



REACH
INSPIRE
CONNECT

SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0420002



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

M.A.T. TEACHER EDUCATION PROGRAM APPLICATION FORM

Name: _____ Student I.D. #: W/A Date: 3/10/08
0420002

College Address:
 Street # _____ Street _____ Apt. # _____
 City _____ State _____ Zip _____
 E-Mail _____ Telephone # _____

Permanent Address:
 Street # _____ Street _____ Apt # _____
 City _____ State _____ Zip _____
 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: 2/3/80

Teacher Education

Program: M.A.T. Program/Secondary Major/Concentration: History

Special Education? _____ Middle School Endorsement? _____
 Please Specify Area of Specialization _____ Please Specify Content Area _____

Praxis II Score: _____ Score 171 Date Taken 10/15/07
 Test Name and Code Number 0081

Undergraduate Education (submit all transcripts):

College/University	Dates Attended	Degree Conferred/GPA
Roger Williams University	Sept. 04 - May 08	History / 3.55

Disposition/Reference Forms

Faculty: Richard Potter 2/5/08 Supervisor: Debra Mulligan 2/27/08
 Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: 2/4 9/5/08

Technology Competency: N/A attached Score Date

Resume (attached) Yes No

Program Specific Requirement:

DEPARTMENT RECOMMENDATION Admit Denied Advisor: _____
 Please describe conditions/reasons: _____

Signature of Admissions Committee Member _____ Date _____
 Signature of Department Chair _____ Date 9/16/08
 Signature of Associate Dean _____ Date 12/1/08

04/20002

3/14/06

Feinstein School of Education and
Human Development Teacher Education Programs
600 Mt. Pleasant Avenue
Providence, RI 02908-1991

To Whom It May Concern:

I am writing to you today to inform you of my interests in furthering my education at Rhode Island College. I am currently a student at Roger Williams University, and am expected to graduate in May with a Bachelor of Arts and Sciences degree in history. I am aware of the high standards expected at Rhode Island College and look forward to an opportunity to meet them.

Upon graduating, I am looking to further my education and use my knowledge in history to aid me in my desire to become a qualified teacher. Although I have yet to spend time in a classroom working with students, I am confident that my solid communication skills and my ability to work with children will allow me to excel at such opportunities once presented to me.

Furthermore, I plan to devote myself to graduate school whole-heartedly, the same way that I approached my undergraduate studies. I believe that this approach as well as my strong work-ethic and passion for the subject will allow me to reach as well as surpass the high standards set out by Rhode Island College.

I look forward to receiving a response from the School of Education soon and hope that I am given the opportunity to prove myself at the Graduate level at Rhode Island College. It is an opportunity that will be greatly appreciated. Thank you very much for your time.

Sincerely,



**RHODE ISLAND
COLLEGE**

Feinstein School of Education
and Human Development
Teacher Education

0420002

December 1, 2008

It is my pleasure to inform you that the Department of Educational Studies and the Dean's office have approved your application for admission into the Master of Arts in Teaching (MAT) Program in Secondary Education/History within the Feinstein School of Education and Human Development.

Enclosed is a copy of your Plan of Study. Please continue to consult with your advisor, Dr. Ronald Dufour, at 456-9784 to identify the semesters during which specific courses are scheduled and for additional guidance in completing your program. You should also read the graduate sections in the current College Catalog for an understanding of graduate studies policies.

If you are planning to utilize the College Health Services Department, the enclosed forms must be filled in and returned to Student Health Services in Browne Hall. In addition, Rhode Island requires that any student new to the College show evidence of immunity from rubella and measles. Please forward to Student Health Services Office a statement from your personal physician or a copy of a record from your employer or previous college that you have been immunized

Congratulations on your admission. Welcome to the process of becoming a teacher.

