



UNIVERSITY OF MICHIGAN-DEARBORN

All children regardless of learning differences, race, gender, and socioeconomic status deserve an excellent education.

Amber Mahaffy
Graduate with Distinction
University of Michigan
989-709-1883
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Wisconsin Certificates
1811 LD early childhood-12
Michigan certificates
Highly Qualified General Education K-5
Highly Qualified Learning Disabilities K-12

Greetings Future School District,

I would love to be a special education teacher at your school. I am a University of Michigan Alumni. I have a Michigan K-5 Elementary Education Degree and K-12 Learning Disabilities Degree. I also have an Wisconsin license in Learning Disabilities Early Childhood to 12th grade I am passionate about teaching using hands on activities and technology to provide differentiated instruction so that all children may reach their full potential. I always use best mathematical practice for example hands on, semi concrete and concrete to help all children learn. For example before learning traditional algorithms for equivalent fractions, students would use hands on activities like measuring ingredients to bake a cake. I utilize best reading practices, use high quality literature, whole word memorization, connections to text and Orton Gillingham phonics to promote increases in reading growth.

I use multiple points of data to increase growth. I have used Number's World, MBSP, Dibbles, GAINS, NWEA, GLAD, Scantron Performance Benchmark Assessments, and Aims Webs scores to progress monitor and scaffold interventions. As a title one teacher, I revitalized a title one program including implementing all the new progress monitoring requirements; sought donations from the public and created parent to home kits complete with books and hands on activities. As a founding special education teacher and coordinator, I have created a whole special education program from the ground up including technology, and utilized programs such as: Smarty Ant, Failure Free Reading, Khan Academy, National Teacher Council of Mathematics Illuminations and AbleNet Equals to give an individualized education. I also used benchmark assessments to assess, get lexile levels and help teachers locate resources. I directly served 23 students while coordinating a total of 46 IEPs and kept them in compliance. In order to ensure high parent or guardian involvement, I hold IEPs when it's convenient for parents and the team. This requires holding IEPs in advance and at non traditional times. Education is a collaborative effort between school, family and community resources. I develop lifelong relationships with students and families and serve them to meet all basic needs.

As a team player, I have always encourage the ancillary staff to push into my resource room. This way, I can best see how to support their goals in the general education classroom and communicate those tricks to the general education staff. I do my best to reinforce the ancillary staff goals. I keep constant communication with the team both in written form and verbal form. As a self-directed leader and team player, I take initiative to seek out additional community supports and training for my students, meet with parents and communicate to all team members.

As a lifelong learner, I have attended teaching the traumatized child, Aspire Autism training (how k-12 can support post secondary goals and how Autism affects communication), teaching the Michigan model for health at the middle school level, START Autism training for early childhood and Capturing Kids Heart Training. I have attended the State of Michigan Transition conference, Mission Literacy writing workshops and Singapore Math training. I have a level one Glasser Psychology Choice Theory certificate and I am also Crisis Prevention Intervention trained. Future goals are to complete my masters in special education, train and utilize a therapy dog, and recertify in Orton Gillingham Phonics.

Respectfully,

Amber Mahaffy

Kettle Moraine Summer Academy

I designed and built the beginning German language and culture program from the grounds up for grades kindergarten through fifth grade. These were multiage classrooms with kindergarten- second grade in one class and third grade through fifth grade in another class. I located and also created color and pasting worksheets, found free virtual tours and free curriculum. I also had to gather supplies such as markers, pencils, paper, folders and neatly organizing materials both for student use and for the following year.

Some of our most fun highlights included making our own Pretzels in class, creating our own model German Castles, and taking a virtual tour of Neushawanstan Castle. I also created Children's German Dictionaries for reference. Each week I made an authentic German dish and brought it in to my students. Students used the free Memrise app to practice their German language on their chromebooks and we used the program whole group on the smart board. At the end of the Summer Academy students work was bound up into their own individual German Language and Culture book.

In addition to teaching German Class, I was a building substitute for any and all subject. I thoroughly enjoyed the challenge of subbing for various rooms. I also teamed with three other intervention classes and assisted with students with special needs. I took a moment to reflect back over the summer and wrote down in details what I could improve on.

School District of Greendale

I am currently a district substitute for the School District of Greendale. I love the staff and students. I have subbed for special education teachers and general education teachers. I was recruited to teach summer school at College Park Elementary, but I had already accepted another offer. Responsibilities were implementing IEP goals, teaming with other staff for example paraprofessionals, general education teachers and special education teachers. As a building substitute for College Park Elementary, I was very flexible with my assignments and always sought feedback. I left detailed notes for the teacher, I would work for and they appreciated my detailed notes.

Ronald Reagan Elementary School

I was a special education teaching assistant at Ronald Reagan Elementary school. I have worked in the Early Childhood Special Education classroom for part of the day and grades k-6th. In the early Childhood Special Education Classroom, I worked primarily with autistic students. I used Visual Cue cards a lot to help them. Teaming directly with their case managers, the physical therapist, and occupational therapist to help students exceed learning goals. I also have helped get a student riding a bicycle, and helped get him desensitized so he could quietly walk through the cafeteria.

As a 5th grade teaching assistant, I organized the reading files and implemented reading with the students. I collaboratively worked with the Math Interventionist teacher, the general education teachers and the special education teachers to help students make the best gains. This often meant, staying after school to have meetings. I sought out NWEA scores for baseline data and instruction. I have assisted with administering Aim's Web Reading progress monitoring tests and came in early before school for additional training on them.

I worked as a one on one aide for a student in the before school choir and chaperoned a field trip. Professional development this year has included a review of behavior interventions and basic Hearing Impairment knowledge, and Crisis Intervention Training, behavior team meetings, and Autism conference.

