



REACH  
INSPIRE  
CONNECT

SAMPLE OF CANDIDATE WORK

ADMISSION PORTFOLIO

STUDENT ID 0433193



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## M.A.T. TEACHER EDUCATION PROGRAM APPLICATION FORM

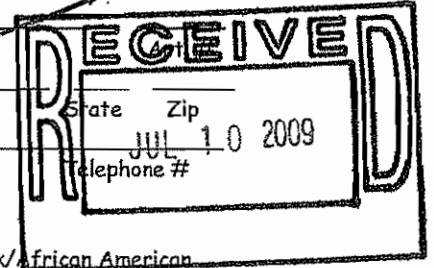
Name: \_\_\_\_\_ Student I.D. #: 0433193 Date: July 9, 2009

Permanent Address:

College Address:

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

Street # \_\_\_\_\_ Street \_\_\_\_\_  
City \_\_\_\_\_  
E-Mail \_\_\_\_\_



**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: 5-20-1956

**Teacher Education**

Program: See attached resume

Major: 8/21 Sent copy of History Science/Philosophy

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

Minor: traps prior to \_\_\_\_\_  
y Content Area \_\_\_\_\_

Praxis II Score: to be taken 7-25-09  
Test Name and Code Number \_\_\_\_\_

SOD - ATN: SANDY

Major GPA: 4.0

Undergraduate Cumulative GPA: 4.0

Undergraduate Education (submit all transcripts): see attached

College/University	Dates Attended	Degree Conferred
<u>Boston University</u>	<u>1974-1978</u>	<u>BA with distinction</u>
<u>Boston University School of Law</u>	<u>1978-1981</u>	<u>JD</u>

**Disposition/Reference Forms**

Faculty: Karen 1220\* 7/09  
Name (Please Print) \_\_\_\_\_ Date \_\_\_\_\_

Supervisor: Lyn Hostetler 7/09\*  
Name (Please Print) \_\_\_\_\_ Date \_\_\_\_\_  
\* attached

**Career Commitment Essay and Scoring Rubric:**

Score \_\_\_\_\_ Date \_\_\_\_\_

Technology Competency: will take class  
Date \_\_\_\_\_

Resume (attached)  Yes  No

Program Specific Requirement: MAT secondary education - History\*\*

DEPARTMENT RECOMMENDATION  Admit  Denied Advisor: R Dufour

Please describe conditions/reasons: \_\_\_\_\_

Signature of Admissions Committee Member \_\_\_\_\_ Date 9/8/09

Signature of Department Chair \_\_\_\_\_ Date 9/21/09

Signature of Associate Dean \_\_\_\_\_ Date 9-22-09

Rev 10/08

\* \* DR. Benziger and Dr. Curnyck reviewed by transcripts and indicated I had enough courses to meet a history major requirement. They indicated their approval of my application filing



**RHODE ISLAND  
COLLEGE**

September 22, 2009

0433193

Feinstein School of Education  
and Human Development  
Teacher Education

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. Ron 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.

The Feinstein School of Education and Human Development will provide you with important information (using your RIC email address) while you pursue your education degree. Please use your RIC email for all correspondence at Rhode Island College. It will also be important for you to check your RIC email often.

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. Ron 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  
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
MASTER OF ARTS IN TEACHING: *History*  
PLAN OF STUDY

Name: \_\_\_\_\_ Emplid: 0433193

Address: \_\_\_\_\_

E-Mail: \_\_\_\_\_ Telephone: \_\_\_\_\_

Student Signature: \_\_\_\_\_

RHODE ISLAND COLLEGE COURSES  
SUBJECT MATTER AREA

COURSE	TITLE	CREDITS
HIST 501	Historiography	3
HIST 521	Comparative	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: *Ron Dejo* 9/8/09  
Program Advisor Date

COURSE	TITLE	CREDITS
<i>COF</i> HIST 552	Psychological Perspectives on Learning and Teaching	3
SPED 531	Instructional Approaches to Children with Sp Needs in Reg classroom <i>E</i>	3
FNED 546	Contexts of Schooling	4
SED 406	Instructional Methods, Design, and Technology	2
SED 407	Instructional Methods, Design, and Literacy	2
SED 410	Practicum in Secondary Education <i>E</i>	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: *Robert Aronson* 9/8/09  
Department Chair, Content Area Date

