

Ryan Place
Superintendent of Schools (Superintendent 021317)

ryanmarcplace@gmail.com
(774) 644-2647

PERSONAL INFORMATION

Contact Information

<i>First Name</i>	Ryan	<i>Last Name</i>	Place
<i>Middle Name</i>	Marc	<i>Email</i>	ryanmarcplace@gmail.com
<i>Primary Phone</i>	7746442647	<i>Alternate Phone</i>	
<i>Preferred Contact Method</i>	Phone		

Address

<i>Street</i>	490 Upland Street	<i>City</i>	New Bedford
<i>State</i>	Massachusetts	<i>Zip Code/Postal Code</i>	02745

Equal Opportunity Information

Providing this information is strictly voluntary. You will not be subject to adverse action or treatment if you choose not to provide this information. If you choose not to provide this information, please select 'Decline to Identify.'

<i>Ethnicity</i>	Not Hispanic/Latino	<i>American Indian or Alaska Native</i>	No
<i>Asian</i>	No	<i>Black or African American</i>	No
<i>Native Hawaiian or Other Pacific Islander</i>	No	<i>White</i>	Yes

CERTIFICATION

Certification Information #1

<i>Certification Area</i>	Ed Leadership	<i>Certification Area Type</i>	Professional Certification
<i>Grade Level</i>	All levels	<i>Certification State</i>	Florida

Certification Information #2

<i>Certification Area</i>	ESE K-12	<i>Certification Area Type</i>	Professional Certification
<i>Grade Level</i>	All levels	<i>Certification State</i>	Florida

Certification Information #3

<i>Certification Area</i>	Other: Special Education Administrator/Superintendent	<i>Certification Area Type</i>	Professional Certification
<i>Grade Level</i>	All levels	<i>Certification State</i>	Massachusetts

Certification Information #4

<i>Certification Area</i>	ESE K-12	<i>Certification Area Type</i>	Professional Certification
<i>Grade Level</i>	All levels	<i>Certification State</i>	Massachusetts

Certification Information #5

<i>Certification Area</i>	Other: Severe Disabilities	<i>Certification Area Type</i>	Professional Certification
<i>Grade Level</i>	All levels	<i>Certification State</i>	Massachusetts

ADDITIONAL CERTIFICATION AREAS*Certification Area**Details**Certification State***Computer Skills**

<i>Years of Experience</i>	17	<i>Keyboarding Words Per Minute</i>	103
<i>Word Processing</i>	Yes	<i>Spreadsheets</i>	Yes
<i>Database</i>	Yes	<i>Web / Internet Browser</i>	Yes
<i>E-mail</i>	Yes	<i>Graphics</i>	Yes
<i>Microsoft Windows</i>	Yes	<i>Apple Macintosh</i>	No

EMPLOYMENT HISTORY**Present Position**

<i>Present Title</i>	Director of Special Education	<i>Name of Employer</i>	Global Learning Charter Public School
<i>Start Date</i>	08/01/2016	<i>Supervisor Name</i>	Lena Pires, Principal
<i>Supervisor Phone Number</i>	508-991-4105		

Duties and Responsibilities

Provide leadership and supervision in the management of a continuum of special education services for special needs students, grades 5 -12.

Exercise general supervision over the student identification, pre-referral, referral, and evaluation process.

Provide leadership in program planning for all students in need of special education services.

Consult with and regularly assist building principal in implementing instructional support services, accommodations, and interventions for diverse learners.

Exercise responsibility for the evaluation, maintenance of records and evaluation of students referred for special education services.

Screen, interview and recommend applicants for both professional and paraprofessional positions.

Supervise, in conjunction with the principal, the evaluation of staff members' performance and make recommendations for reappointment.

Identify and implement staff development programs, in conjunction with the Director of Curriculum and Instruction and principal, which include programs on differentiated learning and ways to meet diverse learning styles.

Develop and coordinate curricula for special education programs that align with general curriculum and evaluate the effectiveness of inclusion strategies.

Coordinate transportation services for all disabled students requiring the service.

Coordinate applications for state and federal grant assistance, as well as any other supplementary sources of financial support.

Cooperate with all parent and other community groups, and work closely with the Special Education Parent Advisory Council (SEPAC), including regular meetings and communication with SEPAC members.

Reasons for Leaving **Moving to Florida once I have employment.**

May we Contact this Employer **Yes**

Experience in Education #1

<i>From (mm/yyyy)</i>	08/2014	<i>To (mm/yyyy)</i>	08/2016
<i>Employer Name</i>	Barnstable Public Schools	<i>Assignment</i>	Special Education Team Chairperson
<i>Reason For Leaving</i>	Career Advancement	<i>Supervisor Name</i>	Patrick Clark, Principal
<i>Supervisor Phone Number</i>	508-790-6445		

Duties and Responsibilities

Performs responsibilities of district financial designee for Special Education meetings, assigns appropriate assessments to be conducted by designated specialists, conducts achievement testing, facilitates team meetings (initial, re-evaluation, review, manifestation, outside testing) to determine eligibility for special education services, leads the development of Individual Education Plans at the team meeting, monitors Individual Educational Plans for compliance, carries out all record keeping as required for state and federal reports, provide professional development in needed areas regarding special education / 504's, assists in the scheduling of MCAS/PARCC testing for students with special accommodations, develops budgets for special education, and meets with special education staff and other service providers to discuss special education practices.

May we Contact this Employer **Yes**

Experience in Education #2

<i>From (mm/yyyy)</i>	09/2013	<i>To (mm/yyyy)</i>	08/2014
<i>Employer Name</i>	Fall River Public Schools	<i>Assignment</i>	Special Education Team Facilitator
<i>Reason For Leaving</i>	Career Advancement	<i>Supervisor Name</i>	Glenn Burns
<i>Supervisor Phone Number</i>	508-675-8421		

Duties and Responsibilities

Assisted and support school team in regard to individual student evaluations, chaired IEP meetings and facilitated annual, initial, reconvene and re-evaluation meetings, made suggestions for modifications to educational programming, conducted inservice training every quarter on Special Education issues, discussed procedural rights with parents, wrote initial evaluations and profiles and document pertinent current performance levels, collected all parts of the IEP within mandated timelines, assisted staff with compliance and other relevant issues, remained current with Federal, State regulations and solve compliance and technical issues, facilitated communication among onsite school staff and administrators, assisted parents and staff during transition process for alternative placements and assisted school staff in understanding eligibility guidelines and setting up intervention teams.