Standish Sterling Elementary

My responsibilities as a long term general education 7th grade eastern hemisphere social studies teacher were creating lessons, making sure I cater to all learning styles, kinetic, visual (movies and images) and auditory. I did this by using videos on history, and images of words they don't know (lapis lazuli). We also used motions with our arms for example to define the words for example "pastoral nomads". We journeyed down the Nile River with a teenage cartoon character who was going to scribe school. We created our own salt clay and turned it into ancient Sumerian writing. Students got a chance to carve into clay and create pictographs and cuneiform just like Ancient Sumerians did. For writing, I graded all 130 short sentences and definitions and give students feedback if they needed to improve on their writing. I emphasized ELA content such as similes and metaphors. I learned how to use illuminate to input grades and how to do multiple choice tests and scan cards. I was also learning how to use Plickers on my phone (like clickers) to do quick checks of students' knowledge. I also let students come up to the whiteboard and highlight important facts, take notes in the sides of documents and clarify meaning of words. I documented IEP accommodations and worked with special education staff and social workers to create the best classroom environment. I tutored students who had been expelled for behavioral issues, after school. Keeping open communications with parents, high school staff and the middle school principal and middle school teachers. I volunteered to work at the concessions stands for the robotics competition. Additionally, I subbed on my preps when ever Mr. Roper asked me to.

Newberry Elementary School

My responsibilities included all early childhood education: scheduling all my IEPs, Medicaid billing and teaming with all colleagues. Some of my accomplishments this last year were teaming with the occupational therapist, physical therapist, and hearing impairment specialist to meet all students needs. I also researched and provided data on using color as a therapy in the classroom for learning. I was granted permission to paint my classroom and so I painted it over the summer months. The color was soothing for my students with autism and for students who have experienced trauma and or have high anxiety. I also rearranged, cleaned and organized the whole room to make it safe for students. This meant re thinking using staples on bulletin boards because I had a child who ate metal. I used clear delineation of space such as a breakfast/ snack area/play area and morning meeting area. I accommodated my students using colored name tags, communication pictures, technology, colored papers, visual tracking papers, fidgets, and exercise balls filled with sand.

I communicated daily with my supervisor, my principal, the occupational therapists, speech therapists, school social workers, general education teachers and families in order to ensure the very best education experience. I have kept open communications with some of the toughest parents and have helped to bridge gaps between school and home. I have also consulted with the hearing and vision consultant for the ISD, the Autism Specialist and Behavior Specialist. When necessary, I have participated and openly communicated with child protective services personal.

I utilized the technology provided in the building to the fullest. I utilized the NCTM Illuminations website and several free demos to practice handwriting skills. I have also located and utilized an electronic communication app for a student with limited verbalization. We also used programs such as Failure Free Reading and Khan Academy. I set up the accounts, showed our students how to use them, created assignments and also assisted the general education teachers with the proper links so that they could see student progress.

As a Resource room teacher, I supplied supplemental resources for general education teachers this year which have included a separate modified spelling list, a stabilized exercise ball with sand in it for a student, provided an age appropriate widget for a 6th grade student enabling them to make the transition to middle/high school as well as

links to worksheets for a supplementary curriculum when necessary. I have also kept a behavior document log and worked closely with the paraprofessionals to ensure we have the most accurate records.

Professional training at Newberry Elementary School has included, teaching the traumatized child, The Aspire Autism training, and teaching the Michigan model for health at the middle school level, START training, and Capturing Kids Heart Training.

Houghton Lake Community Schools

As a special education teacher for both the high school and alternative education at Houghton Lake Community schools, I worked tirelessly to promote student growth. I worked with outside organizations such as Michigan Rehabilitative Services and Michigan Career Technology Center and Michigan Works to utilize the best services for my students. I also had amazing student growth in both NWEA scores and GAINS scores.

At the high school, I used the Failure Free Reading System and taught two reading skill builder classes. My average was a year's growth in one semester. Some students had 20 points growth in reading on the NWEA test; this was a reflection of a team effort between the 8th grade general education teacher and me. As a reward, if students gained more than one year's growth on Failure Free Reading and NWEA they were given \$20.00 to spend at the Bobcat Den (high school store).

While working at Houghton Lake High School, I assisted as a consultant in a wide range of classes including: freshman Language Arts, 8th grade Science, World History, Biology, Chemistry and Algebra 1. Other times, I would assist students with organization, writing tasks, and reading tests.

When substitute teachers were not available, I gave up my prep several times to teach in classrooms. This included covering for fellow my special education teachers while they were attending an IEP. As needed, I secured occupational therapy services for some of the students on my caseload. I worked closely with parents to help their children and kept open communications via texts and emails with my parents.

At Alternative Education as a consultant, I assisted all teachers with all subjects. I also teamed with several professionals including: probation officers, community mental health workers, court appointed mentors, and our school law enforcement officer. I also worked closely with the shared school based health clinic social worker. I was a teacher first and foremost at Alternative Education. I also filled in as a role model or a mother to the students with the highest needs. They trusted and respected me and it showed on their standardized testing. In my reading skill builder class, my students gained 1+ years of growth (after 2 months) of taking a reading skill builder class with me on their GAINS test.

I also kept my IEPs in compliance and complete in both buildings. This was no easy task as I was working at Alternative Education where students often drop out of school and then re-enter as the courts ordered them to attend. I worked in tandem with my Transition Coordinator. Sometimes, I would call previous schools for her to try to get records released. It was a team effort between my transitions coordinator and my special education supervisor and me. I did experience my first behavior manifestation at the high school level while working at Houghton Lake Community Schools so I am familiar with that process.