Sincerely,

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

KSC/mdg

c: Dr. Ronald Dufour
c: Educational Studies Department Files

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

RHODE ISLAND COLLEGE
SCHOOL OF GRADUATE STUDIES

MASTER OF ARTS IN TEACHING: HISTORY
PLAN OF STUDY

0420002

NAME _____ SS# _____

ADDRESS: _____

Street

State

Zip Code

E-MAIL _____ TELEPHONE _____

Area Code

RHODE ISLAND COLLEGE COURSES
SUBJECT MATTER AREA

COURSE	TITLE	CREDITS
HIST 501	Historiography	3
HIST 521	Comparative History	3
HIST 561	Graduate Seminar in History	3
HIST 562	Graduate Reading Seminar	3
HIST 571	Graduate Reading Course in History	3
Total subject credits		15

APPROVED *A. Deegan*
Program Advisor

10/5/08
Date

COURSE	TITLE	CREDITS
CEP 552	Psychological Perspectives on Learning and Teaching	3
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classrooms	3
FNED 546	Contexts of Schooling	4
SED 406		2
SED 407		2
SED 410	Practicum in Secondary Education	5
SED 421	Student Teaching	9
SED 422	Student Teaching Seminar	2
Feinstein School of Education & Human Development Technology Competency		0
Total professional credits		30

APPROVED *Charles A. Mihaylo*
Department Chair: Educational Studies

10/15/08
Date

K. S. Conroy
Dean: Feinstein School of Education & Human Development

10-24-08
Date

04/2002

My Grades

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

042002

RHODE ISLAND COLLEGE
Department of History

TO: [REDACTED]

FROM: Ron Dufour

RE: Recommendation on application for admission to MAT in History

The Department Graduate Committee has reviewed the credentials of

and

Recommends Admission

Does not recommend admission

Comments, conditions:



ROGER WILLIAMS UNIVERSITY
 Bristol, RI 02809-2921
 (401) 254-3510
ACADEMIC RECORD

RELEASE OF INFORMATION

This academic record is forwarded by request of the student with the assumption that it will be treated with the confidentiality mandated by the Family Education Rights and Privacy Act (1974). No other party should be given access to the record without the express, written consent of the student named on the transcript. Please return the record if you cannot comply with this request.

