



REACH  
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**SAMPLE OF CANDIDATE WORK**

**ADMISSION PORTFOLIO**

**STUDENT ID** 0353966



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## TEACHER EDUCATION PROGRAM APPLICATION FORM

0353966

Name: [Redacted] Student I.D. #: [Redacted] Date: October 1, 2007

### College Address:

### Permanent Address:

Street #	Street	Apt. #	Street #	Street	Apt. #
City	State	Zip	City	State	Zip
E-Mail	Telephone #	E-Mail	Telephone #		

### Racial/Ethnic Identification:

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black/African American
- Hispanic/Latino
- White
- 2 or more

Gender: Male  Female  Date of Birth: 10/13/88

Degree:  Undergrad  2<sup>nd</sup> Degree Estimated Date of Graduation: 2011

### Teacher Education Program:

MPE

Major/Concentration: \_\_\_\_\_

Special Education? \_\_\_\_\_  
Please Specify Area of Specialization

Middle School Endorsement? \_\_\_\_\_  
Please Specify Content Area

PPST Scores: Reading: 183 9/07 Writing: 179 9/07 Mathematics: 185 9/07  
Score Date Taken Score Date Taken Score Date Taken

Transcripts: RIC 12/07 Other \_\_\_\_\_ Other \_\_\_\_\_  
Date Name of College/University Date Name of College/University Date

Admission to RIC: Fall 04 # of Credits Completed: 79 GPA: 3.870 FNED 346: A  
Date Grade

# of Credits in Major Completed: \_\_\_\_\_ Major GPA: \_\_\_\_\_

Completion of RIC Writing Requirement: 05 Completion of RIC Math Requirement: 05  
Date Date

### Reference Forms

Faculty: Prof. Guivico 5/07 Supervisor: Patricia Anania 5/07  
Name (Please Print) Date Name (Please Print) Date SPR 07

Career Commitment Essay and Scoring Rubric: 3/07 13 Technology Competency: 3/07  
Date Score Date

### DEPARTMENT RECOMMENDATION

Admit  Denied

ADVISOR: Professor Berard Reed

Please describe conditions/reasons:

P. Espham 1/3/08  
[Signature] 1/3/08  
Signature of Admissions Committee Member Date

[Signature] 01/03/08  
Signature of Department Chair Date

[Signature] 1-7-08  
Signature of Associate Dean Date

MED 102-A ✓ PED 140-A  
MED 202-A ✓ PED 243-A



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
Undergraduate Studies  
Declaration of Major/Concentration Form  
CONFIDENTIAL

Name:



Student ID: 0353966

Address:

Phone:

Program: Health and Physical Education - (Undergraduate Student)

Karen Berard-Reed

Name of Advisor

01/07/2008

Date

*Ka S. Casper*  
Signature of Associate Dean

January 7, 2008



**RHODE ISLAND  
COLLEGE**

Feinstein School of Education  
and Human Development  
Teacher Education

0353966

Dear [REDACTED]

It is my pleasure to inform you that the Department of Health and Physical Education and the Dean's office have approved your application for admission into the Teacher Education Program in both Health Education and Physical Education within the Feinstein School of Education and Human Development. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence.

You must take and pass the Principles of Learning and Teaching test for either grades k-6 (0522) or grades 7-12 (0524) before student teaching. Because the content of CEP 315 and the content of the Principles of Learning and Teaching test (PLT) are similar, you are encouraged to take the PLT immediately after completing CEP 315. The passing score on the PLT is 167. Only a paper based test administration is available. Please consult the Educational Testing Service website ([www.ets.org](http://www.ets.org)) for specific test administration information.

This is the first step on your journey to becoming a special influence on the personal growth and educational success of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, the Feinstein School of Education and Human Development requires a cumulative grade point average (GPA) of 2.50 as well as successful performance in your teacher education program. Please consult with your advisor, Karen Berard-Reed, to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

Welcome to the process of becoming a teacher.

Sincerely,

A handwritten signature in cursive script, appearing to read "K. S. Castagno".