May we Contact this Employer **Yes**

Experience in Education #3

<i>From (mm/yyyy)</i>	08/2010	<i>To (mm/yyyy)</i>	09/2013
<i>Employer Name</i>	Westport Public Schools	<i>Assignment</i>	Special Education Teacher
<i>Reason For Leaving</i>	Career Advancement	<i>Supervisor Name</i>	Cheryl Tutalo
<i>Supervisor Phone Number</i>	508-636-1050		

Duties and Responsibilities

Core Competencies include the following:

Classroom Management, Imaginative Lesson Planning, Curriculum Development for Academic and Life Skills/Vocational Fields, Experience with MCAS/MCAS-Alt, Differentiated Instruction, Fluent in IEP Creation/Implementation

Hired as a full-time teacher to instruct students with severe disabilities in the areas of Reading/English, Science, Social Studies and Pre-Vocational Skills.

Key Contributions:

Developed a new program where students implemented skills taught in the classroom in the vocational setting.

Served on the Community Resources committee that developed reports and evidence to use in the upcoming NEASC self-study.

Worked to include all students in a mainstreamed, inclusive classroom for the minimum of one period a day. Classes include Biology, Tech Fluency, Government, Accounting, Multimedia and other elective classes.

Implemented an after school cooking/social skills program.

May we Contact this Employer **Yes**

Work Experience #1

Employed from (mm/yyyy)	01/2006	Employed to (mm/yyyy)	08/2010
Employer	Crystal Springs School	Title	Special Education Teacher
Reason For Leaving	Career Advancement	Supervisor Name	John Kershaw
Supervisor Phone Number	508-644-3101	Supervisor Email	jkershaw@meetingstreet.org

Duties and Responsibilities

I instructed students with severe medical disabilities in the areas of Reading, Math, Science, Social Studies and Vocational Skills. Worked with curriculum development in Language Arts and Science, assisted with preparations and evidence gathering for the NEASC visit in 2008 and worked closely with Speech, Occupational and Physical Therapists to create, modify and implement IEP's for my students.

May we Contact this Employer **Yes**

Work Experience #2

Employed from (mm/yyyy)	Employed to (mm/yyyy)
Employer	Title
Reason For Leaving	Supervisor Name
Supervisor Phone Number	Supervisor Email

Duties and Responsibilities

Experience Summary

Actual experience in a scholastic environment (with the exception of non-academic experience).

Years of teaching experience	7	Years of student teaching experience	0
Years of administrative experience	4		

EDUCATION

Secondary/High School Information

School Attended	Apponequet Regional High School	City/State	Lakeville, MA
Activities/Honors			
Degree	High School Diploma or GED		

College/University/Vocational Institution #1

Name of School	Other: University of Massachusetts	Attended From (mm/yyyy)	01/2015
Attended To (mm/yyyy)	05/2019	Degree	Other: Completed Doctorate in Education in May 2019.

Subject **Educational Leadership**

College/University/Vocational Institution #2

<i>Name of School</i>	Other: Bridgewater State University	<i>Attended From (mm/yyyy)</i>	05/2007
<i>Attended To (mm/yyyy)</i>	05/2013	<i>Degree</i>	Other: Masters of Education
<i>Subject</i>	Exceptional Student Education		

College/University/Vocational Institution #3

<i>Name of School</i>	Other: Bridgewater State College	<i>Attended From (mm/yyyy)</i>	09/2000
<i>Attended To (mm/yyyy)</i>	12/2004	<i>Degree</i>	Bachelor of Science
<i>Subject</i>	Other: Criminal Justice		

Student Teaching #1

<i>Name of School</i>	Westport High School	<i>Subject</i>	Special Education
<i>Grade</i>	9-12	<i>Semester</i>	Spring
<i>Year</i>	2013		

REFERENCES

A minimum of two references from a previous supervisor is required. If you are currently attending a college/university, references can be a professors and/or instructor.

Tabitha Thomas

<i>Title</i>	Psychologist	<i>Relationship</i>	Colleague
<i>Address</i>	[REDACTED]	<i>City</i>	Hyannis
<i>State</i>	Massachusetts	<i>Zip</i>	02601
<i>Country</i>	USA		
<i>Email</i>	[REDACTED]	<i>Phone</i>	[REDACTED]
<i>From</i>	09/2015	<i>To</i>	PRESENT
<i>Reference Letter</i>	[REDACTED]		

Pamela Vose

<i>Title</i>	Special Education Coordinator	<i>Relationship</i>	Supervisor
<i>Address</i>	[REDACTED]	<i>City</i>	Hyannis
<i>State</i>	Massachusetts	<i>Zip</i>	02601
<i>Country</i>	USA		
<i>Email</i>	[REDACTED]	<i>Phone</i>	[REDACTED]
<i>From</i>	08/2016	<i>To</i>	present
<i>Reference Letter</i>	[REDACTED]		

DISTRICT QUESTIONS

District Questions

Have you retired from any State of Florida administered retirement plan? You are considered retired if: 1) You have received any benefits under the FRS Pension Plan (including DROP). 2) You have taken any distribution (including a rollover) from the FRS Investment Plan, or alternative retirement programs offered by state universities (SUSORP), state community colleges (CCORP), state government (SMSOAP), or local governments.

No

If you have retired from a state of Florida administered retirement plan, is the effective date July 1, 2010 or later?

No

Have you previously been employed, other than a substitute teaching capacity, with the Flagler County School District?

No

If "Yes", please provide the dates of your previous employment with the District and your position.

Is any member of your immediate family employed by the school district of Flagler County? **No**

If "Yes", please provide the name of your family member, School/Dept where they worked, and Position Held.

Been investigated for misconduct related to your employment? **No**

If "Yes", please provide a detailed explanation.

Been arrested or charged(even if no contest or charges dropped or pled down) for a crime? **No**

If you answered "Yes" please provide details including the date of the charge, the court action, and the address of the court involved.

Are you currently under indictment or subject of any other pending legal proceeding for a criminal offense?

No

If "Yes", please provide details including the date of the charge, the court action, and the address of the court involved.

Are you under investigation by any local, county, state, federal, or international agency for any reason (including any violation of the Florida Code of Ethics)?

No

If yes, please provide a detailed explanation.