*Ellen Fosh* 9/16/09  
Department Chair, Educational Studies Date

*[Signature]* 9/15/09  
Dean, Arts and Sciences Date

*[Signature]* 9.22.09  
Associate Dean for Teacher Education: Date

0433193

**CAREER COMMITMENT ESSAY    Due: July 14, 2009**



**Date Submitted July 10, 2009**

**MAT in Secondary Education**  
**Subject: History**

My education and work history have taken me to extraordinary places and as a result, my experiences have afforded me unusual opportunities to assist others. I originally started my professional career as an attorney focused on real estate and corporate law. When I retired from my practice, I launched a successful catering company with a staff of twenty. During this time I also became a co-director of an alternative Hebrew School in Providence, affiliated with Brown University Hillel House, where I was directly involved in setting out a curriculum for grades one through seven. For years I have assisted students in the college application process, helping them choose essay topics and throughout the process editing those essays. Currently, I assist the East Greenwich High School English Department and Senior Project Coordinators with tutoring students who require additional instruction in writing and research. I also have been volunteering for the Community College of Rhode Island (CCRI) Writing Center assisting students with review and detailed critique of their papers. Working with these students has been challenging and quite rewarding because they appreciate their own effort as well as mine in reaching whatever educational goal they choose. There is no question that I am committed to a life of teaching.

Sometimes it takes years for an individual to discover her passion. I am happy to say I have finally found mine, and it is teaching students the history of all ages as history is the essence of life. This is why I have applied to Rhode Island College seeking my MAT in Secondary Education to teach History. I believe I am competent to teach history in view of the fact that I graduated from Boston University summa cum laude with a major in Political Science and a minor in Philosophy. I also obtained my Juris Doctorate

from Boston University Law School. My education enveloped the history of the world and I want to share what I have learned from that experience.

I have had the pleasure of assisting a diverse student population. I work with both high school and college students and teach them to recognize that they have the power to improve and reach their educational goals if they focus, work hard, think on their own, and seek assistance when necessary. Education is not something to fear; it is something to enjoy with great relish and excitement.

While working at the CCRI Writing Center, I met with students from the ages of 18 to 55, from all walks of life. In getting to know them, I realized how many had to work hard to pay for their own education, how many struggled to get assignments completed late in the evening, how many were living on a shoestring in order to attend college. Regardless of how hard they had to struggle, the common story was one where each student truly valued his education and considered himself blessed to be able to attend college, to learn to write, think, and use his voice to make a difference in this world. My passion to teach is solidly based in the belief that I can assist all students to find their voice through education. Certainly I witnessed the improvement in skills with the students I assisted through the years. Their educational success demonstrated that all students can learn and improve regardless of their challenges in life.

There is no question that professional collaboration extends the opportunity of growth for both the student as well as the teacher. During my tenure as co-director of the Friday School, I was directly involved in establishing the curriculum as well as the hiring of teachers with my co-director. The interplay of ideas we experienced in choosing the appropriate teachers for our students ensured a wonderful group of instructors.

As history is an evolutionary process, so is teaching. Students change from day to day, and it is imperative that teachers hold their interest and unwrap the surprises life has to offer them. Education cannot be static. I enjoy the challenge of learning more about a subject, whatever the topic. Just following the core curriculum set by a school system is not sufficient. There are times when one must seek secondary sources to open the door to new stories, and in so doing, teach the students as well as myself, that education is a life long journey to be enjoyed and that everyone can participate.