As special education services were a fairly new thing to Alternative education. I met with the principal and vice principal numerous times. Each time I communicated between Alternative Education staff, the Special education Supervisor, and the Transition Coordinator. This often meant sacrificing my lunch that took place as I was traveling the 8 miles in between buildings. This was necessary to ensure all students' needs were met.

I also followed up with previous students who had graduated and made sure that they were on track to go to Michigan Career Technology Center. When a student had difficulty with their MRS worker, I went above her and located the proper people for her to contact to get assistance with admission.

My professional training at this facility included attending the Michigan State Transition Conference, the new teacher's orientation, and the reading professional development offered at the local ISD, and Ruby Payne and other various special education professional developments at team meetings.

Charlton Heston Academy

As a special education coordinator, I spent numerous hours before school going through CA-60's to ensure that all special education students were transferred into the system. I also daily flagged certain students with behavior issues and I communicated that to my superintendent. Some of my duties that year included compliance issues in regards to scheduling IEPs, initial IEPs, and including parents on all educational matters with their child. I also managed and communicated openly with four ancillary staff members. I meet with them on regular basis and communicated their goals to general education teachers.

As a special education teacher, I encouraged the ancillary staff to push into my classroom so I could understand how we could best support speech and language, occupational therapy goals and physical therapy goals. In addition to daily emails, I also communicated in weekly team meetings with all general education teachers and specials teachers regarding special education students.

I built the special education curriculum from the ground up. I located Benchmark Assessments to give teachers a leveled reading, and researched and made available leveled e-books for the school. I have also utilized the Michigan Common Core site for Math resources. I began team teaching and pushing in as needed for students' success. This included teaching some mini lessons with the math teacher and doing some small group interventions while pushed in with the fifth grade teacher.

As a teacher, some of my highlights that year included planting a garden with the students, and using real life math to create it. In the spring, we continued to chart growth, make predictions, and explore using inquiry based learning. In addition to planting the garden, we have used baking as a way to explore equivalent fractions. I brought in a mini convection oven and we baked several cakes from scratch for the PTA bake sale.

All goals and learning were based on multiple assessments and were data driven, using such assessments as Dibels, Benchmark assessments, Failure Free Reading, AbleNet Equals, and Scantron Performance Series. At times, this has been very challenging.

Training included Scantron Performance training, science training, Dibbles training and principal and leadership special education law trainings. I also accompanied middle school students with special needs to Saginaw Valley State University and to Central Michigan University. I also accompanied a student with special needs and his class to the children's museum. This provided me an awesome opportunity to observe play and interactions that helped me further assist the parents.

I also did a home visit to a student with special needs house. I had a student who had no food in her home; I communicated that to my supervisor and was granted permission to do a home visit to bring her food. It was an eye opening experience seeing a partially remodeled home with no doors on the rooms, a large TV with all the expensive cable channels and yet no food in the house for the children to eat.

St. Joseph Schools

As a Title One Teacher at St. Joseph Schools, I worked closely with the title one coordinator to get St. Joseph Schools into compliance with state and district guidelines for a private school. I brought the school into compliance with the required norm referenced progress monitoring. I implemented the Lexia Intervention Reading program; following through from installation to use. This program was purchased with title one funds, but was not being utilized. I did various webinars on my own, which than the program to be fully implemented.

I took the initiative for the parent home connection requirement of Title One. I did this by utilizing some Title One funds and collecting donations from the public, West Branch Greenhouse, Ace and Home Depot. These were used to create reading packets with home activities for the students and parents for use after school. One of the reading packets had a science book that used the scientific process to create goo, and all the materials to create goo including goggles for safety. Another packet contained the classic book, "The Lorax". This book was sent home over Earth day with a sapling tree to plant. We also planted several sapling trees on campus. Lastly, a book about bats, and cedar pre-cut bat houses with all materials to create were included. This gave parents fun and educational activities to do with their child. It created memories and helped promote literacy by bringing the books to life for the students. I also did a summer reading program. Using pre-stamped envelopes, students wrote to me about books they read and as a treat they were sent Dairy Queen gift certificates.

I arranged to have a large telescope brought to the school during the day and stood outside the school and helped students look at the moon during the day with a special lens. I gave the first grade general education teacher various NASA magazines that I had obtained via a donation and helped her create stations around her room so that we were promoting literacy with science. On the final rotation students came out to take a peek at the moon.

I took initiative to observe the Title One teachers at Surline Elementary School and photo-copied all the assessments. I learned how to administer and score them. I used the NWEA Decartes system and the MBSP to drive my math instruction. I found the math skills listed on the NWEA to really assist with driving instruction for math. This included numerous hands-on math activities. My students got up to grade level with math computation fluency according to the MBSP. I also used the Lexia reading system with an older middle school student to help her remember phonics and improve her spelling. I helped modify her school work, and worked closely with the principal to locate out-of-school resources for her.

I assisted and helped my principal with Special Education Laws and helped parents with testing through the local educational agency. I have advocated for special education students and assisted general education teachers in behavioral issues and classroom modifications such as modified spelling lists, fidgets, and communicated occupational therapy suggestions for handwriting.

West Branch Rose City School District professional development training on: reading, the Bright Links training on using smart boards and the math professional development on using manipulatives (Singapore Training).

Our Lady Catholic School

I spent countless hours organizing books by levels and creating a safe and comfortable environment. I worked closely with the superintendent in all matters regarding students and parents. One thing that I was proud of that I accomplished was that I worked with a public school teacher/parish member to bring Weebly training into the building so that teachers could create a Weebly page. I created my own classroom Weebly page for use in the district. As an advocate, I worked closely with the newly appointed special education district coordinator, to bring attention to the overdue IEPs and students who needed to receive speech and occupational therapy services. I was honored when Jim asked me if I would like to represent Our Lady of the Lakes and he invited me to help create a pre-referral process for students who might qualify for special education services.