Been named by a state agency responsible for child welfare as a perpetrator in an indicated report of child abuse or neglect?

No

If yes, please provide a detailed explanation.

Had a report of child abuse or sexual activities involving a K-12 student or minor filed against you with a school district, a state or federal agency, a police agency, or in court?

No

If yes, please provide a detailed explanation.

Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended, or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards or conduct. Are there any pending adverse actions against you?

No

If yes, please provide a detailed explanation.

Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?

No

If yes, please provide a detailed explanation.

Have you surrendered a professional license of any kind before its expiration? **No**

If yes, please provide a detailed explanation.

Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?

No

If yes, please provide a detailed explanation.

Have you ever been suspended, terminated, non-reappointed, released during a probationary period or resigned in lieu of termination or non-reappointment from an educational institution, the State of Florida, or any other employer/organization including the military?

No

If yes, please provide a detailed explanation.

Have you ever been placed on leave by your employer or left such employment prior to the end of the contract term due to any reason other than the Family Medical Leave Act or a physical disability?

No

If yes, please provide a detailed explanation.

Is your physical/mental health condition such that you can fulfill the essential job functions of the position for which you are applying (either with or without reasonable accommodations)?

Yes

Are you considered a "High Risk" offender, according to Senate Bill 988? **No**

If you answered YES to the question above, please explain in the space provided, including the date of your last conviction.

Have you ever had any record sealed or expunged in which you were convicted, found guilty, had adjudication withheld, entered a pretrial diversion program, or pled guilty or nolo contendere (no contest) to a criminal offense other than a minor traffic violation (DUI is NOT a minor traffic violation)? Failure to answer this question accurately could result in dismissal from employment. A YES or NO is required by Florida Law.

No

If Yes, you must specify the City Where Arrested, State, Date of Arrest, Charge(s), and Disposition(s). Please NOTE: Sealed or expunged records must be reported pursuant ss. 943.0585 and 943.059, FS. However, the existence of such records will not be disclosed nor made part of your certification file which is public record.

Have you ever been convicted, found guilty, had adjudication withheld, entered a pretrial diversion program, or pled guilty or nolo contendere (no contest) to a criminal offense other than a minor traffic violation (DUI is NOT a minor traffic violation)? Failure to answer this question accurately could result in dismissal from employment. A YES or NO is required by Florida Law.

No

If Yes, you must specify the city where arrested, state, date of arrest, charge(s), and disposition(s).

Are you a veteran as defined by s. 295.07, Florida Statutes? **No**

Are you claiming Veteran's Preference? If yes, a DD214 must be submitted under attachments.

No

If you are claiming Veteran's Preference, please indicate the provision under which you qualify.

Provision 1 – A veteran of any war who has served on active duty for one day or more during a wartime period, excluding active duty for training, and who was discharged under honorable conditions from the Armed Forces of the United States of America.

Provision 2 – A veteran with a service-connected disability who is eligible for or receiving compensation, disability retirement, or pension under public laws administered by the U.S. Department of Veterans Affairs and the Department of Defense.

Provision 3 – Receipt of any Armed Forces Expeditionary Medal is qualifying for veterans' preference.

Provision 4– The spouse of a veteran who cannot qualify for employment because of a total and permanent service-connected disability, or the spouse of a veteran missing in action, captured, or forcibly detained by a foreign power.

Provision 5 – The unremarried widow or widower of a veteran who died of a service-connected disability.

If you state that you were "A veteran of any war...", please indicate the war, according to these options:

Korean Conflict: June 27, 1950 to January 31, 1955

Vietnam Era: February 28, 1961 to May 7, 1975

Persian Gulf War: August 2, 1990 to January 2, 1992

Operation Enduring Freedom: October 7, 2001 to date to be determined

Operation Iraqi Freedom: March 19, 2003 to date to be determined

ATTACHMENTS

Attachment

Resume	
Cover Letter	
Transcript	
Reference Ltrs (Include All)	
Other	

DISCLAIMERS AND AFFIRMATION

District Policy

We conform to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. We strongly encourage women, minorities, individuals with disabilities and veterans to apply to all of our job openings. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, gender, sexual orientation, gender identity, or national origin, age, disability status, Genetic Information & Testing, Family & Medical Leave, protected veteran status, or any other characteristic protected by law. We prohibit Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.

Application Confirmation Statement

I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by Flagler County School District, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and personal standards. I grant permission for school officials to obtain a personal record check from the federal, state, county, and/or local law enforcement agencies and Division of Family Services. I understand that references may be contacted as soon as I submit an application. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference.

I understand that I will be required to take a drug test and that some positions in the district require a physical exam prior to

assuming any position for which I may be employed. In the event that I am employed by the District and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information.

*I agree to the terms
above*

Affirm

Initials

RMP

Affirmation Date

02/24/2017

Ryan Place

490 Upland St • New Bedford, MA 02745 • 774-644-2647 • ryanmarcplace@gmail.com

CERTIFIED EDUCATIONAL PROFESSIONAL WITH OVER 11 YEARS OF EXPERIENCE

Dedicated educational professional looking to continue professional growth in an administrative position. I offer a proven track record of commended performance working with grades K-12, with a passion for education, increasing student independence and a commitment to optimizing student and school success with fiscal responsibility.

Experience

Global Learning Charter Public School, Barnstable, MA

Director of Special Education 8/16 to Present

Provides leadership and supervision in the management of a continuum of special education services for special needs students, grades 5 -12.

Exercises general supervision over the student identification, pre-referral, referral, and evaluation process.

Provides leadership in program planning for all students in need of special education services.

Consults with and regularly assists building principal in implementing instructional support services, accommodations, and interventions for diverse learners.

Exercises responsibility for the evaluation, maintenance of records and evaluation of students referred for special education services.

Screens, interviews and recommends applicants for both professional and paraprofessional positions.

Supervises, in conjunction with the principal, the evaluation of staff members' performance and make recommendations for reappointment.

Identifies and implements staff development programs, in conjunction with the Director of Curriculum and Instruction and principal, which include programs on differentiated learning and ways to meet diverse learning styles.

Develops and coordinates curricula for special education programs that align with general curriculum and evaluate the effectiveness of inclusion strategies.

Coordinates transportation services for all disabled students requiring the service.

Coordinates applications for state and federal grant assistance, as well as any other supplementary sources of financial support.