As an attorney, I had to and could solve client problems. As a parent, I made every effort to assist my children. I enjoyed reading their books and pushing them to answer critical thinking questions. However, I learned as a parent and as a tutor, I cannot solve all of the issues my students may experience. I cannot do the work for them. I can only create an environment, give them a zest for achievement, and provide the tools necessary for them to reach their potential on their own. It is important to be empathetic, but such behavior must be balanced with realistic goals. I worked with many students who lacked parental interest in their education. There was no help from home. I sometimes found myself trying to be the parent and teacher in that case. I can see now that I cannot be the parent of thirty students. My job is to teach independence of thought and query, to be available for additional help when needed, and to listen when a student needs a sounding board. This is the best way I can serve my students, and it is a goal I am confident I can reach with great success.



8433793

COLLEGE AND DEGREE BOSTON UNIVERSITY B.A. SUMMA CUM LAUDE 5/21/78

OTHER LAW SCHOOL ATTENDANCE DATE ENTERED 9/5/78

COURSES AND INSTRUCTORS	RECORD				COURSES AND INSTRUCTORS	RECORD			
	I	II	SH	GWP		I	II	SH	GWP
C 1978-1979	-	-	-	-	1980-1981				
Constitutional Law (Lupu) (2-3)	Y	75	5	375	Estate Planning: Future Interests (F. Miller)	71	-	3	213
Contracts (Siskind) (3-3)	Y	83	6	498	Land Development Law (Nessen)	80	-	4	320
Procedure (Aronowitz) (3-3)	Y	75	6	450	Seminar: Commercial Drafting (Stickells)	86	-	3	258
Property (Casner) (3-3)	Y	81	6	486	Taxation: Federal (Feld)	82	-	4	328
Torts (Pearson) (3-2)	Y	76	5	380	Trial Advocacy (Tauro)	90	-	3	270
Seminar I	83	-	1	83	Professional Responsibility (Penegar)	-	79	2	158
Seminar II	-	84	1	84	Real Estate Transactions (Snyder)	-	80	3	240
Moot Court	-	5	-	-	Securities Regulation (Liberman)	-	79	3	237
1979-1980					Seminar: Consumer Credit (Pettit)	-	82	3	246
Conflict of Laws (Siskind)	84	-	3	252	Taxation: Corporate (Snyder)	-	83	3	249
Corporations (Stickells)	81	-	4	324					
Criminal Procedure (Rossman)	81	-	3	243					
Evidence (Hecht)	80	-	4	320					
Bankruptcy & Creditors' Rights (W. Miller)	-	75	3	225					
Commercial Code (Phillips)	-	81	4	324					
Criminal Law (Seidman)	-	79	3	237					
Land Use (Ryckman)	-	79	3	237					

**1974 Family Educational Rights and Privacy Act Information**

This information contained on this transcript is not subject to redisclosure to any other party without the expressed written consent of the student or his/her legal representative. It is understood this information will be used only by the officers, employees and agents of your institution in the normal performance of their duties. When the need for this information is fulfilled, it should be destroyed.

STATUS: (GOOD STANDING IS CERTIFIED UNLESS OTHERWISE NOTED.)

SUMMARY							TOTAL HOURS
	HRS.	WEIGHTED POINTS	WEIGHTED AVERAGE	CUM. HRS.	CUM. WEIGHT	CUM. AVERAGE	
FIRST YEAR	30	2356	78.53				88
SECOND YEAR	27	2162	80.07	57	4518	79.26	FINAL AVERAGE
THIRD YEAR	31	2519	81.26	88	7037	79.97	79.97
DEGREE Juris Doctor							STANDING 269/355
DATE May 17, 1981							

A COPY OF THIS RECORD IS A CERTIFIED TRANSCRIPT ONLY IF IT BEARS OFFICIAL SIGNATURE BELOW.

*Mary Jo Sullivan*  
 Mary Jo Sullivan  
 Registrar

DATE JUN 28 2009

BOSTON UNIVERSITY SCHOOL OF LAW  
 765 COMMONWEALTH AVENUE, BOSTON, MASSACHUSETTS 02215

NAME FILE NO. 23019

Transcript Guide Printed on Back.

