



**RHODE ISLAND
COLLEGE**

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

Advanced Program Recommendation ■ Candidate Information Sheet

Name: _____ Date of Birth: _____
Empl ID/SS #: _____ Gender: Male Female

Ethnic Group:

<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic
<input type="checkbox"/> American Indian/Alaskan Native	<input checked="" type="checkbox"/> White
<input type="checkbox"/> Asian/Pacific Islander	<input type="checkbox"/> Multiracial

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

1. GPA:

1	2	3	4
≤2.4	2.5-2.9	3.0-3.4	≥3.5
		3	4

Supplementary (Identify) _____

2. MAT or GRE:

1	2	3	4
≤25%ile	26%ile-39%ile	40%ile-74%ile	≥75%ile
		3	4

Supplementary (Identify) _____

3. Professional Goals Essay:

1	2	3	4
Unsatisfactory	Revise/Resubmit	Accept	Exemplary
		3	4

Supplementary (Identify) _____

4. Candidate Reference Forms:

1	2	3	4
Unsatisfactory	With reservation	Satisfactory	Commendable
		3	4

Supplementary (Identify) _____

5. Performance-Based Evaluation:

1	2	3	4
Questionable	With reservation	Adequate	Strong
		3	4

Supplementary (Identify) _____

6. Program-Specific Requirements:

1	2	3	4
Unmet	Unmet but allowed to resubmit	Met	Exceeded

7. Status:
 Admit Admit Conditionally
 Condition(s): Complete Teacher Certification req before graduation. Spring 2010 Matricul
 Deny Reason(s) for Denial: _____

8. Designated Advisor: Marie McGinnis Date: 1/26/11

9. Committee Members' Signature: 1) Marie McGinnis 2) _____ 3) _____

10. Chair's Signature: Falsetti Date: 1/27/11

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-02) ISSUED 26-MAY-2010 AND EXPIRING 31-AUG-2013

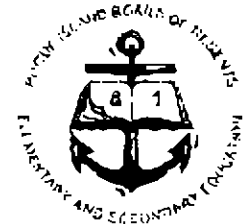
57041

CERTIFICATE NUMBER

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


Certification Officer


Commissioner



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



OFFICIAL TRANSCRIPT

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

Examinee Name: [REDACTED]
 Examinee Address: [REDACTED]
 Examinee Phone: [REDACTED]
 Social Security #: 097-56-1906
 Date of Birth: 02/26/74
 Intended Major: EARLY CHILDHOOD ED

TEST DATE	SCALED SCORE	Total Group PR	Intended Major PR
12/17/09	384	29	28

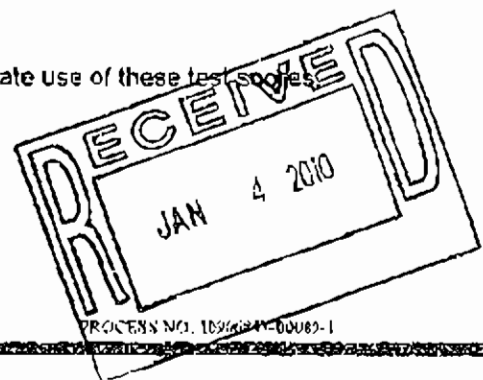
Scaled Scores are based on the number of items correct and range from 200-600. Scores obtained prior to October 2004 are reported as raw scores.

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

- All PRs are based on the current 2007 norms, which are determined from the performance of all first-time MAT examinees from January 2004 through December 2007.

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

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

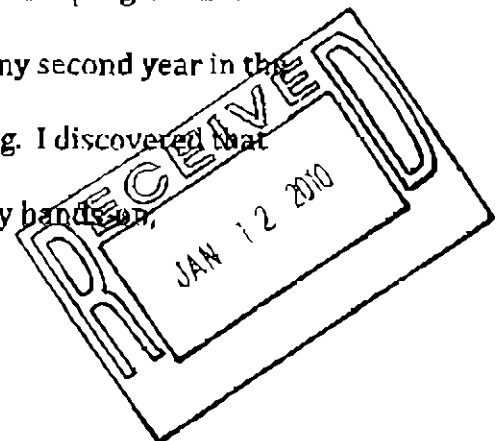


Professional Goals Essay

As I embark on the next professional goal in my teaching career, I have made a sound decision to further my education at the graduate level. Pursuing a Masters degree in the field of Early Childhood Education will further enhance my knowledge and understanding of young children as well as strengthen my instructional skills. I believe that to be an effective classroom teacher, one must be committed to lifelong learning both in and out of the classroom.

After having graduated in 1996 with a Bachelor of Science in Early Childhood Education, my teaching career officially began in a kindergarten classroom in Florence, South Carolina. Just fresh out of college with a plethora of ideas, I applied much of what I had learned in my undergraduate coursework to the classroom. As a new teacher, I gained tremendous insight into the teaching field such as classroom management techniques, innovative lesson planning and implementing a meaningful curriculum which provided for a collaborative community between families and myself. Overall, my first year teaching was one of trial and error, self-discovery and confidence-building.

The next seven years that followed my kindergarten teaching experience included a public first grade classroom, a three-year-old preschool program and a kindergarten classroom in the private sectors. It was within my second year in the profession that I adopted a constructivist approach to teaching. I discovered that my students learned best when they were provided with many hands-on,



stimulating experiences which included purposeful play, exploration, discovery and socially interacting with one another. In addition, I provided my students with environmental experiences in the form of field trips and inviting visitors to speak to the students about topics relevant to the curriculum. This facilitated the development of my students' receptive vocabulary and aided in their ability to describe, in their own words, their experiences within the classroom.

Among all of my teaching experiences thus far, I have discovered that my passion for the profession truly lies with preschool-aged children. The manner in which children at this age learn and discover fascinates me. I thoroughly enjoyed engaging the children in meaningful, concrete activities and observing them learn through various styles of play. In 2005, I received the school's highest accolade and was awarded Teacher of the Year. Receiving this award has been one of the biggest highlights in my teaching career. My love of teaching continues to grow with each passing year.

During the past two years of my teaching profession, I have come to the realization that I am at a place in my career where I am mentally prepared to further my education. The experiences I have had, challenges I have faced and lessons I have learned have paved the way towards achieving a higher level of education. I strongly feel that my professional goals will be met by challenging myself through graduate level courses of study. With the field of education constantly changing, I believe it is my responsibility to the profession to further enhance my knowledge as an educator.

Two areas in which I desire to further develop my knowledge are literacy and creating a more meaningful collaborative community within my classroom. These professional goals are of the utmost importance to me and I feel that having a better understanding of these issues will better prepare me to successfully help my emerging readers develop their reading skills as well as aid families in building positive home-school partnerships. Bridging the gap between home and school is key to educating today's youth. In addition, I am a firm believer of teaching children how to read and write. Producing strong readers and writers within the classroom will aid in producing responsible, well-rounded citizens within the community.

In conclusion, my decision to pursue a Masters degree in the field of Early Childhood Education at Rhode Island College is based on the diverse courses your college offers. The program's focus on the partnership of families and the school community is most appealing. I am also looking forward to developing a deeper understanding of how children learn and grow and the importance of literacy education in early education programs. Thank you for your consideration.