Karen S. Castagno, Ph.D.  
Associate Dean for Teacher Education

KSC/mdg

c: Health and Physical Education Department Files  
c: Dr. Karen Berard-Reed

**PLEASE TAKE THIS LETTER TO THE FIRST DAY OF HED 300**

Providence, RI 02908-1991  
(401) 456-8822  
FAX: (401) 456-8386  
TTY/TDD via RI Relay: 1-800-745-5555



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

## FNED 346 Service Learning Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: [Redacted] ID #: 03539160 Telephone: [Redacted]

Teacher Preparation Program: Health + Physical Ed Major/Concentration: [Redacted]

Name of Evaluator: Prof. C. Guiriceo Position of Evaluator: FNED 346 Professor

Professional Address of Evaluator: RIC

**This section is to be filled out by the evaluator.**

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

		Low			High	
1.	Exhibits self-awareness and self-confidence <i>(Self-Reflection)</i>	N/A	1	2	3	4
2.	Has goal clarity <i>(Self-Reflection)</i>	N/A	1	2	3	4
3.	Is intellectually curious and/or creative <i>(Lifelong Learning)</i>	N/A	1	2	3	4
4.	Is enthusiastic about learning <i>(Lifelong Learning)</i>	N/A	1	2	3	4
5.	Demonstrates ability to communicate effectively with children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4
6.	Listens and is responsive to children and youth <i>(Advocacy for Children and Youth)</i>	N/A	1	2	3	4
7.	Welcomes diverse viewpoints and is open-minded <i>(Respect for Diversity)</i>	N/A	1	2	3	4
8.	Is adaptable to change <i>(Respect for Diversity)</i>	N/A	1	2	3	4
9.	Works well with others <i>(Collaboration)</i>	N/A	1	2	3	4
10.	Is socially tactful <i>(Collaboration)</i>	N/A	1	2	3	4
11.	Works hard and is thorough <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4
12.	Is reliable and dependable <i>(Professional Work Characteristics)</i>	N/A	1	2	3	4

Signature of Evaluator: Carol M. Guiriceo Date: 5/16/07

On the reverse side there is a descriptive rubric to use as a reference for rating. To describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant, you may also wish to use the reverse side of this form.



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## DISPOSITION REFERENCE FORM

### FNED 346 Service Learning Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: [REDACTED] ID #: 03539660 Telephone #: 401-551-1111

Teacher Preparation Program: \_\_\_\_\_ Major/Concentration: Health/PMS. Ed

Name of Evaluator: Patricia Anania Position of Evaluator: Teacher

Professional Address of Evaluator: 600 Camdon Ave Providence, RT (Kizirian School)

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

			Low			High
1.	Exhibits self-awareness and self-confidence (Self-Reflection)	N/A	1	2	3	4
2.	Has goal clarity (Self-Reflection)	N/A	1	2	3	4
3.	Is intellectually curious and/or creative (Lifelong Learning)	N/A	1	2	3	4
4.	Is enthusiastic about learning (Lifelong Learning)	N/A	1	2	3	4
5.	Demonstrates ability to communicate effectively with children and youth (Advocacy for Children and Youth)	N/A	1	2	3	4
6.	Listens and is responsive to children and youth (Advocacy for Children and Youth)	N/A	1	2	3	4
7.	Welcomes diverse viewpoints and is open-minded (Respect for Diversity)	N/A	1	2	3	4
8.	Is adaptable to change (Respect for Diversity)	N/A	1	2	3	4
9.	Works well with others (Collaboration)	N/A	1	2	3	4
10.	Is socially tactful (Collaboration)	N/A	1	2	3	4
11.	Works hard and is thorough (Professional Work Characteristics)	N/A	1	2	3	4
12.	Is reliable and dependable (Professional Work Characteristics)	N/A	1	2	3	4

Signature of Evaluator: Patricia Anania Date: May 31, 2007

On the reverse side there is a descriptive rubric to use as a reference for rating. To describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant, you may also wish to use the reverse side of this form.

