pleasant Avenue
Providence, Rhode Island 029008-1991

October 16, 2008

Reference Letter for Applicant: lo

To Whom it May Concern,

I am writing this letter in support of Christina Maiello's application to your graduate program in Education. Christina is a Special Education teacher here at the Groden Center. In my capacity as a Vocational Supervisor and as a Clinical Unit Supervisor for her classroom, I have had the opportunity to work closely with Christina and can confidently recommend her as a candidate for your program.

Christina is a dynamic and energetic teacher. She has worked successfully with some of the most challenging students in our program. Christina demonstrates a strong understanding of educational and behavioral principles and brings this understanding to bear in her classroom. Christina is always willing to share ideas, listen to the opinions of others, and investigate options and different ways of addressing challenging situations with her students. In her role as teacher, I have seen Christina interface with families, professionals, and resource staff with professionalism, understanding, and intelligence. I anticipate that Christina will benefit greatly from continuing her education and I look forward to having her bring the benefits of further education into our program.

Sincerely,

Demi Caris, BS
Vocational Supervisor
Acting Clinical Supervisor


To: Feinstein School of Education and Human Development
From: Cooper Woodard, PhD
Date: October 16, 2008
Re: Recommendation for (

Ms. Maiello has asked that I provide a letter of recommendation for admission to the graduate program at the Feinstein School of Education and Human Development. I have known and worked with Christina for just over two years, and have found her to be an effective, insightful, kind, and responsible special education teacher. She works with 6 children with varying types and levels of developmental disabilities including autism, many of whom also are diagnosed with comorbid psychiatric disorders which often complicate treatment dramatically. She is able to provide appropriate educational services to each child, and is creative in her educational programming. Further, the children that she has been serving while working at the Groden Center often display severe and dangerous behavioral challenges, and Christina deals with these challenges well. She works cooperatively with me to create effective behavioral programming, communicates with parents professionally and without difficulty, supervises staff and trains them in both behavioral and educational interventions, and is able to monitor the classroom and extensive data collection and paperwork.

Beyond her skills in education and behavioral intervention, Christina is a bright and friendly person who is a pleasure to work with. She has a good sense of humor, takes constructive feedback well, and on more than one occasion I have had the pleasure of watching her rise to difficult challenges so that she can continue to serve her students in the most effective manner possible. She is a conscientious and honest person, who has the ability to foster an interesting and supportive classroom environment where students can flourish. I have no doubt that she would be an asset to your program.

I recommend Christina to your program without hesitation, and I think she will be an enthusiastic and well-rounded contributor to your program and the field. If you have any questions, please do not hesitate to contact me.

Sincerely,



Cooper R. Woodard, PhD, BCBA
Clinical Director, The Groden Center

To whom it may concern,

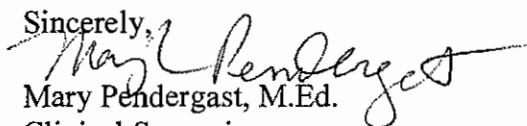
October 21, 2008,

I am writing this recommendation for Christina Groden, who is applying to the Masters of Special Education (severe/profound) program. I have worked with Christina at the Groden Center since September of 2006. During that time I have acted as her direct supervisor and coordinated her new teacher training. Christina is the Special Education Teacher in a classroom that educates six to seven high school aged students diagnosed with autism and other developmental disabilities. She works closely with her team members in developing and implementing all the students' Individual Education Program goals. Christina is a dedicated and committed teacher, whose desire to provide a high quality education to her students, leads her on a path towards continual learning and professional growth.

Christina is able to convey her ideas and communicate effectively not only in writing, but also verbally during group discussions and team meetings. She works collaboratively with her coworkers and often takes on extra responsibilities. She is an intuitive instructor anticipating students' needs and responding appropriately. She seeks out guidance and responds to feedback in an effort to improve her skills and provide quality programming to her students.

Christina is an excellent candidate for the Masters of Special Education (severe/profound) program at Rhode Island College. She has the ability and motivation to excel as a graduate student. I have no hesitation in recommending her to your program. I know she will be a credit to your school and the field of education.

Sincerely,



Mary Pendergast, M.Ed.