Work Experience

Kettle Moraine School District Summer Academy

Mrs. Amanda Gill Summer Academy Director
Kettle Moraine High School
349 N, Oak Crest Drive
Wales, WI 53183
262-968-6300 extension 5355
Email: gilla@kmsd.edu

District Substitute Greendale School District

Mrs. Julie Grotophorst Human Resources Director
6815 Southway, Greendale WI, 53129
414-423-2703
Email: julie.grotophorst@greendale.k12.wi.us

Special Education Teaching Assistant Ronald Reagan Elementary

Mr. Brady Reinke Principal
4225 S. Calhoun Rd.
New Berlin, WI, 53151
262-789-6555
Email: Brady.Reinke@nbexcellence.org

Long Term Substitute for 7th grade Social Studies Standish-Sterling Middle School

Mr Gary Roper, Standish-Sterling Middle School Principal
3789 Wyatt Rd.
Standish, MI, 48658
Office: (989) 846-4526
email: groper@standish-sterling.org

Early Childhood Special Education Teacher Newberry Elementary Schools

Mrs Stacy Price, K-6 Principal/District Superintendent
Newberry Elementary School
700 Newberry Avenue
Newberry, MI 49868
Office: (906) 293-5153
Cell: 906-420-0998
email: sprice@taschools.org

Special Education Teacher Houghton Lake Community Schools

Mr. Brent Cryderman, principal
6001 W Houghton Lake Drive
Houghton Lake, Michigan, 48626
Office: 989-366-2004

Special Education Coordinator and Teacher at Charlton Heston Academy

Mr. David Patterson, Superintendent
1350 N. St. Helen Rd.
St. Helen, MI 48656
Office: 989-632-3390
Email: dpatterson@charltonhestonacademy.com

Title One Teacher at St. Joseph School

Former Principal of St. Joseph Schools
Ms. Katie Nimcheski
935 Houghton Ave.
West Branch, MI 48661
Cell: 810-252-0748

Ms. Lorri Brunner (retired)
District Curriculum Coordinator
PO Box 308
West Branch, MI 48661
Office: 989-343-2033
Email: BRUNNER@wbrc.k12.mi.us

Our Lady of the Lake Catholic School Teacher Multi-age Classroom Teacher

Mr. Charles Taylor, Superintendent
1039 W. Houghton Lake Dr., PO Box 800
Prudenville, MI 48651
Office: 989.732-5147
Email: ctaylor@dicoseoofgaylord.org

Student Teaching

General Education, Winter, 2010:

Surline Elementary School
Principal: Gail Hughey
147 State St.
West Branch, MI 48661
989-343-2190

Special Education, Fall, 2010:

Roscommon Middle School
Principal: Ron Alden
299 E. Sunset Dr.
Roscommon, MI 48653
989-275-664

References

Kerry Owens-Burr College Park Elementary Principal
5701 W College Ave
Greendale, WI 53129
Email: Kerry.owens-bur@greendale.k12.wi.us
414-423-2850

Holli O Keefe
College Park Teacher Assistant
Cell: 414-841-1786
Email: holliokeffe@gmail.com

Mr. Dennis Pruder
Standish-Sterling Special Education Teacher (now retired)
POB 13
Standish, MI 48658
Cell: 989-314-3056

Mrs. Lisa Lewicki
Speech Therapist Newberry Elementary School
5259 County Rd 427
Newberry, MI, 49868
Day: 906-293-3226 ext 1153
Cell: (906)-379-7336
Email: llewicki@eupschools.org

Mrs. Bev Budzynski
Houghton Lake Community Schools Transition Coordinator (now retired)
Cell: 989-329-3146
Email: budzynsb@m33access.com

Mrs. Patricia H. Caswell
Former Teacher/Teammate Charlton Heston Academy
619 Rhodes Rd.
Houghton Lake, MI 48629
Home: 989-302-0414
Email: phcaswell@hotmail.com

Ms. Katie Nimcheski
Former Principal of St. Joseph Schools
935 Houghton Ave.
West Branch, MI 48661
Cell:
Email: Knimcheski@wbstjoseph.com

Mr. Charles Taylor, Superintendent
Our Lady of the Lake Regional Catholic School
Office: 989-732-5147
Email: ctaylor@dioceseofgaylord.org

Ms. Diane Buhlman
Retired Kindergarten Teacher at Rose City Elementary School
Home: 989-578-2013

Joyce Ann Zeneberg, University Field Supervisor
Saginaw Valley State University
Email: jazenebe@svsu.edu or zeneberj@charter.net
Cell Phone: 989-239-6521

Mr. William Bartman
Saginaw Valley State University Field Supervisor
Saginaw Valley State University
Email: wbartman@utmi.net
Home: 989-345-241

Volunteer Experience

Ronald Reagan Elementary School

Chaperoned Bucks game
Came in for before school choir
Children's festival volunteer

Standish-Sterling Middle School

Helped serve pizza at dance
Donated decorations to dance
Volunteered to work Concessions for Robotics Competition
After school tutor for students with special needs

Newberry Elementary School

Volunteer Experiences at Newberry Elementary School were to fill immediate needs.
I assisted with setting up for an honors dinner.
Given up my prep to substitute teach in a general education classroom.
Helped to organize and work the pre hearing and pre visual screenings for the early registration

Houghton Lake Community Schools

Ticket taker for home basketball games
Sports fan bush Chaperone
Assisted with Alternative Education's Prom

Charlton Heston Academy

Chaperone for field trips, dances, student council weekend activities

Extra hours for educational activities, evenings and weekends

Surline Elementary School

Math and Science Family Fun night
Family Game Night
Before school intervention program utilizing Study Island