Cooperates with all parent and other community groups, and work closely with the Special Education Parent Advisory Council (SEPAC), including regular meetings and communication with SEPAC members.

Barnstable High School, Barnstable, MA

Special Education Team Chairperson 8/14 to 8/16

Job duties include:

- Performs responsibilities of district financial designee for Special Education meetings,
- assigns appropriate assessments to be conducted by designated specialists,
- conducts achievement testing,
- facilitates team meetings (initial, re-evaluation, review, manifestation, outside testing) to determine eligibility for special education services,
- leads the development of Individual Education Plans at the team meeting,
- monitors Individual Educational Plans for compliance,
- carries out all record keeping as required for state and federal reports,
- provide professional development in needed areas regarding special education / 504's,
- assists in the scheduling of MCAS/PARCC testing for students with special accommodations,
- develops budgets for special education,
- meets with special education staff and other service providers to discuss special education practices.
- Assist school staff in understanding eligibility guidelines and co-chairing the ISIP team.

FALL RIVER PUBLIC SCHOOLS, Fall River, MA

Special Education Liaison / Team Facilitator 9/13 to 8/14

Job duties include:

- Assist and support school TEAM in regard to individual student evaluations.
- Chair IEP meetings and facilitate annual, initial, reconvene and re-evaluation meetings.
- Make suggestions for modifications to regular program.
- Conduct in-service training every quarter on Special Education issues.
- Discuss procedural rights with parents.
- Write initial evaluations and profiles and document pertinent current performance levels.
- Assist staff with compliance and other relevant issues.
- Remain current with Federal, State regulations and solve compliance and technical issues.
- Facilitate communication among onsite school staff and administrators.
- Assist parents and staff during transition process for alternative placements.
- Review and correct IEP's.
- Assist school staff in understanding eligibility guidelines and setting up intervention teams.

WESTPORT COMMUNITY SCHOOLS, Westport, MA

RISE Special Education Teacher 8/10 to 9/13

Key Contributions:

- Developed a new program where students implemented skills taught in the classroom in the vocational setting.
- Provided differentiated instructions in the areas of English/Language Arts, Science, Social Studies, Math and Life Skills.
- Served on the Community Resources committee that developed reports and evidence to use in the upcoming NEASC self-study.
- Worked to include all students in a mainstreamed, inclusive classroom for the minimum of one period a day. Classes include Biology, Tech Fluency, Government, Accounting, Multimedia and other elective classes.
- Implemented an after school cooking/social skills program with regular education and special education students.

CRYSTAL SPRINGS SCHOOL, Assonet, MA

Special Education Teacher 1/06 to 8/10

Key Contributions:

- Instructed students with severe medical disabilities in the areas of Reading, Math, Science, Social Studies and Vocational Skills.
- Worked with curriculum development in Language Arts and Science.
- Assisted with preparations for the NEASC visit in 2008.
- Worked closely with Speech, Occupational and Physical Therapists to create, modify and implement IEP's for individuals with disabilities.

Education

UNIVERSITY OF MASSACHUSETTS — Lowell, MA

Currently working in Doctorate of Education program with a concentration in Educational Leadership. 15 credits completed, 6 credit in process with an anticipated date of graduation of May 2019.

BRIDGEWATER STATE UNIVERSITY — Bridgewater, MA

M.Ed. in Special Education with concentration in Severe Disabilities (All Levels) Conferred May 2013.

B.S. in Criminal Justice Conferred January 2005

Credentials

Massachusetts Special Education Administrator – (Initial) Expires 2020.

Massachusetts Superintendent Licensure – (Preliminary) Expires 2019.

Massachusetts Teacher Certification in Special Education – Severe Disabilities (All Levels),
2010 (expires in 2018).

Member of the Massachusetts Special Education Advisory Council - Term ends in December of
2019.

References are available upon request including from my current employer.

To the Hiring Committee for the Superintendent position,

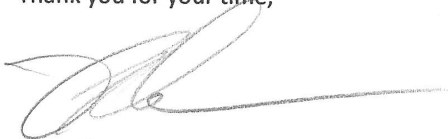
The passion I have towards the field of education and my level of experience in the public and private sector makes me the right candidate for the job opening of Superintendent for Flagler County. My goal is to take all of the information I have learned in my experiences in throughout education with the knowledge I've shared and received for colleagues, outside agencies and supervisors to make sure that students receive the needed services to achieve the highest level of personal and academic independence possible. I routinely use data to drive decisions involving educational programming, , financial resources and instruction.

Some of the areas that I would look to investigate and improve upon if hired as part of your team.

- The functionality of your literacy program (what can be done to improve the process)
- FCAT scores (how to improve scores, investigating instructional methods for improvement)
- Out of District students (can we develop programs to bring these students back)
- Community involvement (parent/mentor programs, translated materials, parent education programs, parenting with local businesses)
- Fiscal responsibility (writing grants, examining appropriate and available services)
- Transition (transition programs for 18-22, transition development from age 14 to college/career readiness, transition from Pre-K to K)
- Professional development (providing useful, effective and data proven PD for all stakeholders)

Along with a Master's Degree in Education with a concentration in Special Education, I am currently enrolled in the University of Massachusetts - Lowell to get my doctorate in Educational Leadership. I am currently a member of the Special Education Advisory Council for the Department of Elementary and Secondary Education. I also have over 11 years of experience with instruction, coaching, problem solving, presenting professional development on educational topics of interest, interacting with parents, liaisons, teachers and administrators, participating in state and regional program reviews. I currently have 3 educator licenses (special education administrator, superintendent and special education teacher) in Massachusetts with my corresponding Florida licensure upon completion of my fingerprinting. Please refer to the enclosed resume for more information on my career and feel free to contact me at (744) 644-2647 or via email at ryanmarcplace@gmail.com for any information that you may need from me to support my credentials here. As a side note, multiple references not listed including my current employer are available upon request.