Clinical Supervisor

(Groden Center)

Special Education Director

(International Charter School)

Records Office
 600 Mt. Pleasant Avenue
 Providence, RI 02908-1991
 (401) 456-8212

Rhode Island College Official Transcript

SSN : 036-52-6980
 Name : C
 Student ID: 0

Send To:
 51 Cherry Hill Ave
 Seekonk, MA 02771-2205
 United States



Jane Quinn
 Director of Records

Print Date : 2008-10-27
 Degree Awarded : Bachelor of Science
 Center Date : 2005-05-21
 Degree Honors : Summa Cum Laude
 Degree Honors : Rhode Island College is an NCATE accredited institution
 Degree Honors : Elementary Education, Generalized, Special Education
 Sub-plan : Mildly/Moderately disabled Elem/Middle sch

Beginning of Graduate Record
 Spring 2003

Course	Description	Attempted	Passed	Grade	Points
ELM2 300	Concepts of Teaching	3.00	3.00	B+	9.990
WATH 139	Contemporary Topics in Health	3.00	3.00	B+	9.990
SEED 300	Intro Ed of Exceptional Child	4.00	4.00	A-	16.000
Transfer Credit from Candidate for Second Degree					
Applied toward United Negroes General College Program					
XFER 997	Electives and Bachelor's Degree	54.00	54.00	T	
XFER 996	Gen Ed - 2nd Bachelor's Degree	16.00	16.00	T	
Courses/Totals GPA					
TERM GPA	3.598	TERM TOTALS	10.00	10.00	35.980
CMU GPA	3.596	CMU TOTALS	10.00	100.00	35.960

Summer 2003

Course	Description	Attempted	Passed	Grade	Points
PAED 345	Diversity/The Public School	3.00	3.00	A	12.000
WATH 143	Health for Elem Sch Teachers I	3.00	3.00	C+	6.990

TERM GPA : 2.165
 TERM TOTALS : 6.00
 12.990

CMU GPA : 3.436
 CMU TOTALS : 16.00
 106.00
 54.970

Fall 2003

Course	Description	Attempted	Passed	Grade	Points
ELM2 427	Teaching Developmental Read I	3.00	3.00	A	12.000
ELM2 415	Teaching Lang Arts Elem Sch	3.00	3.00	A	12.000
WATH 144	Health for Elem Sch Teachers II	3.00	3.00	C	6.000
SEED 310	Behav Mgt For Except Children	4.00	4.00	A-	14.680
TERM GPA	3.437	TERM TOTALS	13.00	13.00	44.680
CMU GPA	3.436	CMU TOTALS	29.00	119.00	99.650

Spring 2004

Course	Description	Attempted	Passed	Grade	Points
ARTE 340	Methods/Materials in Art Educ	2.00	0.00	W	
ELM2 424	Teach Developmental Reading II	3.00	3.00	A	12.000
ELM2 436	Teach Elem Sch Spcl Studies	1.00	3.00	A	12.000
SEED 311	Long Developmental Prob of Child	3.00	3.00	A-	11.010
TERM GPA	3.890	TERM TOTALS	11.00	9.00	35.010
CMU GPA	3.544	CMU TOTALS	40.00	172.00	134.660

Summer 2004

Course	Description	Attempted	Passed	Grade	Points
PSCI 103	Physical Science	4.00	4.00	C	9.320

Records Office
600 Mt. Pleasant Avenue
Providence, RI 02908-1991
(401) 456-8212

Rhode Island College Official Transcript

SSN :
Name :
Student ID:

Jane Quinn
Director of Records

Send To:

United States



SPED 312 English Proc Exempt Child/Youth 4.00 4.00 A 16.000
 ARTR 340 Methods/Massageable in Art. Educ 2.00 2.00 A 7.340
 TERM GPA : 3.256 TERM TOTALS : 10.00 10.00 32.660
 CUM GPA : 3.486 CUM TOTALS : 50.00 138.00 157.320
 Fall 2004

College Mathematics Requirement
 Milestone Status: Completed
 Milestone Completed
 Milestone Status: Completed
 Milestone Status: Completed

Course Description Attempted Earned Grade Points

SPED 437 Teaching Elementary Sch. GEA 1.00 3.00 A 12.000
 ELBO 438 Teach Elementary School Math 1.00 3.00 A 12.000
 INST 291 Intro To Emerging Technologies 3.00 3.00 A 12.000
 SPED 412 Assessment, Curriculum, Chl 4.00 4.00 A 14.620
 TERM GPA : 3.696 TERM TOTALS : 13.00 13.00 50.680
 CUM GPA : 3.574 CUM TOTALS : 63.00 151.00 218.000
 Dean's List