Roscommon Middle School

Family Game Night

University of Michigan

Grand Slam for Education walker
Junior Achievement Volunteer

Ogemaw Hills Free Methodist Church

Mother's day children's program director
Sunday School Teacher for ages 4-6
Vacation Bible School Recreation Leader
Wednesday Night CLC Program volunteer
Children's Christmas Program Choir Director
Donated baked goods to the bible quizers fundraiser
Hosted ladies tea table

United Methodist Church Newberry

Helped to organize and cleanse Sunday School rooms
Taught Sunday School
Implemented memorization and bible reading during Sunday School classes
Worked directly with pastor on Children's ministry

New Berlin Free Methodist Church

Helped to clean and organize materials
Taught Sunday School
Co wrote and directed Christmas play
Created prompts, revamped costumes and set up stage

Poplar Creek Church

Vacation bible School teacher
Helped with painting the set for VBS
Helped set up the stage for VBS
I have volunteered to work VBS again whatever is needed
Volunteered to serve and be waitstaff at missions conference

Community Outreach Service

Crisis Pregnancy Shelter Walker
Relay for Life Team Member and Walker
Special Olympics Volunteer
Sunrise House (Domestic Violence Shelter) Volunteer and Christmas Sponsor

The University of Michigan

to all who may read these letters, Greetings:

Hereby it is certified that upon recommendation of
The University of Michigan-Dearborn
School of Education

The Regents of The University of Michigan have conferred upon

Amber Rae Mahaffy

in recognition of the satisfactory fulfillment of the prescribed requirements

the degree of

Bachelor of Arts

with Distinction

with all the rights, privileges, and honors thereto pertaining here and elsewhere.

Dated at Ann Arbor, Michigan, this twenty-second day of December, two thousand and ten.

Mary Sue Coleman
President



Lesly J. Church
Vice President

D. L. Tate
Registrar

The University of Michigan-Dearborn

As a Mark of High Academic Achievement

Amber Rae Mahaffy

is hereby designated a

Graduate with Distinction

In recognition thereof, this Certificate is awarded

this twenty second day of December, two thousand ten



D. Little
Daniel Little, Chancellor

Catherine D. Wang
Catherine Wang, President

Student ID: 63043623

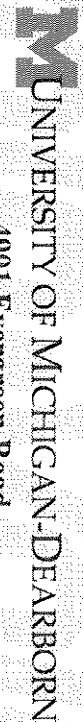
UIC: 5803778208

Date of Birth: November 13

Date Issued: 12-JAN-2016

Record of: Amber Rae Mahaffy

Level: Undergraduate



4901 Evergreen Road
Dearborn, Michigan 48128-2406

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Term Information continued:
Special Education

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R	SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:							
EDD 452	Methods of Teaching Math K-8	3.00 A-	11.10	EDD 413	ID Elem Directed Teaching	2.00 A	8.00
EDN 406	Collaboration in the Classroom	3.00 B-	8.10	EDD 420	ID Sec Directed Teaching	2.00 A	8.00
EKPS 282	History & Civics Elem Schools	3.00 B+	10.20	EDK 480	Independent Action Research	1.00 A	4.00
HIST 3601	Michigan History	3.00 B	9.00	EDN 408	ID Directed Teaching Seminar	1.00 A	4.00
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 38.40 GPA: 3.20		***** TRANSCRIPT TOTALS *****					
Winter 2009		TOTAL INSTITUTION		Earned Hrs GPA Hrs		Points GPA	
School of Education		87.00 74.00		261.80 3.53			
Social Studies		TOTAL TRANSFER		69.00 0.00		0.00 0.00	
EDF 450	Hlth, Nutr, & PE/Claim Tchrs	2.00 A-	7.40	***** END OF TRANSCRIPT *****			
EDN 403	Assessment of the Learner	3.00 A-	11.10				
EDN 404	Assessment of the Learner	1.00 A	4.00				
PDDE 405	Sp Ed Legislatn and Litigation	3.00 A-	11.10				
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 33.60 GPA: 3.73							
Summer 2009							
School of Education							
Social Studies							
EDC 417	Mgmt of Classroom Behavior	3.00 A-	11.10				
EDD 485	Teach Science in the Elem Grd	3.00 B	9.00				
EDD 495	Social Studies in the Elem Grd	3.00 B+	10.20				
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 30.30 GPA: 3.36							
Fall 2009							
School of Education							
Social Studies							
EDC 240	Psych of Child Development	3.00 B	9.00				
EDC 241	Psych: Child Devel Practicum	1.00 S	0.00				
EDD 471	Reading Instr: Models and Meth	2.00 A	8.00				
Ehrs: 6.00 GPA-Hrs: 5.00 QPts: 17.00 GPA: 3.40							
Winter 2010							
School of Education							
Social Studies							
EDD 305	Direct Teach in Elem School	12.00 IS	0.00				
Elementary Grade 4		0.00 GPA: 0.00					
Ehrs: 12.00 GPA-Hrs: 0.00 QPts: 0.00							
Fall 2010							
School of Education							
***** CONTINUED ON NEXT COLUMN *****							

ISSUED TO STUDENT

REJECT DOCUMENT IF SIGNATURE IS DISTORTED

Janice L. Lewis-Boyd, University Registrar

THE OFFICIAL SIGNATURE IS WHITE AND IS IMPOSED UPON THE INSTITUTIONAL SEAL

Student ID: 63043623 UIC: 5803778208 Date of Birth: November 13

Date Issued: 12-JAN-2016

Record of: Amber Rae Mahaffy
Current Name: Amber Rae Mahaffy
1967 Onondaga Trail
West Branch, MI 48661