Thank you for your time,



Ryan Place

BRIDGEWATER, MA 02325

Student Name: Ryan M Place
Banner ID: 00068210

Date Issued: 27-MAY-2014
Level: Undergraduate

Course Level: Undergraduate

Degrees Awarded: Bachelor of Science 28-JAN-2005

Degree Program:

Major : Criminal Justice

Maj/Concentration : None

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

09/99-05/00 Univ Mass Dartmouth

EC 101 PRINCIPLES OF MICROECONOMICS 3.00 TR
 EhRs: 3.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

200090 Advanced Placement Exam

EN 101 WRITING I 3.00 TR
 EN 2XX LITERATURE 3.00 TR I
 HI 222 US HIST/CONST SINCE 1865 3.00 TR
 EhRs: 9.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

INSTITUTION CREDIT:

Term: 2000 FALL
 Undecided
 CC 130 HUMAN COMMUNICATION SKLS 3.00 B 9.00
 CS 105 COMPUTERS/APPLIC: INTRO 3.00 A 12.00
 EN 102 WRITING II 3.00 C 6.00
 HI 221 US HISTORY/CONST TO 1865 3.00 B- 8.10
 MA 141 ELEMENTS OF CALCULUS I 3.00 B 9.00
 Term: EhRs: 15.00 GPA-Hrs: 15.00 QPts: 44.10 GPA: 2.94

Term: 2001 SPRING
 Undecided
 LS 101 ELEMENTARY SPANISH I 3.00 WP 0.00
 MG 130 PRINCIPLES OF MANAGEMENT 3.00 WP 0.00
 PL 103 REASONING AND POLITICS 3.00 W 0.00
 PY 100 INTRODUCTORY PSYCHOLOGY 3.00 WP 0.00
 SO 102 INTRO TO SOCIOLOGY 3.00 WP 0.00

***** CONTINUED ON NEXT COLUMN *****

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:

Term: EhRs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Term: 2001 FALL

Undecided
 AF 240 ACCOUNTING I 3.00 C- 5.10
 HI 151 ASIAN CIVILIZATION 3.00 C+ 6.90
 LS 101 ELEMENTARY SPANISH I 3.00 B 9.00
 MU 160 MUSIC:LISTENING APPROACH 3.00 C+ 6.90
 PC 172 INTRO AMERICAN GOVERNMENT 3.00 B- 8.10
 Term: EhRs: 15.00 GPA-Hrs: 15.00 QPts: 36.00 GPA: 2.40

Term: 2002 SUMMER

Undecided
 CT 110 THEATRE APPRECIATION 3.00 B+ 9.90
 HE 407 STRESS MANAGEMENT 3.00 B+ 9.90
 SO 103 SOCIAL PROBLEMS 3.00 B+ 9.90
 SO 104 GLOBAL HUMAN ISSUES 3.00 B 9.00
 Term: EhRs: 12.00 GPA-Hrs: 12.00 QPts: 38.70 GPA: 3.23

Term: 2002 FALL

Criminal Justice
 AN 100 INTRO TO CULTURL ANTHRO 3.00 B 9.00
 CJ 201 INTRO TO CRIMINAL JUSTICE 3.00 B+ 9.90
 ES 100 PHYSICAL GEOLOGY 3.00 B- 8.10
 HI 112 WEST CIVILIZ SINCE REFORMATION 3.00 B 9.00
 LS 102 ELEMENTARY SPANISH II 3.00 WP 0.00
 ML 102 INTRO INFORMAT RESOURCES 1.00 A 4.00
 Term: EhRs: 13.00 GPA-Hrs: 13.00 QPts: 40.00 GPA: 3.08

Term: 2003 SPRING

Criminal Justice
 CJ 331 POLICE, COMMUNITY AND SOCIETY 3.00 B 9.00
 CJ 335 COURTS AND CRIMINAL LAW 3.00 C+ 6.90
 PL 102 REASONING/HUMAN NATURE 3.00 D+ 3.90
 SO 102 INTRO TO SOCIOLOGY 3.00 A- 11.10
 SO 304 SOCIAL STRATIFICATION 3.00 A- 11.10

***** CONTINUED ON PAGE 2 *****

Susan Jones

Acton, MA 01720

June 20, 2016

Dear Sir or Madam,

I am pleased to recommend Ryan Place for the position of Director of Special Education/Student Services. I had the pleasure of working directly with Ryan during his time as Assistant to the Special Education Coordinator at Barnstable High School (BHS) and his tremendous abilities never ceased to amaze me. I am a Speech/Language Pathologist at BHS and Ryan and I have worked together closely, so I fully understand his capabilities.

Ryan's incredible adaptability with students and their families in chairing a special education team meeting was remarkable. His uncanny ability to be organized and thoroughly prepared to discuss what the student's and their family's needs and unique circumstances were made them feel comfortable with him. His flexibility also allowed him to quickly switch his approach to managing the team's discussion if the student changed their mind about something or an unexpected topic was presented at the last minute. While at BHS, Ryan's great connection with the students and their families and his relentless perseverance to addressing their needs was professional and respected.

Ryan also worked effectively with other co-workers, making him a great addition to the team. His pleasant and positive attitude and sense of humor made nearly any work seem fun and interesting. He usually became the leader of our team discussions and always handled the position fairly by making sure everyone had equal amounts of attention and time to speak regarding their goal and benchmarks on the student's Individual Education Plan (IEP). He also was the team member that a co-worker could rely on for support, particularly when caseload management became challenging due to the sensitivity of the student's situation or simply meeting IEP expectations of completed necessary paperwork and deadlines.

With his abilities, adaptability, and dedication, Ryan will make a great Director of Special Education/Student Services wherever he chooses to work. I have no doubts you will be exceptionally pleased if you hire him. If you have any questions, please feel free to contact me at the above address.

Sincerely,

Susan Jones, J.D., M.S. CCC/SLP
Speech/Language Pathologist

UNOFFICIAL LICENSE INFORMATION

Ryan Place
490 Upland Street
New Bedford, MA 02745

Educator: Ryan Place
MEPID: 51647884

This license information was generated by the educator from the Department's electronic licensure file, ELAR. It should not be taken as proof of current licensure or as an official record. The Department advises that verification of this information via ELAR is always necessary.

License #: ****443910
Original Certification Date: 05/05/2010

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
Severe Disabilities (All Levels)	ACADEMIC	Initial	06/07/13	**
Special Education Administrator (All Levels)	ACADEMIC	Initial	07/23/15	**
Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Preliminary	11/04/14	**
** Valid for five (5) years of employment.				

Please contact the Department of Elementary and Secondary Education customer service at 781-338-6600, if your license information above is incorrect or incomplete.



close print

Other

No result available.