**ACADEMIC RECORD**



*Boston University*

COLLEGE OF LIBERAL ARTS

LAST NAME FIRST <b>0433193</b>		ID NUMBER <b>0</b>	DATE OF BIRTH MONTH DAY YEAR <b>F</b>
ADDRESS AT ADMISSION (PERMANENT)		ADMITTED FROM HIGH SCHOOL OR COLLEGE WITH DEGREE <b>Natick High School West St., Natick, Ma.</b>	
DATE DEGREE AWARDED <b>MAY 21, 1978</b>	DEGREE-HONORS <b>SUMMA CUM LAUDE BACHELOR OF ARTS</b>	MAJOR FIELD <b>POLITICAL SCIENCE WITH DISTINCTION</b>	

COURSE NO.	TITLE	CR. HRS.	GRADE	HONOR POINTS	COURSE NO.	TITLE	CR. HRS.	GRADE	HONOR POINTS
ADMITTED TO: COLLEGE OF LIBERAL ARTS					SEM 1 77-78      CLA				
CLA EN141	LIT TYPES-NOVEL	4.	A-	14.8	CLA EN381	AI AMER&EUROPE	4.	B+	13.2
CLA LS111	BEG SPANISH	4.	A	16.0	CLA PO401	XI SR DISTINCTN	4.	J	0.0
CLA PO101	INTRO AMER POL	4.	B+	13.2	CLA PO306	AI LAW & JUSTICE	4.	P	
CLA PS101	GEN PSYCHOLOGY	4.	A-	14.8	CLA SO209	AI CRIME & DELIN	4.	A	16.0
SEM 2 74-75      CLA					SEM 2 77-78      CLA				
CLA GG250	MAN&ENVIRONMENT	4.	A	16.0	CLA HI364	US 1929-PRESENT	4.	A	16.0
CLA LS112	CONT SPAN	4.	A	16.0	CLA PH589	LGL RT/FREE&POW	4.	A	16.0
CLA PO201	AM NAT POL INST	4.	A	16.0	CLA PO402	SR DISTINCTION	4.	A	32.0
CLA PO251	INT COMP POL AN	4.	A	16.0	CLA SO390	SOC&POL VIOLNC	4.	A-	14.8
SEM 1 75-76      CLA					Current Name: _____				
CLA EC101	GEN ECON I	4.	A	16.0	This transcript was issued in a signed and sealed envelope so that the student could forward it unopened. If you have received this transcript from the student without the envelope signed and sealed it should be considered student-issued.				
CLA LS212	ADV SPANISH	4.	A	16.0					
CLA PO205	URBEST POL INST	4.	A	16.0					
CLA PO501	AM LEGISLA PROC	4.	A	16.0					
SEM 2 76-76      CLA									
CLA EN201	INTERMED COMP	4.	A-	14.8					
CLA PH256	PHIL OF LAW	4.	A	16.0					
CLA PO203	THRY&METH POL AN	4.	A	16.0					
CLA PO206	POLITICS EDUCTN	4.	A	16.0					
SEM 1 76-77      CLA									
CLA CX117	LIFE IN UNIVRSE	4.	A	16.0					
CLA EN163	RD SHAKESPEARE	4.	A	16.0					
CLA PO503	CONSTIT DEV	4.	A	16.0					
CLA PO505	INFORML POL PRO	4.	B+	13.2					
SEM 2 76-77      CLA									
CLA EN303	B ADVANCED COMP	4.	B+	13.2					
CLA MA119	INTRO COMPUTE	4.	A	16.0					
CLA PH259	A POLITICAL PHI	4.	A	16.0					
CLA PO504	JUD & CIV LIB	4.	A	16.0					

2207

1974 Family Educational Rights and Privacy Act Information  
The information contained on this transcript is not to be made known to any other party without the expressed written consent of the student or his/her legal representative. It is understood that information will be used only by the officers, employees and agents of your institution in the normal performance of their duties. When the need for this information is fulfilled, it should be destroyed.

4441939

Appointed as:  
**HAROLD C. CASE SCHOLAR** for 1977-78 in recognition of outstanding character and achievement.



NOT VALID AS A TRANSCRIPT WITHOUT THE AUTHORIZED SIGNATURE AND SEAL OF THE UNIVERSITY. UNLESS OTHERWISE STATED, THIS STUDENT IS IN GOOD STANDING.