CEEB: 3729

FICE: 3410

0920002

39

DATE: November 18 2008

CURRICULUM 410 - History

ADVISOR

COURSE					COURSE											
Course Title					Course Title											
CRD	GRD	CRD	GRD	CRD	GRD	CRD	GRD	CRD	GRD							
Feinstein Service Learn. 0.00					SPRING 2007											
Term	GPA	Credit	G-Pts	G-Pts	HIST102	HIST of Western Civ II			3.00	A						
Cum	GPA	Credit	G-Pts	G-Pts	HIST202	US Hist II: Civil War to Pr			3.00	A						
FALL SEMESTER 2004					HIST203	Dimensions of History			4.00	A						
CJS105	Intro to Crim Justice				3.00	B+				HIST203L	Dimensions of History Lab			0.00	L	
CORE104	Lit Phil/Ascent of Ideas				3.00	A-				HIST340	Revolutionary America			3.00	A	
HIST101	Hist of Western Civ I *				3.00	B+				POLSC202	Congress/Legislative Pro			3.00	B+	
MATH124	Basic Statistics				3.00	B+				**DEAN'S LIST**						
PSYCH100	Intro to Psych				3.00	A-				Term	GPA	Credit	G-Pts	G-Pts		
DEAN'S LIST					Term	GPA	Credit	G-Pts	G-Pts	Cum	GPA	Credit	G-Pts	G-Pts		
Term	GPA	Credit	G-Pts	G-Pts	3.466	15.00	51.99	51.99	FALL 2007	20th Century Europe					3.00	A
Cum	GPA	Credit	G-Pts	G-Pts	3.466	15.00	51.99	51.99	HIST305	America in Vietnam			3.00	A-		
SPRING SEMESTER 2005					HIST340	Legal Psychology			3.00	B+	PSYCH342	Legal Psychology			3.00	B+
CORE103	Human Behvr in Perspect				3.00	A-				PSYCH365	Sensation & Perception			3.00	B+	
MRKT100	Marketing Principles				3.00	B+				**DEAN'S LIST**						
POLSC100	Amer Govt & Politics				3.00	B+				Term	GPA	Credit	G-Pts	G-Pts		
PSYCH201	Psychology of Learning				3.00	A				Cum	GPA	Credit	G-Pts	G-Pts		
WTNG102	Expository Writing				3.00	A				3.583	12.00	42.99	3.545	104.00	368.66	
DEAN'S LIST					Term	GPA	Credit	G-Pts	G-Pts	WINTER INTERSESSION 2008						
Term	GPA	Credit	G-Pts	G-Pts	3.666	15.00	54.99	54.99	AMST100	The American Experience			3.00	A		
Cum	GPA	Credit	G-Pts	G-Pts	3.566	30.00	106.98	106.98	Term	GPA	Credit	G-Pts	G-Pts			
FALL SEMESTER 2005					Term	GPA	Credit	G-Pts	G-Pts	4.000	3.00	12.00	3.558	107.00	380.66	
BUSN100	Enterprise				3.00	A				Cum	GPA	Credit	G-Pts	G-Pts		
CORE105	Aesthetics:Art Implse				3.00	A-				SPRING 2008						
HIST300	Ancient History				3.00	B				CORE430	SpTp:Families & Society			3.00	B	
POLSC110	U.S. in World Affairs				3.00	A-				HIST340	The Korean War			3.00	A	
WTNG200	Crit Writng/Hum/Soc Sci				3.00	A				HIST381	Modern China			3.00	A	
Term	GPA	Credit	G-Pts	G-Pts	3.668	15.00	55.02	55.02	HIST420	SrSem:Heroism & Masculinit			3.00	A-		
Cum	GPA	Credit	G-Pts	G-Pts	3.600	45.00	162.00	162.00	PSYCH303	Cognitive Psychology			3.00	B+		
SPRING 2006					Term	GPA	Credit	G-Pts	G-Pts	**DEAN'S LIST**						
COMM210	Intro to Speech Comm				3.00	B				3.600	15.00	54.00	3.563	122.00	434.66	
CORE102	History & the Mdrn Wrld				3.00	B+				Cum	GPA	Credit	G-Pts	G-Pts		
HIST340	The Great Depression				3.00	B				Degree Received: Bachelor of Arts						
POLSC120	Comparative Politics				3.00	B				Date Conferred: 05/17/2008						
POLSC311	Rogue St/Allies/Reg Pwr				3.00	B				Majors: History						
Term	GPA	Credit	G-Pts	G-Pts	3.000	15.00	45.00	45.00	Minors: Political Science							
Cum	GPA	Credit	G-Pts	G-Pts	3.450	60.00	207.00	207.00	Honors: Cum Laude							
FALL 2006					End of official record											
CORE101	Sci:Discover in Cntxt				4.00	A-										
CORE101L	Core Science Lab #12				0.00	L										
HIST201	U.S. History I				3.00	B+										
POLSC200	Constitution/Amer Pol				3.00	B+										
POLSC210	International Relations				3.00	A-										
PSYCH203	Quantitative Analysis				3.00	A										
DEAN'S LIST					Term	GPA	Credit	G-Pts	G-Pts							
Term	GPA	Credit	G-Pts	G-Pts	3.604	16.00	57.67	57.67								
Cum	GPA	Credit	G-Pts	G-Pts	3.483	76.00	264.67	264.67								

UNIVERSITY REGISTRAR

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ROGER WILLIAMS UNIVERSITY

Bristol, RI 02809-2921

(401) 254-3510

ACADEMIC RECORD

RELEASE OF INFORMATION

This academic record is forwarded by request of the student with the assumption that it will be treated with the confidentiality mandated by the Family Education Rights and Privacy Act (1974). No other party should be given access to the record without the express, written consent of the student named on the transcript. Please return the record if you cannot comply with this request.

CEEB: 3729

FICE: 3410

0420002

SSN#

ID NUMBER: 0000

DATE: March 07, 2008

CURRICULUM 410 - History

ADVISOR: Potter, Richard

COURSE	Course Title	CRD	GRD	COURSE	Course Title	CRD	GRD				
FALL SEMESTER 2004				SPRING 2007							
CJS105	Intro to Crim Justice	3.00	B+	HIST102	Hist of Western Civ II	3.00	A-				
CORE104	Lit Phil/Ascent of Ideas	3.00	A-	HIST202	US Hist II Civil War to Pr	3.00	A-				
HIST101	Hist of Western Civ I *	3.00	B+	HIST203	Dimensions of History	4.00	A				
MATH124	Basic Statistics	3.00	B+	HIST203L	Dimensions of History Lab	0.00	B				
PSYCH100	Intro to Psych	3.00	A-	HIST340	Revolutionary America	3.00	A-				
DEAN'S LIST				**DEAN'S LIST**							
Term	GPA	3.466	Credit 15.00	G-Pts	51.99	Term	GPA	3.813	Credit 16.00	G-Pts	61.00
Cum	GPA	3.466	Credit 15.00	G-Pts	51.99	Cum	GPA	3.540	Credit 92.00	G-Pts	325.67