BARNSTABLE HIGH SCHOOL

744 West Main Street • Hyannis, MA, 02601-3495
(508) 790-9870 Fax (508) 790-6430

Patrick C. Clark
Principal
(508) 790-9870

Scott G. Pyy
Assistant Principal
(508) 790-9872

June 17, 2016,

To Whom It May Concern:

I am writing this letter of recommendation for Ryan Place. I have had the pleasure of working with Mr. Place during the 2015-2016 school year. During this time, his official job title has been Special Education Team Chair; however, he has performed well above and beyond that role and has done so with a child centered, team oriented, organized approach.

It is not uncommon to see Mr. Place visiting special education classrooms and engaging with the students. It is also not uncommon to see him collaborating with staff. I would be remiss to not also note, that Mr. Place consistently goes out of his way to ensure that the special education process (from taking on the responsibility of scheduling meetings while the administrative assistant was very ill, to supporting special education staff through problem solving, and even to coordinate MCAS and PARCC accommodations and corresponding staff assignments) works smoothly and efficiently.

Mr. Place has consistently demonstrated a high level of respect towards the staff and students, and effectively communicates with parents and advocates when difficult situations arise. He has always displayed a professional decorum, even when meetings become challenging.

I am happy to write this letter for Mr. Place; however, I am saddened at the possibility of losing a team player that has had such a positive impact on students and the special education process here.

If you have any question, please feel free to contact me.

Sincerely,

Tabitha L. Thomas, MA
School Psychologist
Barnstable High School

... a proud world community





BARNSTABLE HIGH SCHOOL

744 West Main Street • Hyannis, MA, 02601-3495
(508) 790-9870 Fax (508) 790-6430

Patrick C. Clark
Principal
(508) 790-9870

Scott G. Pyy
Assistant Principal
(508) 790-9872

2 June 2015

To Whom It May Concern,

It is my privilege and pleasure to nominate and recommend Mr. Ryan Place as candidate for Initial Administrator License for Special Education.

Serving as the Special Education Coordinator at Barnstable High School for the last three years, and previously as Special Education Administrator in Massachusetts for sixteen years, I have observed Ryan Place to have exceeded the expectations of a first year Team Chair.

Mr. Place goes well beyond his role as TEAM Chair at the high school. He is a dedicated, motivated, and talented educator. Ryan has enrolled this year at U-Mass Lowell in the PhD Program for Educational Leadership.

Mr. Place is a capable, competent, energetic, and highly respected member of the Barnstable High School special education team. He always approaches a task positively and maintains focus to completion.

Mr. Place's evaluations indicate proficient and exemplary levels of performance. Based on my observation of Ryan Place's performance, I can unequivocally state that Ryan has the background, organizational, leadership, and communication skills to be a successful administrator.

Ryan Place has demonstrated the competencies and skills necessary to be successful in identifying issues, setting up a plan to resolve issues, and communicating and facilitating resolutions. Ryan has my unqualified endorsement and recommendation for Administrator Licensure.

If there are other questions or information you seek, please do not hesitate to call.

Sincerely,

Pamela Vose
Special Education Coordinator
Barnstable High School
508-790-6445, x114

... a proud world community

Developing Educator for RYAN PLACE - Summative Evaluation Report Form

Show Scored Only: NO

Summative Evaluation Report Form

Complete

School:

BHS

Subject/Grade:

Gr9-12, 18+ Team Chair

Primary Evaluator:

Pamela Vose

Secondary Evaluator (if applicable):

Patrick Clark

Date:

5-1-16

Time:

Current Plan:

Self-Directed
Growth Plan
1-Year

Self-Directed
Growth Plan
2-Year

Directed Growth
Plan

**Developing
Educator Plan**

Improvement
Plan

Progress Toward Student Learning Goal(s)

Student Learning:

Select:	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
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Student Learning rationale, evidence, and feedback for improvement:

Mr. Place designed a rubric to monitor Transition Plan development. At each IEP meeting, students participate in the development of their goals after high school. Parents contribute, as well as BHS staff that know the student and his/her areas of interest and learning style.

Mr. Place used data from Transition Planning forms and a quality rating rubric. The range of scores was based on 0-14, 0 being non-compliance and 10-14 rating as progressing.

The percentage of Transition Plans ranges from 8-13, compliance to progressing. Gr 10-12 improve with more specific goals in the IEP.

Next year, more commitment to Gr 8/9 transition goal development is suggested.

Further focus on Transition Plan development toward the progressing area will be the goal next year. Teams will address future goals in the TPF and integrate these into the IEP during IEP meetings.

Progress Toward Professional Practice Goal(s)

Professional Practice:

Select:	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
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Professional Practice rationale, evidence, and feedback for improvement:

IEP goals have shifted to standards-based goals. With the support of professional development and training, Mr. Place collaborated with staff at the high school to develop a bank of objectives that are appropriate to high school level students. A binder is being developed as a resource to special needs staff at the high school. Teachers will begin to revise IEP goals and objectives based on the new mandates from the state.

Mr. Place has worked more individually with teachers to design related curricular goals and objectives which have been integrated into IEPs. He provides on-going feedback to teachers after and during IEP meetings. There is a marked improvement in goal writing since last year. Goals and objectives are more specific and measurable.

PLC time has been minimal this year, therefore the development of a bank/binder of goals and objectives is a work in progress. This will continue to be developed next year.

Suggestions for next year, collaboratively identified:

tool to monitor more active learning in the classroom

work on specific IEP goals and times in the service delivery

identify inclusion groupings, especially in Gr 8

Identify standards-based Transition goals

Rating on Each Standard

I: Curriculum, Planning, & Assessment

Select:	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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I: Rationale, evidence, and feedback for improvement:

I-A-4, I-B-2

IEP goals/objectives are currently being developed based on new state mandates regarding standards-based achievement.

Mr. Place is working collaboratively with teachers to design specific, annual, measurable IEP goals and objectives. He is designing rubrics to monitor accuracy and progress. He will use transition goals and planning within the IEP meeting to individually support student progress and promotion.

Mr. Place uses data and progress monitoring systems to improve practice. As Team Chair, he is consistently monitoring appropriate IEP goals and objectives, classroom accommodations and modifications as they related to individual learning styles and compared to the District Accommodations currently implemented in all classrooms.

II: Teaching All Students

Select:	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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II: Rationale, evidence, and feedback for improvement:

II-A-1, II-A-3

Mr. Place is adept at identifying learning needs of students in IEP meetings and conference meetings. He is able to collaborate with teachers and case managers to develop appropriate goals and objectives, and classroom and testing accommodations based on student needs.

