

Keren C. Plowden

EDUCATION

The George Washington University, Washington, D.C. ■ Current student (ABD) **Ed.D.**
in Special Education
Leaders for Systems Change GPA: 3.92

The George Washington University, Washington, D.C. ■ 2000
M.A. in Education and Human Development
Special Education: Teaching Students with Serious Emotional Disturbance Graduated with
honors: 3.95 GPA

Loyola College, Baltimore, MD ■ 1998

M.S. in Clinical Psychology

Nine credits earned: Advanced Abnormal Psychology, Health Psychology, Human
Sexuality

Loyola College, Baltimore, MD ■ 1998

B.A. Psychology

Minor: Sociology

PROFESSIONAL CERTIFICATIONS

- Licensed, certified Special Education Teacher: Content Area Special Education (Serious Emotional Disturbances) Grades K-12 License #1533:
- District of Columbia Public Schools Trained and Certified in administering Life Space Crisis Interventions (LSCI)
- Trained and Certified in administering therapeutic restraints (CPI and TRI)

ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE

Educational Consultant – Focus Point School ■ April 2009 to present

- Serves as educational consultant to develop unique individualized programs for special education students.
- Supports the school program with training and other strategic computer based instructional recommendations.

Special Education Consultant- Learning Solutions Inc. ■ July 1, 2008- Present

- Provide consulting, advocacy, and evaluation services for students with special needs.
- Work with parents, teachers, related service providers, attorneys and other relevant stakeholders to identify and create appropriate educational supports and services for students requiring special education.
- Provide expert witness testimony as it relates to a specific client or relevant special education issue.

- Provide training or on site support for programs and staff regarding best practices in the field of special education.

**Executive Director of Student Services - Rock Creek Academy (PreK-12) ■ 2003-
June 27, 2008**

- Serve as a liaison between The District of Columbia Public School System and a private full time special education placement serving approximately 270 students.
- Work collectively with outside attorneys, parents, social workers, DCPS placement specialists and/or relevant personnel, and student representatives to ensure an appropriate educational placement for special education students in grades Pre-K-12.
- Maintain and address issues of compliance related to students Individualized Education Plans (IEP's) within the context of the program (i.e. related services, specialized instruction, and other IEP/MDT related issues).
- Provide expert witness testimony for both The District of Columbia Public School System and independent attorneys at due process hearings.
- Serve as the Admissions Director: review all student referrals, determine appropriateness of placement, conduct tour/ intake and complete the enrollment process.
- Supervise the Office of Student Service staff to include: Evaluation Coordinator, Clinical and School Psychologists, and Administrative Assistants.
- Work collectively with relevant parties to schedule all necessary evaluations as dictated by the IEP/MDT Team and or Hearing Officer's Determination (HOD). Review these evaluations for content and accuracy and disseminate to appropriate parties for review at IEP/MDT meetings.
- Create, organize and oversee documentation procedures and data management systems to include program attendance, admissions data, student demographics, student records, and other necessary information.
- Report directly to the President/CEO

Program Director - Educational Transition Services (Grades 4-8) ■ 2002-2003

- Maintained the day-to-day operations of a full time special education program serving students with emotional and/or learning disabilities.
- Identified and ordered the necessary components to implement a program specifically for students in grades 4-8 including textbooks, curriculum, and other resources and related materials (within a given budget).
- Responsibilities included the hiring and supervision of all program staff.
- Provided in service and staff related trainings (i.e. behavior management, staff policies and procedures).
- Created, supervised, and modeled behavior management program.
- Produced staff and student policy and procedure manuals.
- Created needs assessments to effectively identify staff concerns and promote program development.

- Worked collaboratively with student attorneys, advocates, parents, and other relevant stakeholders to communicate student progress (academic and emotional).
- Provided expert witness testimony at due process hearings.