# Report Results

Return

**Rhode Island College**

Rhode Island College

Identifying Code: RICOL

Name : [REDACTED]

Student ID: 0353966

SSN [REDACTED]

Address [REDACTED]

United States

Print Date : 2007-12-30

- - - - - **Academic Program History** - - - - -

Program : Non-Degree Undergraduate  
 2004-08-30 : Active in Program  
           2004-08-30 : Visiting High School Student Major  
 Program : Ugrad Degree General College  
 2006-03-29 : Active in Program  
           2006-03-29 : SE History-IM Major  
 2006-09-25 : Active in Program  
           2006-09-25 : Physical Ed-IM Major

- - - - - **Beginning of Undergraduate Record** - - - - -

**Fall 2004**

HIST	161E	Western History	4.00	4.00	B+	13.320
HIST	201E	U.S. History to 1877	3.00	3.00	A-	11.010
TERM GPA :	3.476	TERM TOTALS :	7.00	7.00		24.330
CUM GPA :	3.476	CUM TOTALS :	7.00	7.00		24.330

**Spring 2005**

HIST	202E	U.S.Hist 1877-Present	3.00	3.00	A-	11.010
TERM GPA :	3.670	TERM TOTALS :	3.00	3.00		11.010
CUM GPA :	3.534	CUM TOTALS :	10.00	10.00		35.340

**Fall 2005**

ENGL	117E	Contemporary Approach to Lit	3.00	3.00	A-	11.010
LERS	201E	U.S. Labor History	3.00	3.00	A-	11.010
PHYS	101E	General Physics	4.00	4.00	A	16.000
POL	202E	American Government	3.00	3.00	A	12.000
TERM GPA :	3.848	TERM TOTALS :	13.00	13.00		50.020
CUM GPA :	3.711	CUM TOTALS :	23.00	23.00		85.360

**Spring 2006**

ECON	200E	Introduction to Economics	3.00	3.00	A	12.000
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ENGL	113E	Approaches to Drama	3.00	3.00 A	12.000
PHYS	102E	General Physics	4.00	4.00 A	16.000
POL	204E	Intro to Political Thought	3.00	3.00 A-	11.010
TERM GPA :		3.924	TERM TOTALS :	13.00	13.00
CUM GPA :		3.788	CUM TOTALS :	36.00	36.00
					136.370

**Summer 2006**

**Transfer Credit from University of Rhode Island**  
 Applied Toward Ugrad Degree General College Program

WRTG	100	Introd To Academic Writing	3.00	3.00 T	
Course Trans GPA:		0.000	Transfer Totals :	3.00	3.00
					0.000

**Fall 2006**

COLL	101	The College Experience	1.00	1.00 A	4.000
ENGL	116H	Appr To Film & Film Criticism	3.00	3.00 A	12.000
HED	102	Personal Health	3.00	3.00 A	12.000
HONR	163	Studies Non-Western Cultures	4.00	4.00 A-	14.680
Course Topic(s): Arab Literature and Culture					
PED	140	Intro to Movement Sciences	3.00	3.00 A	12.000
TERM GPA :		3.906	TERM TOTALS :	14.00	14.00
CUM GPA :		3.821	CUM TOTALS :	50.00	53.00
					191.050
Dean's List					

**Spring 2007**

FNED	346	Schooling in a Democratic Soc	4.00	4.00 A	16.000
HONR	162	Studies In Western Literature	4.00	4.00 A-	14.680
INST	100	FSEHD Tech Competency Test		0.00 S	
PED	206	Fund of Motor Skills Movement	3.00	3.00 A	12.000
PED	243	Foundations of Movement	3.00	3.00 A	12.000
PSYC	110	Introduction to Psychology	3.00	3.00 A	12.000
TERM GPA :		3.922	TERM TOTALS :	17.00	17.00
CUM GPA :		3.847	CUM TOTALS :	67.00	70.00
					257.730
Dean's List					

**Summer 2007**

**Transfer Credit from Community College of Rhode Island**  
 Applied Toward Ugrad Degree General College Program

BIOL	108	Basic Principles of Biology	4.00	4.00 T	
Course Trans GPA:		0.000	Transfer Totals :	4.00	4.00
					0.000

**Fall 2007**

HED	101	Human Sexuality	3.00	3.00 A	12.000
HED	202	Principles of Health Education	3.00	3.00 A	12.000
PED	205	Condition Person Fitness	2.00	2.00 A	8.000
SPED	300	Intro Ed of Exceptional Chld	4.00	4.00 A	16.000



TERM GPA :	4.000	TERM TOTALS :	12.00	12.00	48.000
CUM GPA :	3.870	CUM TOTALS :	79.00	86.00	305.730

Dean's List

**Spring 2008**

CEP	315	Educational Psychology	4.00		
HED	300	Concepts Of Teaching I	4.00		
HED	431	Drug Education	3.00		
PED	207	Motor Skill Dev Life Well I	2.00		
PED	208	Motor Skill Dev Life Well II	2.00		
TERM GPA :	0.000	TERM TOTALS :	0.00	0.00	0.000
CUM GPA :	3.870	CUM TOTALS :	79.00	86.00	305.730