Mr Place understands learning disabilities and the unique styles of learning associated with them. His expectations for all students are that they are able to access the general education curriculum within the least restrictive setting in order to make effective progress.

He is able to support special education teachers to identify appropriate modifications necessary for each individual student to make progress. He will collaborate with the team to ensure understanding of all aspects of the learning profile, and to guide the team to complete the IEP process.

III: Family/Community Engagement

Select:	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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III: Rationale, evidence, and feedback for improvement:

III-B-2

Mr. Place is personable and professional. He communicates effectively with families, colleagues, administration and students. His role as Team Chair requires diplomacy, sensitivity and knowledge of special education laws. He must be familiar with community resources in order to support parents and guide students to make effective progress through the development of IEP goals and objectives.

Mr. Place chairs many, many meetings. He has made positive connections with parents, students and staff. He shares strategies with teachers and information on an as-needed basis, he is tactful and confidential.

Mr. Place is well liked by parents and colleagues. He is supportive and helpful, approachable and knowledgeable. Mr. Place explores resources for students and families within the building and in the community. He makes constructive suggestions to support students and families.

IV: Professional Culture

Select: Unsatisfactory Needs Proficient **Exemplary**
 Improvement

IV: Rationale, evidence, and feedback for improvement:

Mr. Place constantly models professionalism for his colleagues. He seeks to improve procedures and protocol within the department and throughout the building. He is an active member of PLCs and department meetings. He is a continuous learner and shares knowledge with colleagues.

His collaboration style is effective and direct. He is flexible and supportive to staff. Mr. Place takes the initiative without being asked, to cover a class, help catch up the assessment timeline, provide support to a colleague, and take charge if our administrative assistant is out.

He consistently fulfills his professional responsibilities. He is reliable and timely in all aspects of the job.

Overall Performance Rating

Overall Performance Rating

Select: Unsatisfactory Needs Proficient **Exemplary**
 Improvement

Rationale, evidence, and feedback for improvement for overall performance:

I-A-4, I-B-2

II-A-1, II-A-2, III-B-2

IV-B-1, IV-C-1,

IV-F-2

Based on the above proficient and exemplary ratings, it is recommended that Mr. Place continue next year as a Developing Educator Year 3.

It has been a distinct pleasure working with Mr. Place as Team Chair. He is a skilled professional and a valuable member of the department.

He is well respected and well liked.

Plan Moving Forward

Select:

Self-Directed
Growth Plan
1-Year

Self-Directed
Growth Plan
2-Year

Directed Growth
Plan

**Developing
Educator Plan**

Improvement
Plan

Note:

The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6) on the Educator Response Form.

Form Owner Signature

Signature Pamela Vose

(Signed: 5/1/2016 6:40:49 PM)

Educator Response

I agree with the statements made throughout the evaluation. I will continue to work on increasing my overall skill level and ability to build special education capacity throughout the special education department. I am very much appreciative of the mentorship.

Signature Ryan Place

(Signed: 5/3/2016 8:35:38 AM)

Developing Educator for RYAN PLACE - Summative Evaluation Report Form

Summative Evaluation Report Form

Complete

School:

BHS

Subject/Grade:

Special Education

Primary Evaluator:

Patrick Clark

Secondary Evaluator (if applicable):

Pamela Vose

Date:

May 1, 2015

Time:

Current Plan:

Self-Directed
Growth Plan
1-Year

Self-Directed
Growth Plan
2-Year

Directed Growth
Plan

Developing
Educator Plan

Improvement
Plan

Progress Toward Student Learning Goal(s)

Student Learning:

Select:	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
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Student Learning rationale, evidence, and feedback for improvement:

Mr. Place set a concrete goal to improve special education timelines for completing IEP paperwork. He chairs annual review meetings and 3-year re-evaluation meetings generally. At times he has chaired conference meetings with parents and staff, Manifestation Determination meetings, and any other meeting he is asked to chair.

His student learning goal was to meet the 3-5 day turn-around time for IEPs to get to the administration building in order to be received by parents within ten days of the IEP meeting. He has exceeded his expectations in this area, with some of the special education staff. The variable which impacts the achievement of his goal is that other staff in the special education department, first have to complete the IEP for his review. Given teachers that meet their deadlines, Mr. Place has met his almost 100% of the time.

Mr. Place is willing to work with teachers to offer them feedback for improvement in completing the IEPs in a timely manner. Teachers then continue to be the variable for a speedy turn around in order for Mr. Place to review edits and get the plan to the department coordinator for signature.

This process have improved greatly due to Mr. Place and his attention, not only to detail, but in respect to compliance within the regulations.

Feedback for improvement:

Continue to work directly with special education case contacts in preparation for meetings and to encourage written goals prior to the meeting so that the IEP can be revised during the meetings using the overhead projector. This model will enlist parent and staff engagement in the written process, and hopefully encourage more parent signatures of the completed plan at the meeting.

Progress Toward Professional Practice Goal(s)**Professional Practice:**

Select:	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
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Professional Practice rationale, evidence, and feedback for improvement:

Mr. Place began this year with a vision to support the development of an alternative high school program. This vision was shared with the special education coordinator and a team of teachers who began meeting during PLC meeting time.

AS the year progressed, the shift from this goal to 'alternative options' emerged. Mr. Place completed some program observations in the fall, he shared findings with the team of PLC teachers. Documentation of findings is saved.

Despite the vision of BHS to develop a more effective alternative high school program, resources, time and funding are not identified to date. Adjustments to the current program were implemented this year, and will further be adjusted for the coming school year.

Mr. Place used his data and observation material to offer 'alternative high school options' at IEP meetings. He creatively defines accommodations and modifications to student IEP development. He is collaborative and meets regularly with the special education coordinator to process meetings, before and after, and uses constructive feedback to guide his practice.

Feedback for improvement:

Continue to explore programs that can be implemented at BHS for alternative learners. Use information creatively to expand repertoires for program development within the special education department and to meet the individual needs of students.

Rating on Each Standard

I: Curriculum, Planning, & Assessment

Select:	Unsatisfactory	Needs Improvement	Proficient	Exemplary
---------	----------------	-------------------	-------------------	-----------

I: Rationale, evidence, and feedback for improvement:

I-A-1,2,3,4

Mr. Place understands ways to engage students in the curriculum. He offers classroom accommodations and modifications in order for special needs students to access the curriculum and make progress. His suggestions for differentiated instruction are individualized based on student needs, and it is documented within the IEP. Mr. Place uses curriculum standards to define what areas of the curriculum students can access independently, and plans for supports within the setting to help students make further progress. Goals and objectives outlined in the IEP are measurable.