Assistant Program Director - Educational Transition Services (PreK- 8) ■ 2001-2002

- Supported the day-to-day operations of a full time special education program serving students with emotional and/or learning disabilities.
- Responsibilities included the scheduling of related services, program events, staff meetings and other operational activities.
- Collected and reviewed teacher lesson plans and provided feedback for staff.
- Supported the Program Director in the supervision and hiring of all program staff.
- Created and implemented disciplinary procedures for staff and students.
- Identified and ordered necessary materials for the program- to include consumable materials, textbooks, teaching supplies and other resources required for program operation.
- Maintained monthly billing records and documentation to be submitted to The District of Columbia Public School System for payment of services rendered.

TEACHING EXPERIENCE

Adjunct Faculty- George Washington University, Fall 2005 Masters Level Coursework

- Created a course syllabus for SPED 201 (Overview of Special Education)
- Developed weekly lesson plans and instructional activities pertaining to course content.
- Provided direct instruction to 8 masters level teachers
- Assessed for student learning and provided on going feedback related to student progress and/or grades.
- Worked closely with GWU faculty to ensure best practices in instructional methodology and compliance with national standards (e.g. NCATE).
- Represented GWU in its professional mission and incorporated these principles within weekly instruction and daily actions.

Special Educator- Educational Transition Services, 2001 Grades 6-8

- Created and implemented daily lesson plans for all academic areas in a full time special education setting for children with emotional and/or learning disabilities.
- Provided intensive daily instruction with a 5:1 teacher student ratio.
- Elected team leader by my supervisors.

- Worked closely with administration, related service providers, and fellow teachers to ensure an appropriate learning environment for each student.

Educational Tutor- Educational Transition Services, 2001

- Provided academic support and enrichment for students in either general or special education, whom were awarded compensatory education.
- Met with students several times per week both in their home and at a designated site.
- Documented weekly sessions and progress. Provided baseline data as well as progress summaries.
- Attended IEP meetings to assist the team in appropriately planning for student's academic needs in specific subject areas.

Special Educator- The Children's Guild, 2000 Grades 4-5

- Created and implemented daily lesson plans for all academic areas in a self-contained classroom for children with emotional disabilities.
- Worked collaboratively with assigned social worker, instructional assistants, and related service providers to foster and support both academic and emotional development.

Lead Teacher/Co-Operative Teacher, Benjamin D. Foulois Academy, 1999-2000
Grades 4-6:

- Created and implemented daily lesson plans for all academic areas in a self-contained classroom for children with emotional disabilities.
- Worked collaboratively with another masters level intern and lead teacher to create a therapeutic learning environment.

Teacher Assistant- Sheppard and Enoch Pratt Hospital- Forbush School, 1998
Grades K-8:

- Supported Special Education teacher in day-to-day operations of the classroom on the in-patient unit of a psychiatric hospital.

PROFESSIONAL SERVICES AND ACTIVITIES

Provided hours of staff training and development. Washington, D.C. ■ 2001-2008 Topics include:

- Behavior management, crisis intervention, and disciplinary procedures
- Understanding and interpreting the actions of students with emotional disabilities: Avoiding the conflict cycle
- Grading: purposes and policies
- Documentation procedures (incident reports, anecdotal records)

- Understanding the IEP process (for teachers and related service staff), writing appropriate goals and objectives
- Program policies and procedures: Staff and student handbooks
- IDEA: "Knowing the rules and regulations" -Implementation and relevancy to special education students
- Using IEP Pro to manage student data and facilitate the IEP process.
- Provided a workshop to Heads-Up and Americorps members: Topics included planning and executing a successful field trip and implementing effective transition activities within the classroom setting ■ Washington, D.C. 2002
- Provided training for DCPS bus drivers: "Transportation of special education students: What to do to ensure safe travel for students with emotional disabilities" ■ Washington, D.C. 2002

MEMBERSHIPS/AFFILIATIONS

- Council for Exceptional Children
- National School Public Relations Association (NSPRA)
- Education Industry Association