**Undergraduate Career Totals**

CUM GPA :	3.870	CUM TOTALS :	79.00	86.00	305.730
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- - - - - **Non-Course Milestones** - - - - -

2005-12-27 College Mathematics Requirement  
 2005-12-27 SAT Test Taken - Completed ✓  
 2005-05-01 College Writing Requirement  
 2005-05-01 Course Taken - Completed ✓

Return

My Grades

Email/Web Test	1
Copyright Test	1
Word Processing (Out of 1)	1
Spreadsheet (Out of 1)	1
Tech. Comp. Final	Pass

# Career Commitment Essay

Health and Physical Education Program

035 3966

March 22, 2007

NOTE: Each student's essay is read by more than one scorer. Each scorer assigns a score for the content, expression/voice, organization and conventions of the essay. The scorer also assigns an overall, holistic score for the essay. The overall score is not an arithmetic average of the other four scores. Rather, it is based on an overall impression of the quality of the essay.

The scores in the attached table represent the averages of the scores assigned by essay scorers for your essay. The OVERALL SCORE determines whether your Career Commitment Essay passes or needs to be revised and resubmitted.

**STUDENT = 35**

Descriptive Statistics(a)

	N.	Mean
CONTENT	1	2.5000
EXPRESSION	1	2.5000
ORGANIZATION	1	2.5000
CONVENTIONS	1	2.0000
OVERALL	1	3.0000
Valid N (listwise)	1	

a. STUDENT = 35

Since a very young age, I have always wanted to pursue a career in education. Each passing year I would want to be a different type of teacher depending on the grade I was in and the types of teachers I was exposed to. After graduating high school, I considered the only option that had not even crossed my mind, physical and health education. The more I looked into the more of a fit it seemed to be. Becoming a physical and health educator allows me to teach several different ages at once and incorporate different activities often. This path seems to be the most appropriate one for my active lifestyle and desire to teach. This career will allow me to educate the youth about something that affects everyone and something that I am truly passionate about.

During my senior year in high school I had the chance to observe a physical education class at a local elementary school. This experience helped me to realize that I would be making the right decision by pursuing this career. It opened my eyes to the educational value of the class because it was not just about playing games but taught concepts such as teamwork and problem solving. I feel in this position that I would have a louder voice when communicating with the students and passing on valuable information. I would have the chance to be heard about important health topics because it is one class that the majority of children are excited about. Being so avid about the class allows the students to learn more. The class can help educate children from a young age about their health and how it can be applied in a physical setting. A major issue in our country is obesity. I am committed to making children aware of the epidemic that has plagued our country more and more each year. Not only will I educate them about obesity but I will be able to show them ways to battle against it by presenting a variety of ways to exercise and keep in shape. I believe that if a child starts a healthy lifestyle at a young age, they will have the knowledge and the drive to continue on through life that way.

I attended a high school where the mission statement was based upon becoming a lifelong

learner and I have come to realize in the educational field, it is not only the children learning but the teachers as well. As a teacher, one can learn by their own experiences or even from the children. Over the years, a teacher can learn from their mistakes so as to correct their style and methods of educating others. Another important aspect that provides for teachers becoming lifelong learners is technology. Technology is always changing and it is a necessity for the teachers to stay on top of it in order to be able to relate to the students. Also with such diverse populations in schools, so much can be learned and passed on from the students themselves. I experienced this first hand while being a teacher's aide for a summer CCD program for several years. During that time, I encountered many different types of children. Each student brought something different to the table. I learned that each student is an individual and must be treated as one while at the same time trying to keep a classroom functioning as a whole. I have seen how different ways of approaching something will appeal to everyone differently. Another experience I learned a lot from was when I spent time in an ESL kindergarten class at Gladstone School in Cranston. The students all had different backgrounds and different languages but they all shared this one classroom. It is important as an educator to respect and even learn from different cultures. It also gives the other students an opportunity to learn about people different than they are.