Page: 1

M UNIVERSITY OF MICHIGAN-DEARBORN
4901 Evergreen Road
Dearborn, Michigan 48128-2406

Issued To: Amber R. Mahaffy
PO Box 306
Newberry, MI 49868-0306

Course level: Undergraduate

College : School of Education
Major : Social Studies
Special Education

College : School of Education
Major : Elementary Certification
Maj/Concentration : Social Studies
Special Education

Comments:
State Elementary Provisional Certificate
Majors: Social Studies, Learning Disabilities

Degree Awarded: Bachelor of Arts 22-DEC-2010
Ehrs: 156.00 GPA-Hrs: 74.00 Qpts: 261.80 GPA: 3.53
Major : Social Studies
Special Education

Inst. Honors: With Distinction

Degree Awarded: *Teacher Certificate 22-DEC-2010
Ehrs: 156.00 GPA-Hrs: 74.00 Qpts: 261.80 GPA: 3.53
Major : Elementary Certification
Maj/Concentration : Social Studies
Special Education

SUBJ NO. COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT:

Winter 2006
School of Education
Social Studies
ECON 201 Prin: Macroeconomics 0.00 W 0.00
EDT 210 Tech in Elementary Education 3.00 A 12.00
EXPS 410 Multicult in School and Soc 3.00 IA- 11.10
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 23.10 GPA: 3.85

Fall 2007
Readmit
School of Education
Social Studies
ECON 2001 Introductory Economics 3.00 B 9.00
EDC 401 Introduction to LD 3.00 A- 11.10
EXPS 220 Science in the Elem School 3.00 B 9.00
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 29.10 GPA: 3.23

Winter 2008
School of Education
Social Studies
ECON 201 Prin: Macroeconomics 3.00 B 9.00
EXPS 283 Geography & Econ Elem Schools 3.00 A 12.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 21.00 GPA: 3.50

Summer 2008
School of Education
Social Studies
AAAS 106 Intro to the African Past 3.00 A- 11.10
EDN 401 Strategies for LD 3.00 A 12.00
EDN 402 Socio-vocational Transitions 3.00 A 12.00
NSCI 232 Inquiry:Earth/Planet Science 3.00 B+ 10.20
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 45.30 GPA: 3.77

Fall 2008
School of Education
Social Studies
***** CONTINUED ON PAGE 2 *****

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Institution: Northern Michigan University
Ehrs: 41.00 GPA-Hrs: 0.00 Qpts: 0.00 GPA: 0.00

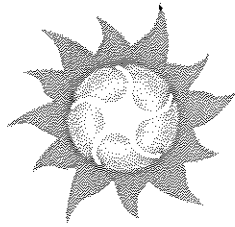
Institution: Saginaw Valley State Univ
Ehrs: 28.00 GPA-Hrs: 0.00 Qpts: 0.00 GPA: 0.00
***** CONTINUED ON NEXT COLUMN *****

ISSUED TO STUDENT

REJECT DOCUMENT IF SIGNATURE IS DISTORTED

Janice L. Lewis-Boyd, University Registrar

THE OFFICIAL SIGNATURE IS WHITE AND IS IMPOSED UPON THE INSTITUTIONAL SEAL



KETTLE MORaine
Summer Academy

October 22, 2018

To Whom It May Concern:

I highly recommend Amber Mahaffy for a teaching position and/or special education position. As Summer Academy Coordinator for the Kettle Moraine School District I had the pleasure of working with Amber in 2018. Amber is driven, organized, and flexible.

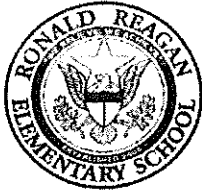
Amber accepted a summer academy teaching position with us when no one else was willing to teach German. Amber was willing to create a curriculum and find resources for a summer German class. The class lasted for six weeks and was for students grade K-5. Amber went above and beyond to find relevant activities and lessons. She made the class fun and educational despite not being a fluent German speaker. When she wasn't teaching the German class Amber was always willing to help in other classrooms and team teach. Amber was responsible for students of all abilities and worked well at individualizing lessons as needed.

Despite the short six week program we were very happy with Amber's performance and look forward to having her return for future summers. Please feel free to contact me if you have any further questions.

Thank you,

Amanda Gill

Summer Academy Coordinator
Kettle Moraine School District
gilla@kmsd.edu
262-968-6300 x5355



RONALD REAGAN ELEMENTARY SCHOOL

Brady Reinke, Principal
Margaret E. Holloway, Associate Principal

"We believe; We achieve!"

May 2017

Dear Sir or Madam,

I am pleased to submit this letter of recommendation for Amber Mahaffy. Amber has been a special education assistant teacher at Ronald Reagan Elementary. She was hired at the start of second quarter. She often worked with students in my classroom during the 2016-2017 school year.

Amber brings to her teaching responsibilities a strong work ethic, a high degree of enthusiasm, and a genuine concern for the well-being of children. Amber is interested, confident, and has strong background knowledge in working with students who have special needs.

Amber is very eager, enthusiastic, and dedicated to doing the best job possible in teaching students in the class. Amber creates incentives programs for students she works with to encourage, support, and increase engagement. She maintains a positive learning climate for students.

Traits that will be useful in her professional career are her ability to be flexible with schedule changes, her willingness to work hours beyond those required, as well as her dedication to making sure each student has success and learns.

Sincerely,

A handwritten signature in cursive script that reads "Carrie Kmichik".