COURSE	Course Title	CRD	GRD		
SPRING SEMESTER 2005					
CORE103	Human Behvr in Perspect	3.00	A-		
MRKT100	Marketing Principles	3.00	B+		
POLSC100	Amer Govt & Politics	3.00	B+		
PSYCH201	Psychology of Learning	3.00	A		
WTRNG102	Expository Writing	3.00	A		
DEAN'S LIST					
Term	GPA	3.666	Credit 15.00	G-Pts	54.99
Cum	GPA	3.566	Credit 30.00	G-Pts	106.98

COURSE	Course Title	CRD	GRD		
FALL 2007					
HIST305	20th Century Europe	3.00	A		
HIST340	America in Vietnam	3.00	A-		
PSYCH342	Legal Psychology	3.00	B+		
PSYCH365	Sensation & Perception	3.00	B+		
DEAN'S LIST					
Term	GPA	3.583	Credit 12.00	G-Pts	42.99
Cum	GPA	3.545	Credit 104.00	G-Pts	368.66

COURSE	Course Title	CRD	GRD		
FALL SEMESTER 2005					
BUSN100	Enterprise	3.00	A		
CORE105	Aesthetics:Art Impulse	3.00	A-		
HIST300	Ancient History	3.00	B		
POLSC110	U.S. in World Affairs	3.00	A-		
WTRNG200	Crit Writng/Hum/Soc Sci	3.00	A		
Term	GPA	3.668	Credit 15.00	G-Pts	55.02
Cum	GPA	3.600	Credit 45.00	G-Pts	162.00

COURSE	Course Title	CRD	GRD		
WINTER INTERSESSION 2008					
AMST100	The American Experience	3.00	A		
Term	GPA	4.000	Credit 3.00	G-Pts	12.00
Cum	GPA	3.558	Credit 107.00	G-Pts	380.66

End of official record.

COURSE	Course Title	CRD	GRD		
SPRING 2006					
COMM210	Intro to Speech Comm	3.00	B-		
CORE102	History & the Mdrn Wrld	3.00	B+		
HIST340	The Great Depression	3.00	B		
POLSC120	Comparative Politics	3.00	B		
POLSC311	Rogue St/Allies/Reg Pwr	3.00	B		
Term	GPA	3.000	Credit 15.00	G-Pts	45.00
Cum	GPA	3.450	Credit 60.00	G-Pts	207.00

COURSE	Course Title	CRD	GRD		
FALL 2006					
CORE101	Sci:Discover in Cntxt	4.00	A-		
CORE101L	Core Science Lab #12	0.00	L		
HIST201	U.S. History I	3.00	B+		
POLSC200	Constitution/Amer Pol	3.00	B+		
POLSC210	International Relations	3.00	A-		
PSYCH203	Quantitative Analysis	3.00	A		
DEAN'S LIST					
Term	GPA	3.604	Credit 16.00	G-Pts	57.67
Cum	GPA	3.483	Credit 76.00	G-Pts	264.67

UNIVERSITY REGISTRAR
 OFFICIAL ORIGINAL
 WITH TRANSLUCENT GLOBE SEAL

Office of the Dean
Feinstein College of Arts and Sciences

Feinstein School of Education and Human Development
Rhode Island College
600 Mount Pleasant Avenue
Providence, RI 02908-1991

March 13, 2008

To Whom It May Concern:

I am writing in strong support of _____, one of the top history students at our university. I have known _____ for three of his four years at Roger Williams, and he immediately impressed me as a young man of depth and sincerity. Because of his stellar performance as an undergraduate, _____ will be inducted into Phi Alpha Theta this April. _____ who exceeds the minimum criteria of a 3.3 average in History, stands out as one of our finest inductees. Articulate and mature, he has been a welcome addition to my classes. This semester, _____ is enrolled in my course on *Modern China* (HIST 381) and even though the content is unfamiliar to many students, Justin has excelled in all written work thus far. Also significant, he exhibits a depth of understanding of the subject matter, which will serve him well as he embarks on a teaching career.

_____ is the type of young man who will flourish at the Feinstein School; he is a very serious student who is eager to share his knowledge with others. I often hear other students and professors at the university comment on Justin's ability to "teach" the material to his peers. He communicates effectively, and has the patience and drive to succeed in education field.