AUTHORIZED SIGNATURE  
*Florence Bergeron*  
DATE  
Florence Bergeron  
University Registrar

CLERK, J.  
1974-75 I-II  
1975-76 I-II  
1976-77 I  
1977-78 I  
*Florence Bergeron*  
Florence Bergeron  
University Registrar



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

## Faculty (Confidential)

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

Name: \_\_\_\_\_ ID #: 0433193 Telephone: \_\_\_\_\_

Teacher Preparation Program: \_\_\_\_\_ Major/Concentration: HISTORY

Name of Evaluator: LYN A HOSTETLER Position of Evaluator: DEPT CHAIR/GUIDANCE

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

Signature of Evaluator: *Lyn A Hostetler* Date: 6/25/09

Please use the reverse side for any comments.

Guidance Counselors  
Anne-Marie Flaherty  
Lyn Hostetler, Department Head  
Galen Largay  
Beth McCarthy



East Greenwich High School  
Guidance Department  
300 Avenger Drive  
East Greenwich, RI 02818  
(401) 886-3242  
Fax (401) 885-1336

June 25, 2009

To Whom It May Concern:

043 3193

It is with extreme pleasure that I write this letter of recommendation for \_\_\_\_\_ who is pursuing her teacher education certification. \_\_\_\_\_ has worked in the guidance office off and on throughout the last several school years on an "as needed" basis. That was somewhat more consistent this last year as she filled in regularly while one of the guidance secretaries was out routinely due to an illness.

\_\_\_\_\_ attention to detail, her ability to accomplish things quickly and efficiently and her willingness to take on any task was impressive. Her ability to multi task was even more impressive! She was also extremely personable to faculty and staff and most importantly to students. She was at the "front line" in the guidance office and had to answer to anyone that walked in the door. She was professional at all times and greeted students, parents and faculty without knowing whether she would be able to answer any and all questions. However, her ability to pick things up quickly and her general knowledge of schools and the classes that we offered made her a terrific guidance assistant.

\_\_\_\_\_ also worked with the English teachers at East Greenwich in reviewing and editing Senior Project research papers and ninth grade research papers. I am sure that the English Department Head had observed her work ethic and knew of her professional background and therefore knew she would do an excellent job.

\_\_\_\_\_ understands the high school aged student and the goals of students academically. Teaching would be an easy transition for her and she would relate well to students. She would go above and beyond as a teacher as that is just the type of person that she is and always went the extra mile for the guidance department. We used to have a bit of excitement when we knew she was coming in because we knew some of the things that had been left for the back burner would be completed by \_\_\_\_\_ in no time!

I have the utmost confidence in \_\_\_\_\_ abilities to carry out the professional responsibilities of an educator. A school would be lucky to have such an intelligent person with such a tremendous background in the classroom. She has my complete and enthusiastic recommendation!

Sincerely,

  
Lyn A. Hostetler



# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

## Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: \_\_\_\_\_ ID#: 0433193 Telephone #: 401 885 4769

Teacher Preparation Program: MAT applicant Major/Concentration: History

Name of Evaluator: Karen Izzo Position of Evaluator: AP English

Professional Address of Evaluator: 300 Averett St. South

### 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: [Signature] Date: \_\_\_\_\_

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.

Please see attached

[REDACTED]  
[REDACTED]@cox.net

Department of English  
East Greenwich High School  
300 Avenger Drive  
East Greenwich, RI 02818

0433193

July 2, 2009

To The Admissions Committee:

It is my pleasure to extend [REDACTED] my highest recommendation for entrance to the MAT program at Rhode Island College. I have been acquainted with [REDACTED], both personally and professionally, for nearly two decades. During this time, I have come to know [REDACTED] as someone with tenacious intellect, incredible drive, and a wonderful rapport with students. I give her my highest recommendation.