I-B-1,2

Student learning is measured not only by curriculum standards, but by the IEP goals and objectives. Benchmarks clearly define areas for assessment. Quarterly progress reports measure growth and Mr. Place reviews these progress reports four times per year.

I-C-1,2,3

Mr. Place uses transcripts, IEP progress reports, attendance records and other data to assess progress. At IEP meetings and conference meetings with parents and staff, Mr. Place analyzes this data to make appropriate recommendations.

Feedback for Improvement:

Engage the special education teachers in more analysis and making further recommendations to document within the IEP. Monitor progress through quarterly D/F reports.

II: Teaching All Students

Select:	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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II: Rationale, evidence, and feedback for improvement:

II-A-1,2,3

Mr. Place sets high expectations for students when developing IEPs. He is consistently seeking students to function at their highest independent level through the development of the IEP and outlining appropriate supports necessary to access the curriculum. Through identification of student strengths and needs, he is able to outline the most appropriate accommodations and modifications for students, so that they perform more independently to meet their individual goals.

Through the IEP and identifying supports needed for students to continue to make progress, Mr. Place creates structured opportunities for students to demonstrate knowledge and growth independently.

II-B-1,2,3

At IEP meetings, Mr. Place encourages student participation. He uses questioning and wait time, and engages students to share their thoughts regarding supports they need in class in order to progress. Mr. Place offers opportunities for parents, staff and students to participate in the IEP process. He consistently supports students to know their own learning styles by providing options to the reluctant participant, or reinforcing students who define their own learning goals. Transition planning offers an opportunity for all students to engage.

II-C-1,2

Mr. Place has been trained to establish a meeting environment that is inclusive and non-threatening. He anticipates and responds appropriately to conflicts that may arise. When necessary, he seeks the consult of others to improve practice. Mr. Place anticipates misunderstandings and prepares for each meeting with others. He models this for students, parents and staff.

II-D-1,2,3

Mr. Place uses the IEP meeting to design individualized instruction for access to the curriculum and in order to assess learning, taking into account student learning differences. He uses the IEP document to clearly define ways students can access, taking into account special needs and English learner differences.

Feedback for Improvement:

Continue to prepare for meetings with all necessary staff and resources available. Continue to seek consult support to problem-solve difficult cases.

III: Family/Community Engagement

Select:	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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III: Rationale, evidence, and feedback for improvement:

III-A-1

Mr. Place successfully engages families in the IEP process. He is an effective communicator, being specific to each individual student needs.

III-B-1,2

Mr. Place reviews discipline reports, transcripts, grade reports, and all other data related to the IEP development, prior to meetings. He is then able to clearly convey all expectations to parents and students at the team meeting. Mr. Place offers specific suggestions for improvement in learning for home and school, and then monitors progress with the assistance of special education case contacts and counselors.

III-C-1,2

Mr. Place is proactive in communication with all parents, staff and students. He is personable and appropriate in all interactions, speaking directly to the issues at hand. He communicates respectfully and appreciates differences, culturally and related to family values.

Feedback for Improvement:

Develop resource lists for appropriate collateral agency support contacts. Continue to develop resources within BPS in order to share with parents.

IV: Professional Culture

Select:	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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IV: Rationale, evidence, and feedback for improvement:**IV-A-1,2**

Mr. Place is a reflective TEAM Chair. He processes difficult cases with staff, administration and his immediate supervisor. He is proactive in planning for meetings. When he anticipates difficult situations within the IEP meeting, he meets prior to the meeting with appropriate staff to problem-solve appropriate options. Mr. Place holds high expectations for his performance and this is modeled for others in IEP meetings. He sets a positive, engaging tone, yet is able to make decisions to appropriately meet the individual needs of students.

IV-B-1

Mr. Place is a continuous learner. He is currently enrolled in a PhD Program in order to further his career in Special Education Administration. He has participated in several in-district PD opportunities and is a member of the PLC to develop high school alternative options.

IV-C-1

Mr. Place is supportive to special needs staff in designing appropriate IEPs for students on their caseloads. He offers suggestions to expand related curriculum for the small, substantially separate classrooms. He offers support to the sub-separate programs related to behavior management, classroom management, curriculum options.

IV-D-1, IV-E-1

Mr. Place is collaborative and collegial and offers many ideas and suggestions for improvement. He defines specific strategies and offers suggestions to teachers to meet the individual needs of students.

IV-F-1,2

Mr. Place demonstrates sound judgment throughout the day. His IEP meetings require confidentiality and a balance of information shared in order to develop appropriate services for students. He is clear with expectations for the team around the rights of students and models appropriate interactions. He consistently fulfills all of his professional responsibilities.

Feedback for improvement:

Continue to know the high school programs and options for student learning and after school engagement. Share this information openly at meetings with students and parents. Continue to hold meeting participants accountable by modeling high expectations for procedure, protocol, and appropriate support implementation.

Overall Performance Rating

Overall Performance Rating

Select:

Unsatisfactory

Needs
Improvement

Proficient

Exemplary

Rationale, evidence, and feedback for improvement for overall performance:

Mr. Place has demonstrated quality performance this year as a first year TEAM Chair at the high school. He is modeling appropriate meeting procedures and engages participants appropriately. His high expectations for himself are modeled to others throughout the day. Mr. Place has been a valued addition to the high school Special Education Department. He has learned very quickly this year in order to fulfill the responsibilities of his job. His support to the students and families at BHS has been positive.

Recommendation for next year: Year 2 Developing Educator.

Plan Moving Forward

Select:

Self-Directed
Growth Plan
1-Year

Self-Directed
Growth Plan
2-Year

Directed Growth
Plan

**Developing
Educator Plan**

Improvement
Plan

Note:

The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6) on the Educator Response Form.

Form Owner Signature

Signature

Pamela Vose

(Signed: 6/4/2015 5:53:56 AM)

Educator Response

I agree with the feedback provided in the report.

Signature

A handwritten signature in black ink, appearing to be 'P. Vose', is written over a rectangular box.

DIGITALLY SIGN

ReferenceChecks

No result available.