As a former graduate of Rhode Island College (1982), I believe that _____ is a fine "fit" for the college. _____ has the motivation, organizational skill, and ability to excel in post-baccalaureate study. You will find him a most worthy candidate for the Feinstein School. He is a fine scholar, and an equally fine role model for others.



Office of the Dean
Feinstein College of Arts and Sciences

Therefore, I unreservedly recommend that he be seriously considered for graduate school in your education program. He is one of our finest students and an enthusiastic, engaged young man with a strong desire to succeed.

Please feel free to contact me with any questions.

Sincerely,

Dr. Debra A. Mulligan

Debra A. Mulligan
Associate Professor of History
Roger Williams University
One Old Ferry Road
Bristol, RI 02809
dmulligan@rwu.edu
1-401-254-3779

Request Header | **Request Detail** | **Report Results** | **Report Errors**

Find | View All

Seq Nbr: 1
ID: 0420002

[Report Manager](#)

Official Transcript

Rhode Island College

Identifying Code: RICOL

Name : ,

Student ID: 0420002

SSN :

Address : 10

Print Date : 2008-09-17

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

Program : Non-Degree Graduate Students

2008-06-25 : Active in Program

2008-06-25 : Non-Degree Graduate Major

- - - - - **Beginning of Academic Record** - - - - -

Fall 2008

FNED	546	Contexts of Schooling	4.00
HIST	501	Historiography	3.00
INST	100	FSEHD Tech Competency Test	
SED	406	Instructional Meth,Design&Tech	2.00

Graduate Career Totals

CUM GPA : 0.000 CUM TOTALS : 0.00 0.00 0.00



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DISPOSITION REFERENCE FORM

Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: 0420002 Telephone: _____

Teacher Preparation Program: M.A.T. @ Secondary / History Major/Concentration: History

Name of Evaluator: _____ Position of Evaluator: Dining Commons Supervisor

Professional Address of Evaluator: _____

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: _____ Date: 3-14-08

Please use the reverse side to describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DISPOSITION REFERENCE FORM

Faculty (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: 0420002 Telephone #: _____

Teacher Preparation Program: M.A.T. Program / Secondary Major/Concentration: History

Name of Evaluator: _____ Position of Evaluator: Professor / Advisor

Professional Address of Evaluator: _____

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: _____ Date: 3-5-08

Please use the reverse side for any comments.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DISPOSITION REFERENCE FORM

Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: 0420002 Telephone: _____

Teacher Preparation Program: M.A.T. History/Secondary Ed. Major/Concentration: History/Second

Name of Evaluator: _____ Position of Evaluator: Associate Professor

Professional Address of Evaluator: _____

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: _____ Date: Feb. 27, 2008

Please use the reverse side to describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant.

0420002

STU ID = 102

	Mean
FINAL ESSAY SCORE	4.0000

a STU ID = 102

MMS 4/05/08

March 14, 2008
Rhode Island College
Career Commitment Essay

Teaching is one of the most important professions a person can look to attain. The people who become teachers are responsible for the education and well being of young people all over the country. While growing up, one often hears about how they are the future of America, and it is the duty of teachers to prepare the future of America for what they will face in life outside of school. This could involve preparing students for college after high school, training for a trade, or working immediately upon graduating. No matter what choices students make for themselves, it is the responsibility of teachers to provide students with the proper tools and skills needed to make such decisions.

Becoming a teacher is a very important part of my future. Throughout my time in school, whether it is as far back as elementary or as recent as today's Modern china class, I have always enjoyed the process of learning and working in a classroom environment. I have taken an interest in how a classroom is run and how teachers use different methods to help portray information to students. It is in these situations that I find myself often critiquing the methods of my teachers and assessing how each strategy they employ is useful to students. I then look forward to using such strategies in my own classroom one day, and perhaps imagine how I might alter or add onto it.

It is situations like this that make me feel that I would be a great teacher. Not only do I have an interest in helping others, but I have already begun to think about methods I would use to effectively communicate with my students. It is my belief that although a teacher should be seen as an authority figure to students, it is more important to be seen as a type of mentor. Disciplinary action will undoubtedly be needed in such a profession, but trying to understand students reasoning behind their actions could prove to be a more useful tool over

time. I believe that my solid communication skills as well as my patient nature make me an excellent candidate for the teaching profession. My work experience with people of high school age have also aided in my preparation to teach, as it has given me time to understand the thinking and lifestyles of what would be potential students.