By spending time in the kindergarten and being able to compare the progress of the children from September to June shows that all children have the potential to learn. This is not saying that they will all comprehend the same information and understand the same concepts but they can all learn something. I feel a lot depends on the approach of the teacher and how well the students respond to the method. The difference between a good teacher and a great teacher is how well they reach out to the individual student. If the student is encouraged and delivered information in a way they can understand, it will not be so much of a chore to learn. Despite the different backgrounds,

families and financial situations, in the one classroom the students were exposed to the same information and assistance from the teacher. Each student may have walked away from that kindergarten class in June with different knowledge and understanding but each one walked away with a little bit more than they started with.

Professional collaboration is a very important aspect of becoming a teacher especially a physical education teacher. I witnessed this when I visited a local elementary school's physical education class. The teacher that I worked with for that day explained how she continuously spoke to the classroom teachers to see if any of her lessons could tie into what they were doing academically. This is crucial because you only see these children for a small amount of time per week and if the teachers work together the children can get the most out of their class period. Not only should physical education teachers talk to classroom teachers but they should communicate with other teachers in their field. By discussing different approaches and ideas, the teachers can gain knowledge of what works and what does not. Learning from other teacher's experiences is a valuable resource that is readily available and worth taking advantage of.

In order to become an effective teacher, I feel that I need to become more patient and not give up my belief that all children have the potential to learn. By working in the ESL kindergarten, I realize that teaching can get frustrating and requires a great deal of patience. The ESL teacher worked with such young children who did not speak English and had an amazing amount of patience. If a child was struggling, she tried to put it in a way that he could best understand. I am aware that not every child will grasp the concept but getting frustrated is not the answer. In one of my classes right now I am working on a behavior change project and I decided to work on becoming more patient. Along with this project and my dedication for becoming a teacher, I feel that I can change. I realize that even the best of teachers get frustrated but they do not let it show and that is a key component of the job.



# THE PRAXIS S E R I E S™

Telephone: 800-772-9476 or 609-771-7395

R 3724

## DESIGNATED INSTITUTION SCORE REPORT

### BACKGROUND INFORMATION

Examinee's Name: [REDACTED] *0353966*  
 Candidate ID Number: [REDACTED] Social Security Number: [REDACTED] Sex: F Date of Birth: 10/13/1988

### EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE  
 Undergraduate Major: PHYSICAL EDUCATION  
 Graduate Major: (I)  
 Educational Level: SOPHOMORE (SECOND YEAR)  
 GPA: 3.5 - 4.0

### SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE



### CURRENT TEST DATE: 09/10/2007

Test Code	Test Name	Examinee's Score	Possible Score Range
5710	C-PPST: READING	183	150 - 190
5720	C-PPST: WRITING	179	150 - 190
5730	C-PPST: MATHEMATICS	185	150 - 190

### HIGHEST SCORE AS OF 09/22/2007

Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
09/10/2007	5710	C-PPST: READING	183	150 - 190
09/10/2007	5720	C-PPST: WRITING	179	150 - 190
09/10/2007	5730	C-PPST: MATHEMATICS	185	150 - 190

### MESSAGE CODES

I INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.

R 3724







**DETAILED INFORMATION FOR** 09/10/2007 **TEST DATE**

Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range **
<b>COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: READING</b>			
I. CRITICAL AND INFERENTIAL COMPREHENSION	17	18	11 - 15
II. LITERAL COMPREHENSION	20	22	14 - 20
<b>COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING</b>			
I. GRAMMATICAL RELATIONSHIPS	10	10	5 - 8
II. STRUCTURAL RELATIONSHIPS	10	13	6 - 9
III. IDIOM AND WORD CHOICE, MECHANICS, NO ERROR	10	15	7 - 10
IV. ESSAY	8	12	7 - 9
<b>COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS</b>			
I. CONCEPTUAL KNOWLEDGE AND PROCEDURAL KNOWLEDGE	15	18	12 - 17
II. REPRESENTATIONS OF QUANTITATIVE INFORMATION	12	12	7 - 10
III. MEASUREMENT AND INFORMAL GEOMETRY, FORMAL MATHEMATICAL REASONING	9	10	5 - 9

\* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

\*\* The range of scores earned by the middle 60% of a group of examinees who took this form of test at the most recent national administration or other comparable time period. N/C means if this range was not computed because fewer than 30 examinees took this form of the test or because there were fewer than 8 questions in the category or, for a constructed-response module, fewer than 8 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.