



RHODE ISLAND
COLLEGE

Feinstein School of Education and Human Development
GRADUATE PROGRAMS

Advanced Program Recommendation Candidate Information Sheet

Name: [redacted] Date of Birth: [redacted]
Empl ID/SS #: [redacted] Gender: Male Female

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

Program (select one):
 M.A. (specify area) _____
 M.Ed. (specify area) Early Childhood Education
 C.A.G.S. (specify area) _____

1. GPA: 1 2 3 4
3.4 2.5-2.9 3.0-3.4 ≥ 2.5

2. MAT or GRE: 1 2 3 4
3.48
 Quantitative Verbal Writing
 Supplementary (identify) 3.48 4.5 4.3

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

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

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

6. Program-Specific Requirements: 1 2 3 4
 Unmet Unmet but allowed Met Exceeded
Early Childhood Teaching Certificate to submit

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

8. Designated Advisor: Mary Ellen McFarlane Date: _____
 9. Committee Members' Signature: [Signature] Date: 5/6/10
 10. Chair's Signature: _____ Date: _____



GRE

GRADUATE INSTITUTION REPORT OF SCORES

SCHOOL CODE: 3724

DEPT. CODE: 3201

LAST NAME

FIRST NAME MI: L

ADDRESS:

BIRTH DATE			SOCIAL SECURITY NUMBER	SEX	MOST RECENTLY REPORTED		PRINT DATE
MO	DAY	YR			TEST DATE	REGISTRATION NUMBER	
06	22	85		F	04/10	5910164	04/28/10

INSTITUTION CODE & NAME	DEPARTMENT CODE & NAME
3724 RHODE ISLAND COLLEGE	EARLY CHILDHOOD EDUCATION

GENERAL TEST						
TEST DATE	VERBAL		QUANTITATIVE		ANALYTICAL WRITING	
	MMYY	SCORE	% BELOW	SCORE	% BELOW	SCORE
04/10	430	43	280	03	4.5	63

NS: No Score, indicates that no questions were answered in this section.

SUBJECT TEST						
TEST DATE	TEST NAME	SCORE	% BELOW	SUBSCORE NAME	SCORE	% BELOW



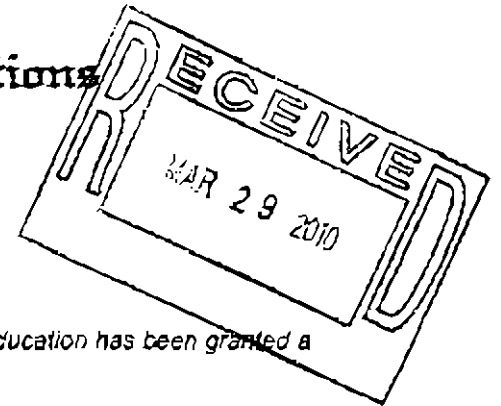
2
p

State of Rhode Island and Providence Plantations

Department of Education

School Certificate

THIS CERTIFIES THAT



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

CERTIFICATE OF ELIGIBILITY FOR EMPLOYMENT TEACHER OF EARLY CHILDHOOD (GRADES PK-32) ISSUED 13-FEB-2008 AND EXPIRING 31-AUG-2011

48392
CERTIFICATE NUMBER

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

Paula J. ...
Certification Officer

... ..
Commissioner





PROFESSIONAL GOALS ESSAY—SCORING RUBRIC

Candidate _____ Reader Marie Ellen [Signature] Date _____

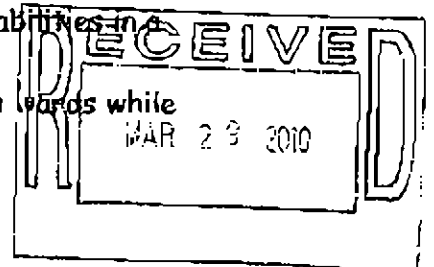
Score: Initial Assessment 8 Revision Date _____ Score _____

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

Education is a field that is constantly changing. There is always something new to learn, whether it is an idea for a sensory table activity, a technique for helping a student who has special needs, or a fun and interactive science experiment. Inside my classroom I may be the teacher, but within my chosen profession I am the student. I always strive to be a better teacher both for myself and for my students. It is my responsibility to provide the children with the best learning experience possible. These children rely on me to make sure they are properly prepared for the next phase in their schooling.

I am an active participant in outside workshops and trainings because I believe it is important to expose yourself to various teaching methods and styles. In my classroom I have adapted many ideas that I gained from working with another teacher or experienced in a workshop. For example, when student teaching my cooperating teacher used a number line to count each day of school. In my classroom, we use unifix cubes to count how many school days are left and how many days we have attended. Through the graduate program at Rhode Island College I can delve deeper into the world of education and gain new experiences and ideas that can be applied in the classroom.

As an educator who has only been in the field for a few years, I thrive on learning from my coworkers and directors who have more experience. Some of my professional goals include learning more about students with disabilities in an inclusive classroom, techniques for helping students to sound out words while



writing, and new ways to incorporate math into the classroom. Pursuing these goals will allow me to better prepare my students for first grade. Another area I wish to expand on is bridging a home-school connection by creating opportunities for parents to be active participants in their child's education. Currently I send home a book bag each month with a story and a corresponding activity. I would like to learn new ways to incorporate literacy and math into the book bag activities.

I am applying to the graduate program at Rhode Island College because I feel my needs can be met here better than at another school. While researching graduate programs in Rhode Island, I found that only Rhode Island College has a masters program in Early Childhood Education. This is very important to me because the focus of my career is in early childhood education. I want to serve the children as a whole, not in one specific area such as reading or special education. While these are important parts of the education spectrum, I feel that a continuation of my undergraduate studies will serve me best. I look forward to embarking on the next chapter of my education at Rhode Island College.



PROFESSIONAL GOALS ESSAY—SCORING RUBRIC

Candidate _____ Reader _____ Date 7/26/10
 Score: Initial Assessment 3 Exemplary Revision Date _____ Score 3

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