My personal goals and characteristics have helped lead me to the point now where I wish to further my education at Rhode Island College. I am prepared to leave my current school, Roger Williams University, with a Bachelor of Arts and Sciences Degree in history in May of this year. The reason for this degree being in history is due to my personal interest in history as well as my appreciation for its importance. Upon receiving this degree, I wish to become a certified teacher at the Masters level, which is why I am applying to the M.A.T. secondary education program at Rhode Island College. This program will allow me to take the necessary steps to becoming a teacher while also advancing my education and knowledge in history.

Being a teacher means often offering an objective viewpoint on matters, as well as a willingness to learn and adapt yourself. One of the most important aspects of this profession is being aware of the different learning capabilities of students. As a teacher, I will provide an atmosphere that is amicable to students of all different backgrounds and learning capabilities. Through my work experiences at the dining commons at RWU, I have been given the task of supervising and training new employees. Many of these employees have been of high school age, and furthermore many of them have come from different cultures and backgrounds than me. Such experiences have given me knowledge in areas that will be prevalent once I am teaching. My ability to understand my workers both as individual people and as a group will translate into my ability to interact with my students individually or as a class.

In addition, I will also be sensitive to each student's particular ability to learn. When working, I am responsible for each worker, and understanding both their strong and

weak positions. Over time, I looked to help them improve their weaker positions, while capitalizing on their strong ones. I will provide this same opportunity for each of my students, as it is important to afford each individual the opportunity to learn. I will also be willing to listen to my students, and try and work their ideas into my lesson planning if I feel it will help aid them in the learning process. In many ways, teachers can learn as much from their students as students can learn from their teachers.

One area of my teaching that I will aim to alter is my professional collaboration. I am an understanding person and easy to get along with, but I also tend to feel the need to handle certain tasks on my own. Through undergraduate study, I have preferred assignments to be given to me alone rather than be given as group work, because I feel that my grade should be subject only to my work. However, once teaching, I understand that I will be somewhat reliant on my colleagues for both support and advice, and often times will be working with them to provide the best experience for our students. I have and continue to learn that collaborating with others in my field is both useful and enjoyable, and will continue to do soon a more improved basis once I become a teacher. Teachers have a responsibility to work together in educating and preparing our students for the future that lies ahead of them. Upon completion of the M.A.T. program, I am confident that my personal characteristics and knowledge of the subject will provide me with the skills I need to help students learn to make good choices and use good judgment for years to come.



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EXAMINEE SCORE REPORT

BACKGROUND INFORMATION

Examinee's name: _____
 Candidate ID Number: 04474580 Social Security Number: _____ Sex: M Date of Birth: _____

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: ROGER WILLIAMS UNIVERSITY
 Undergraduate Major: HISTORY
 Graduate Major: SOCIAL STUDIES EDUCATION
 Educational Level: SENIOR (FOURTH YEAR)
 GPA: 3.5 - 4.0

SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE
R8077 (A)	RHODE ISLAND STATE DEPT EDUC



CURRENT TEST DATE: 03/15/2008		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration					
Test Code	Test Name				R3724	R8077				
0081	SOCIAL STUDIES: CONTENT KNOWLEDGE	171	100 - 200	157 - 177	N	N				

HIGHEST SCORE AS OF 04/11/2008

Test Date	Test Code	Test Name	Your Highest Score	Possible Score Range	Score Recipient Code(s)					
					R3724	R8077				
03/15/2008	0081	SOCIAL STUDIES: CONTENT KNOWLEDGE	171	100 - 200	N	N				

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- N TEST NOT REQUIRED BY DI. SCORE NOT REPORTED.

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Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range **
SOCIAL STUDIES: CONTENT KNOWLEDGE			
I. UNITED STATES HISTORY	22	29	15 - 20
II. WORLD HISTORY	20	29	14 - 21
III. GOVERNMENT/CIVICS/POLITICAL SCIENCE	16	21	11 - 16
IV. GEOGRAPHY	10	19	9 - 13
V. ECONOMICS	10	19	8 - 12
VI. BEHAVIORAL SCIENCES	6	13	5 - 8

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* 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 50% of a group of examinees of appropriate educational level (see interpretive leaflet for details) taking this test during the most recent three academic years. N/C means that this range was not computed because the test was taken by fewer than 30 examinees within the most recent three academic years. N/A indicates that this test section was not taken and, therefore, the information is not applicable.