Beginning of Graduate Record
 Fall 2007

SPED 415 Assessment Services/Profound 4.00 4.00 A 14.620
 TERM GPA : 3.670 TERM TOTALS : 4.00 4.00 14.620
 CUM GPA : 3.670 CUM TOTALS : 4.00 4.00 14.620

Spring 2005

Spring 2006

SPED 439 Student Teaching Elem School 5.00 5.00 A 16.000
 ELBO 465 Student Teach Sem in Elem Ed 1.00 1.00 A 4.000
 SPED 419 St Teach Elem/Prd with SP Class 5.00 5.00 S 16.000
 SPED 440 Collaboration Home Sch/Comm 3.00 3.00 A 11.010
 TERM GPA : 1.753 TERM TOTALS : 14.00 14.00 15.010

Summer 2006

SPED 439 Student Teaching Elem School 5.00 5.00 A 16.000
 ELBO 465 Student Teach Sem in Elem Ed 1.00 1.00 A 4.000
 SPED 419 St Teach Elem/Prd with SP Class 5.00 5.00 S 16.000
 SPED 440 Collaboration Home Sch/Comm 3.00 3.00 A 11.010
 TERM GPA : 1.753 TERM TOTALS : 14.00 14.00 15.010

SPED 516 Abbas Inst. Self/Prdnd Adoloe 4.00 4.00 A 16.000
 TERM GPA : 4.000 TERM TOTALS : 4.00 4.00 16.000
 CUM GPA : 3.835 CUM TOTALS : 4.00 4.00 30.620

Undergraduate Career Totals : 77.00 165.00 233.010
 Dean's List :
 CUM GPA : 3.585 CUM TOTALS : 77.00 165.00 233.010

SPED 516 Abbas Inst. Self/Prdnd Adoloe 4.00 4.00 A 16.000
 TERM GPA : 4.000 TERM TOTALS : 4.00 4.00 16.000
 CUM GPA : 3.835 CUM TOTALS : 4.00 4.00 30.620

Records Office
600 Mt. Pleasant Avenue
Providence, RI 02908-1991
(401) 456-8212

Rhode Island College Official Transcript

Page 3 of 3

SSN
Name
Student ID:

Send To:

Seekonk, MA 02771-2205
United States



Course	CRN	CRN GPA	CRN	TOTALS	11.00	11.00	42.680
515	Instante/Trisch SP Head/Practical				1.00		
TERM GPA	0.000	TERM TOTALS			0.00	0.00	0.000
CRN GPA	1.880	CRN TOTALS			11.00	11.00	42.680
Graduate Career Totals							
CRN GPA	1.880	CRN TOTALS			11.00	11.00	42.680

--- End of Transcript ---

James P. ...
Director of Records

LAST	FIRST	M	AU/ID	BIRTH	SEX
		L	0643826	03/03	
DATE PRINTED					PAGE
10/28/08					1 OF 1

ACADEMIC RECORD						AMERICAN UNIVERSITY					
W A S H I N G T O N D C						A U					

Course Number	Course Title	Hrs	Crs Val	Grd	Quality Points
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FALL 1993					
DEGREE OBJECTIVE: BACHELORS					
23-100-38	COLLEGE WRITING	03.00	A-	11.10	
36-152-06	SPANISH, ELEMENTARY I /A	03.00	C	06.00	
41-150-11	FINITE MATHEMATICS	03.00	D	03.00	
619-100-01	MACROECONOMICS /S 4:1	03.00	M	00.00	
629-115-01	WORK AND COMMUNITY /S 2:1	03.00	C+	06.90	
- ENGLISH COMPETENCY PASSED					
AU SEM SUM: 15.00HRS ATT 12.00HRS ERND 27.00QP 2.25GPA					

FALL 1994					
23-101-32	COLLEGE WRITING SEMINAR	03.00	B	09.00	
49-350-02	SHORT FICTION	03.00	C	06.00	
67-160-01	CURRENT CONCEPTS IN NUTRITION	03.00	A-	11.10	
623-235-01	ON STAGE! DANCE-MUSIC-THEA/A	03.00	C	05.10	
665-100-03	AFRICAN AMERICAN LIT /A 2:2	03.00	C+	06.90	
AU SEM SUM: 15.00HRS ATT 15.00HRS ERND 38.10QP 2.54GPA					