From an intellectual standpoint, [REDACTED] epitomizes the term "life long learner." She is an avid and critical student of the human condition, and because her children were both students of mine, I had the pleasure of witnessing the way in which she pushes people to look beyond the obvious. Never content to read or absorb just the basics herself, [REDACTED] oftentimes introduced her children and their friends to original source material and helped them achieve a wider view of their studies. Likewise, she always presses herself to absorb more, whether with respect to current social issues or the latest findings regarding historical figures. As a result, she is a well-respected individual who always adds dimension and thoughtful dialog to the issue at hand.

Not surprisingly, [REDACTED] intellect is spurred by an impressive personal drive. I have never seen her expect to be anything but the best at whatever she pursues. She is highly organized, methodical, and incredibly motivated. Yet, she manages to be all of these things while also maintaining wonderful working relationships and friendships. She is truly a team player, and while she certainly inspires others, she does so without having unrealistic or unfair expectations of others.

Perhaps what is most impressive about [REDACTED] is her passion for learning and the way in which she passes on that enthusiasm to others. This year, for example, [REDACTED] volunteered to assist with Senior Project at EGHS, and I also asked her to work with my freshmen on their research papers. Under normal circumstances, I would never allow another teacher, let alone a "lay person" to work with my students—I have very exacting requirements, especially for the research paper. However, I had seen the improvement [REDACTED] had made with several students she had tutored, and it was substantial. Rather than simply doing work for the student, as so many tutors do, she taught them how to organize and tighten their writing. In several sessions meeting privately with my freshmen, she did the same with them. At the end of the year, my students indicated that these sessions were one of the most helpful writing activities during the semester. They also liked [REDACTED] approach – she is friendly but firm, and they respected her a great deal.

In light of \_\_\_\_\_'s impressive personal gifts and natural rapport with others, especially adolescents, I am certain that she would be a wonderful teacher and an excellent candidate for the MAT program at RIC. If I can be of any additional assistance in furthering her application, please do not hesitate to contact me.

Very truly yours,

A large black rectangular redaction box covering the signature of the sender.

AP English  
Honors British Literature  
Freshman English  
Advisor, GSA



# THE PRAXIS SERIES™

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

R 3724

0433193

## DESIGNATED INSTITUTION SCORE REPORT

### BACKGROUND INFORMATION

Examinee's Name:			
Candidate ID Number:	04890552	Social Security Number:	
Sex:	F	Date of Birth:	

### EDUCATIONAL INFORMATION

College Where Relevant Training Was Received:	BOSTON UNIVERSITY
Undergraduate Major:	(I)
Graduate Major:	(I)
Educational Level:	EARNED DOCTORAL DEGREE
GPA:	3.5 - 4.0

### SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE



CURRENT TEST DATE:		07/25/2009	
Test Code	Test Name	Examinee's Score	Possible Score Range
0081	SOCIAL STUDIES: CONTENT KNOWLEDGE	176	100 - 200

HIGHEST SCORE AS OF		08/14/2009		
Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
07/25/2009	0081	SOCIAL STUDIES: CONTENT KNOWLEDGE	176	100 - 200

### MESSAGE CODES

I INFORMATION NOT PROVIDED OR INCORRECTLY GRIDDED.

R 3724





**PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 08/14/2009**

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

3724 RHODE ISLAND COLLEGE							Based on Test Date
Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/ Not Passed Status
07/25/2009	0081	SOCIAL STUDIES: CONTENT KNOWLEDGE	176				

Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	RI Required Minimum Score	Minimum Score Met/Not Met	RI Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

**DETAILED INFORMATION FOR 07/25/2009 TEST DATE**

Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range **
SOCIAL STUDIES: CONTENT KNOWLEDGE			
I. UNITED STATES HISTORY	20	28	14 - 20
II. WORLD HISTORY	20	27	13 - 18
III. GOVERNMENT/CIVICS/POLITICAL SCIENCE	18	21	8 - 14
IV. GEOGRAPHY	15	18	8 - 13
V. ECONOMICS	8	20	9 - 14
VI. BEHAVIORAL SCIENCES	5	11	5 - 8

\* 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 the category and STA 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 who took this form of test at the most recent national administration or other comparable time period. N/A 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 rater. N/A indicates that this test section was not taken and, therefore, this information is not applicable.