Carrie Kmichik
Fifth Grade Teacher

January 5, 2016

To whom it may concern,

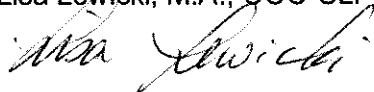
This letter is a recommendation for Amber Mahaffy. She was a co-worker at the Tahquamenon Area Schools/ Newberry Elementary where she taught the Early Childhood Developmentally Delayed classroom and as a Resource Room instructor. She was always very friendly and cared deeply for the children that she taught. She demonstrated a good understanding of the needs of each student she worked with and developed good rapport with each of them.

Amber spent a great deal of effort trying to enhance the technology of the classroom and adjust the curriculum to make it more appropriate for her students. She was not afraid to consider new technology with students and try alternative learning methods.

Thank you for your time in considering my opinions.

Sincerely,

Lisa Lewicki, M.A., CCC-SLP

A handwritten signature in cursive script that reads "Lisa Lewicki".

HOUGHTON LAKE HIGH SCHOOL
DEPARTMENT OF SPECIAL EDUCATION
4433 WEST HOUGHTON LAKE DRIVE
HOUGHTON LAKE, MICHIGAN 48629
989-366-2003

Re: Amber Mahaffy

Good Day:

It is a pleasure to write this letter of recommendation for Amber. Even though this has been our first year working together, it feels like we have known each other a long time. Amber has a wonderful personality and enjoys working with children. She is passionate about special education and ensuring each child receives a quality education. Not being one who sits back and allows others to take the lead, Amber has searched repeatedly for programs which would be beneficial to children. Whether in reading or math, Amber is constantly and consistently looking for ways to help her students find success.

Amber has discovered a Reading program which, having seen its work in action is spectacular with students. Her lowest readers are jumping grade levels, with a great deal of pride and showing it. Their shoulders are a little straighter, smiles a little bigger, and their enthusiasm shows and says it all. I believe Amber is an excellent teacher with any student, but she especially enjoys working with those who are willing to venture outside their comfort zone.

Watching Amber in action is truly a remarkable experience. She has a wonderful capability to talk to and with kids who may be struggling with family or social issues. Sometimes, it's a walk; sometimes, it is buying an ice cream and talking; sometimes, it is just listening and, then, offering an opinion or direction. One cannot help smiling watching Amber when one of her students reaches a milestone. Her enthusiasm is contagious; as is her attitude. Her knowledge of special education law, rules, and regulations can keep a mind spinning and the team on track.

Amber Mahaffy would be an excellent member for any educational team. For students and team members, Amber goes beyond normal limits to help and assist. She would be a truly wonderful asset. Thank you for considering this fine young lady for any position you may offer. You will not be disappointed.

Should any information or opinion offered in this letter of recommendation require clarification, please feel free to contact me at 989-366-2003 or 989-329-3146.

Sincerely,



Beverly Budzynski
Student Services Coordinator
Houghton Lake High School

Saint Joseph School



**935 WEST HOUGHTON AVENUE
WEST BRANCH, MICHIGAN 48661**

989-345-0220 | FAX 989-345-3030

www.wbstjoseph.com

June 29, 2012

To Whom It May Concern

It is my pleasure to write on behalf of Amber Mahaffy. Amber has worked in our building this past school year as a Title 1 Tutor, employed by West Branch Rose City Schools.

One of the most distinguishing characteristics about Amber is her initiative in taking on new projects. Given the opportunity, Amber will take an idea, run with it, and see it through to fruition. She spearheaded several programs this year, including our Lexia online reading program and the Title 1 Parent/Student Connection Program. Amber is even keeping in contact with students over the summer through take-home reading bags where she journals with some of the students about the books they're reading. Another wonderful aspect about Amber is her deep compassion for students. Amber identified many needs of our students this year in learning, emotional, and socio-economic circumstances. She then took the initiative to locate resources in the community to aid these students. She also used her own resources and finances to help some of these children. Her altruism is truly admirable! Lastly, I enjoyed Amber's optimistic attitude in the face of a challenge. There have been many changes to our Title program and the program itself is very unpredictable from year to year. Amber had an extremely positive attitude all year as we navigated these issues. She was always very helpful in seeking out more information and resources from the public school. She also took numerous webinars, tutorials, and workshops to gain more education and training in her field.

I highly recommend Amber for a position in the realm of education. Please call or email me if you have any further questions.

Sincerely,

Katie Nimcheski

Katie Nimcheski
Principal of St. Joseph School
(810) 252-0748
knimcheski@wbstjoseph.com

DIOCESE OF GAYLORD

611 WEST NORTH STREET

GAYLORD, MI 49735

PHONE: 989.732.5147

FAX: 989.705.3589

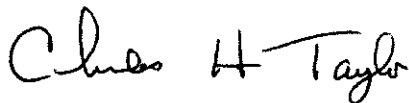
October 1, 2011

To Whom It May Concern:

I am writing this recommendation unsolicited for Ms. Amber Mahaffy. Amber was hired in August 2011 to teach a 6th, 7th, and 8th grade multi age classroom at Our Lady of the Lake Regional Catholic School in Prudenville, Michigan. The school had been experiencing declining enrollment for the past three years. Although we started the 2011-12 school year with low numbers in the 6-8 classroom our hope was that enrollment would increase slightly or at least remain steady. Unfortunately, after the year started we continued to lose upper elementary students and by the fourth week of school found it necessary to make the very painful decision to reduce staffing from three full time certified teachers to only two. It simply was not feasible to maintain the classroom and sadly, in order to keep the school viable, Ms. Mahaffy was released.