FALL 1994					
41-150-05	FINITE MATHEMATICS	03.00	C	06.00	
49-250-02	STRATEGIES IN STRESS REDUCTION	03.00	A	12.00	
617-105-03	VISUAL LITERACY /A 1:1	03.00	B-	08.10	
617-205-01	UNDERSTANDING MASS MEDIA/S 4:2	03.00	B	09.00	
653-130-02	COMPARATIVE POLITICS /S 3:1	03.00	D	03.00	
AU SEM SUM: 15.00HRS ATT 15.00HRS ERND 38.10QP 2.54GPA					

FALL 1995					
05-344-02	CERAMICS	03.00	B	09.00	
17-200-03	WRITING FOR MASS COMMUNICATION	03.00	C	05.10	
609-100-04	GREAT EXPERIMENTS IN BIO/N 5:1	03.00	D	03.00	
653-235-01	DYNAMICS OF POL CHANGE /S 3:2	03.00	A	12.00	
667-220-01	AMER SOC ON STAGESCREEN/A 1:2	03.00	B	09.00	
AU SEM SUM: 15.00HRS ATT 15.00HRS ERND 38.10QP 2.54GPA					

FALL 1995					
17-204-03	PUBLIC RELATIONS	03.00	C+	06.90	
17-410-02	INTERPERSONAL COMMUNICATION	03.00	B	09.00	
17-475-01	GROUP COMMUNICATION MANAGEMENT	03.00	A-	11.10	
53-331-01	MILITARY, AUTHORITY/STRM & POLITICS	03.00	A-	11.10	
AU SEM SUM: 12.00HRS ATT 12.00HRS ERND 38.10QP 3.17GPA					

FALL 1995					
17-200-07	WRITING FOR MASS COMMUNICATION	03.00	C+	06.90	
17-310-02	PUBLIC SPEAKING	03.00	B+	09.90	
17-437-01	PUBLIC RELATIONS MEDIA	03.00	B+	09.90	
53-352-01	LAW AND THE POLITICAL SYSTEM/S	03.00	M	00.00	
AU SEM SUM: 12.00HRS ATT 9.00HRS ERND 26.70QP 2.96GPA					

FALL 1996					
17-430-01	BASIC PHOTOGRAPHY	03.00	B+	09.90	
17-446-01	PUBLIC RELATIONS CASE STUDIES	03.00	B	09.00	
19-110-01	THE GLOBAL MAJORITY /S	03.00	B	09.00	
57-105-02	PSYCH: UNDERSTAND HUM BEH/S	03.00	M	00.00	
57-430-01	HUMAN SEXUAL BEHAVIOR	03.00	C	06.00	
AU SEM SUM: 15.00HRS ATT 12.00HRS ERND 33.90QP 2.82GPA					

FALL 1997					
17-480-02	PUBLIC COMMUNICATION RESEARCH	03.00	C+	06.90	
17-547-01	GREAT BOOKS IN U.S. JOURNALISM	03.00	B+	09.90	
29-215-01	SOC FORCES SHAPED AMER /S	03.00	C+	06.90	
65-352-01	WOMEN, MEN & SOCIAL CHANGE	03.00	B-	08.10	
AU SEM SUM: 12.00HRS ATT 12.00HRS ERND 31.80QP 2.68GPA					

FALL 1997					
03-110-51	CULTURE: HUMAN MIRROR /S	03.00	B	09.00	
53-320-51	THE PRESIDENCY	03.00	C-	05.10	
609-200-31	STRUCT/FUNCT OF HUM BODY/N 5:2	03.00	C	06.00	
AU SEM SUM: 9.00HRS ATT 9.00HRS ERND 20.10QP 2.23GPA					

FALL 1997					
36-118-02	ITALIAN, ELEMENTARY I /A	03.00	B	09.00	
49-330-01	THEORIES OF HEALTH & WELLNESS	03.00	A-	11.10	
49-423-01	ISSUES IN WOMEN'S HEALTH	03.00	B	09.00	
53-315-01	ELECTIONS AND VOTING BEHAVIOR	03.00	A	12.00	
67-123-01	SELECTED TOPICS IN MUSIC	03.00	B	09.00	
AU SEM SUM: 15.00HRS ATT 15.00HRS ERND 50.10QP 3.34GPA					

FALL 1998					
DEGREE OBJECTIVE: BACHELOR OF ARTS					
AMERICAN POLITICAL THOUGHT					
DEGREE GRANTED:					
BACHELOR OF ARTS					
MAJOR:					
COMMUNICATION:					
PUBLIC COMMUNICATION					
DATE GRANTED:					
MAY 17, 1998					
ADMINISTRATING GPA:					
2.70					
AU SEM SUM: 3.00HRS ATT 3.00HRS ERND 6.90QP 2.30GPA					

AMERICAN UNIVERSITY REGISTRAR

END OF TRANSCRIPT

OCT 28 2008

NOV 9 2008

Not valid for official purposes without seal and signature of Registrar in color

See reverse side for legend

Issued Directly to Student

RI COLL-DEANS OFF
FEINSTEIN SCH OF ED
600 MT PLEASANT AVE
PROVIDENCE, RI 02908



OFFICIAL TRANSCRIPT

Pearson
19500 Bulverde Road
San Antonio, Texas 78259
1-800-622-3231

Examinee Name:
Examinee Address: SEEKUNK, MA 02771
Examinee Phone: (401)-864-1522
Social Security #: 036-52-8989
Date of Birth: 03/03/75
Intended Major: SPECIAL EDUCATION

TEST DATE	SCALED SCORE	Total Group PR	Intended Major PR
11/03/08	382	24	23

Scaled Scores are based on the number of items correct and range from 200–600. Scores obtained prior to October 2004 are reported as raw scores.

Percentile Ranks (PR) indicate the percentage of examinees from the norm group who received a scaled score lower than a given score.

- PRs obtained from October 2004 on are based on the current **2003 norms**, which are determined from the performance of all first-time MAT examinees from January 2001 through December 2003.
- Any PRs obtained prior to October 2004 were originally based on the previous **1992 norms**, but have been converted to the **2003 PRs** for reporting purposes on this transcript.

Note: "NA" suggests that the indicated scores are not applicable for that test date.

For suggestions regarding score interpretations and for information about the appropriate use of these test scores, please refer to the **MAT Technical Manual**.

NOV 17 2008





**RHODE ISLAND
COLLEGE**

January 30, 2009

Feinstein School of Education
and Human Development
Graduate Studies and Assessment

51 Cherry Hill Drive
Seekonk, MA 02771

Dear Christina:

Congratulations! The Department of Special Education is pleased to inform you that you have been admitted to the M.Ed. in Special Education with concentration in Severe Profound Disabilities Program. Your effective date of admission begins with the spring 2009 semester and at that time you will become a fully matriculated graduate student.

Enclosed is a copy of your Plan of Study. The Plan of Study is usually followed to completion of the advanced degree. Please consult with your advisor, Dr. Susan Dell, at 456-8557 should you wish to make a change in your Plan of Study.

Please take the time to read the graduate sections in the current Rhode Island College catalog to become familiar with Graduate School Policies. An advanced degree program must be completed within six years from the time of the earliest course included in your official Plan of Study.

If you are a full time graduate student, you are required to provide the Health Services Department with immunization records. Please have your health care provider complete the enclosed forms and return to Student Health Services in Browne Hall. The Rhode Island College Health Services is available for all graduate students; if you have any questions, please call 456-8055.

Again, congratulations on your acceptance and matriculation as a graduate student at Rhode Island College. Best wishes for much success in your program of study.

Sincerely,

Monica G. Darcy, Ph.D.
Director of Graduate Programs

MGD/rm

Cc: S. Dell

**Graduate Studies
PLAN OF STUDY FORM**

Students will complete this form with assistance of graduate adviser. Submit three copies (signed by student, adviser, and department chairperson) to the Graduate Office.

NOTE: No more than nine credits completed before submitting a plan can be counted as part of the Plan of Study.

Name: _____ nt ID # 0333737 Date: 1/29/2009

Address: 51 Cherry Hill Drive, Seekonk, MA 02771

Department and Program: Special Education/ Masters in Severe Disabilities

1. Signature of the Adviser and Department Chairperson constitutes approval of this Plan of Study.
2. A letter of admission from the Dean of the School of Graduate Studies constitutes acceptance of the Plan of Study and admission to the School of Graduate Studies at Rhode Island College.
3. Successful completion of the courses on this Plan of Study is one prerequisite to the granting of the degree. Students should check individual programs and the Rhode Island College School of Graduate Studies MANUAL for additional requirements.
4. Changes in this plan must be requested on official *Change Plan of Study Forms* and must be approved by the Graduate Dean before enrollment in the revised courses.
5. Students must satisfy the continuous enrollment requirements of the School of Graduate Studies at Rhode Island College.