However, in the short time that I had the pleasure to know Amber I found her to be extremely dedicated, loyal and hard working. Amber was full of creative ideas and almost daily came up with new strategies for instruction and assessment. She spent hours working on her classroom in preparation for the opening of school and when the students finally arrived they found a colorful and well organized environment. Amber was very concerned for the individual needs of each of her students and had taken the time to meet with many parents both prior to the start of school, as well as after the year had started, to discuss learning styles and personal needs. Amber worked tirelessly to prepare for each day and always came to work ready to go with a can do attitude regardless of any challenges that she may have encountered in the previous day. Amber has a good heart and is a prayerful and deeply spiritual person. She is creative and energetic and I am confident that wherever she is she will actively seek to share her gifts and time with whatever community she finds herself a member of.

It is my pleasure to recommend her to you. Should you have further inquires please do not hesitate to contact me.



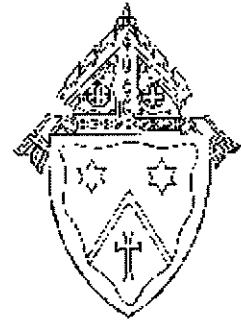
Sincerely,

Charles Taylor
Interim Administrator, Our Lady of the Lake Regional Catholic School
Superintendent of Catholic Schools, Diocese of Gaylord

Office: 989.732.5147

E-mail: ctaylor@dioceseofgaylord.org

Home: 231.932.672



Tawas Area Schools

245 West M-55 • Tawas City, MI 48763
Donald S. Vernon, Superintendent
Telephone (989) 984-2250 • Fax (989) 984-2253

July 21, 2011

Dear Tawas Area School Substitute:

Thank you for substituting in our district this past school year! We are looking forward to your services in the upcoming school year.

In the 2011/2012 school year, Tawas Area Schools will be utilizing the services of PCMI, Professional Contract Management, Inc. to employ and compensate substitutes working in our district. We are excited about this partnership and the opportunity it will provide you as an employee of PCMI. As an employee of PCMI working in Tawas, you will have the opportunity to work additional days, participate in direct deposit, a 401k investment program, and qualify for PCMI perks.

As a current employee of PCMI, you will need to active yourself in Tawas Area School's buildings using your Willsub account. We will be retaining our sub caller, Mrs. Fetterly, to arrange all subs. We will not be using Willsub to attain substitutes. If you have any problems with your Willsub account, please contact PCMI.

Again, we thank you for your service to Tawas Area Schools.

Sincerely,



Donald S. Vernon
Superintendent



“Education; The Foundation of Our Community”

Office of Clinical Experiences

April 14, 2010

To Whom It May Concern:

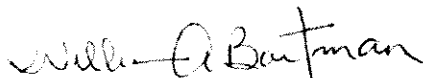
Amber Mahaffy has completed a very successful teaching experience in the fourth grade at Surline Elementary School in West Branch, Michigan. Tammy Lebzelter served as her very supportive host teacher and role model. Amber has a calm, quiet manner in the classroom to which children respond very well. She used a wide variety of activities to accommodate all learning styles. Her classroom was always busy and productive and always showed evidence of careful, thoughtful planning. Amber has a wonderful enthusiastic manner.

There are many very impressive things about Amber. First, her knowledge of subject matter is above reproach. Second, her knowledge of the teaching-learning process and evaluation techniques is excellent. Third, her good rapport with students is evident in her classroom management style which is effective and successful. Finally, and most importantly is her positive personality. She always sees the best side of people and situations and makes everyone around her more productive and happy.

Amber brought much maturity and experience to her classroom teaching. Students looked to her as the teacher and trusted her as she led them in trying new and exciting activities such as electronic field trips using the white board, computer research, and the extensive use of manipulatives in math instruction.

Her unit on "Our Government" illustrates her teaching creativity. It was extremely well organized and highly motivational. It is a fine example of thematic teaching. It was always a pleasure to visit Amber's classroom and enjoy the positive, productive environment.

Amber has earned the very best possible recommendation from SVSU. She will be an excellent addition to any staff she joins.



William A. Bartman
SVSU Field Placement Coordinator
3797 Wickes Rd.
West Branch, MI 48661

Office of Clinical Experiences

December, 2010

Letter of Recommendation: ***Amber Mahaffy***

Amber Mahaffy completed the requirements for her special education endorsement in Learning Disabilities during the Fall 2010 term at Roscommon Middle School in Roscommon, MI. Her experience included both direct teaching and academic support to 5th – 8th graders in all subject areas. During this time she also completed a comprehensive assessment project on one student as part of her endorsement requirement. Amber's schedule provided her opportunities to work with students both in her classroom and also in an inclusive setting.

Developing a positive rapport with students is one of Amber's strengths. She is highly sensitive to the needs of students and works hard to maintain a balance between her role as a teacher and accessing appropriate services that extend beyond her teaching role. She creates a learning environment that is safe and positive. She develops classroom management strategies that address the learning and behavior needs of her students. She demonstrates respect for her students and holds them in high regard. As a result, her students are responsive to and engaged in her lessons.

Amber is open to suggestions for the best strategies, best procedures, and best management and organizational ideas to improve student learning. She participated in the entire IEP process during her LD student teaching experience, from determining present levels of performance and determining learning goals, to contributing to the development of the IEP as an active participant. She communicated with parents and kept them informed about student progress.

Ms. Mahaffy takes her responsibility as a teacher seriously. She is open to and accepting of suggestions for improving learning opportunities for her students. Because she is strongly committed to her students, she recognizes the importance of maintaining a clear line of communication with her colleagues to assure that a team effort is in place to enhance learning. Amber also makes every effort to keep an open line of communication with parents.

Amber Mahaffy is a dedicated professional who is aware of her strengths and is committed to life-long learning. She avails herself of opportunities to continue to develop her professional skills. Amber will be an active, committed professional on any staff desiring a teacher who holds the learning needs of students as her highest priority!

Yours truly,



Joyce Ann Zeneberg, University Field Supervisor
College of Education
Saginaw Valley State University