PLAN OF STUDY

Dept.	Course #	Course Title	Credits
Not for Program Credit			
Courses for Program Credit			
FNED	520	Cultural Foundations of Education	3
ELED	510	Research Methods Analysis and Applications	3
SPED	435	Assessment and Instruction of Children with Severe/Profound Needs	4
SPED	436	Assessment and Instruction of Adolescents with Severe/Profound Needs	4
SPED	534	Involvement of Parents/Families	3
SPED	520	Education of Students with Sev/Dis in Nonschool Settings	3
SPED	525	Development of Communication and Movement	3
SPED	526	Assessment and Instruction of Children with Multiple and Sensory Needs	3
SPED	515	Assessment and Planning for Infants and Preschool Children with special needs	3
SPED	665	Graduate Internship in Severe Disabilities	6
Total			35

Thesis: Yes No Assessment: yes no

Student _____ Date 1/29/09

Adviser Jason J. Dell Date 1/29/09

Department Chairperson Susan J. Dell Date 1/29/09

Associate Dean of Graduate Studies Michael J. Dawy Date 2/3/09

JAN 30 2009



**RHODE ISLAND
COLLEGE**

Feinstein School of Education
and Human Development
Graduate Studies and Assessment

January 16, 2009

Seekonk, MA 02771

Congratulations! I am pleased to inform you that the faculty members of the Department of Special Education at Rhode Island College have made a positive recommendation for your acceptance into the M.Ed. in Special Education with concentration in Severe Profound Disabilities Program.

In order to finalize your acceptance, you must file an approved Plan of Study in the Office of the Dean. Please contact your advisor, Dr. Susan Dell, at 456-8557 to schedule a time to develop and sign your Plan of Study. The Plan of Study must be completed no later than one year from the date of this recommendation of acceptance. Your admission into the M.Ed. in Special Education Program remains contingent upon receipt of an approved and signed Plan of Study. Please complete your Plan of Study promptly!

As a non-matriculated graduate student, you may complete no more than nine credits prior to filing a Plan of Study. Once you submit an approved and signed Plan of Study, you become a matriculated graduate student.

Again, congratulations on being recommended for admission to the M.Ed. Program in Special Education. I wish you much success in the pursuit of your degree.

Sincerely,

Monica G. Darcy, Ph.D.
Director of Graduate Programs

MGD/rm

Cc: S. Dell

Please note: Only matriculated students are eligible for financial aid. If you are interested in applying for financial aid including student loans, the Plan of Study must be completed as soon as possible to meet the Financial Aid Office deadlines. Please contact the Financial Aid Office for more specific deadlines at (401) 456-8684.

Providence, RI 02908-1991
(401) 456-8896
Fax: (401) 456-8590
TTY/TDD via RI Relay: 1-800-745-5555

RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE STUDIES

REQUEST FOR CHANGES IN THE PLAN OF STUDY

Submit this form to the advisor and then to the Associate Dean of Graduate Studies in the Feinstein School of Education and Human Development for approval.

Name: _____ Student ID#: 0333737 Date: February 7, 2011

Address: 51 Cherry Hill Drive, Seekonk, MA 02771

Department and Program: Special Education/ Masters in Severe Disabilities

*Total credits transferred into program _____ (include current request)

*Total credits below 500 level _____ (include current request)

I wish to request the following changes in my Plan of Study:

DROP: (Number and Title(s) of course(s))

FNED 520 Cultural Foundations of Education

ADD: (Number and Title(s) of course(s))

FNED 502 Social Issues in Education

Other Changes:

Reasons Supporting the Above Requests: equal substitution of classes

Date: _____

2/7/2011

[Handwritten Signature]
Student's Signature

NOTE: Signature of the advisor, chairperson, and Associate Dean of Graduate Studies on this form constitutes acceptance of proposed changes in the Plan of Study.

Signed: _____

[Handwritten Signature]
Advisor

2/7/2011

Date

Signed: _____

[Handwritten Signature]
Chairperson

2/7/2011

Date