



RHODE ISLAND COLLEGE

Feinstein School of Education and Human Development GRADUATE PROGRAMS

Advanced Program Recommendation Candidate Information Sheet

Name: [Redacted] Date of Birth: [Redacted]
Emp ID/SS #: [Redacted] Gender: Male [] Female [X]

- Ethnic Group:
[] African American [] Hispanic
[] American Indian/Alaskan Native [X] White
[] Asian/Pacific Islander [] Multiracial

Program (select one):
[] M.A. (specify area)
[X] M.Ed. (specify area) Reading
[] C.A.G.S. (specify area)

1. GPA: 1 <= 2.4 2 2.5-2.9 3 3.0-3.4 4 >= 3.5 Grad. courses
3 4

2. MAT or GRE: 1 <= 25%ile 2 26%ile-39%ile 3 40%ile-74%ile 4 >= 75%ile
Verbal Quantitative + writing
Supplementary (Identify)

3. Professional Goals Essay: 1 Unsatisfactory 2 Revise/Resubmit 3 Accept 4 Exemplary
3 4
Supplementary (Identify)

4. Candidate Reference Forms: 1 Unsatisfactory 2 With reservation 3 Satisfactory 4 Commendable
3 4
Supplementary (Identify)

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

6. Program-Specific Requirements: 1 Unmet 2 Unmet but allowed to resubmit 3 Met 4 Exceeded
Interview

7. Status:
[X] Admit [] Admit Conditionally
Condition(s):
[] Deny Reason(s) for Denial:

8. Designated Advisor: EZRA STIEGUTY Date 5/19/09
9. Committee Members' Signature: 1) Ezra Stiegut 2) Robert J. Ruder 3) John Baker
10. Chair's Signature: [Signature] Date 6/9/09



**RHODE ISLAND
COLLEGE**

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

PROFESSIONAL GOALS ESSAY—SCORING RUBRIC

Candidate _____









Reader _____

Date _____

Score: Initial Assessment _____

Revision Date _____

Score _____

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

**M.ED. IN READING
INTERVIEW ASSESSMENT
(To be used with Interview Questions)**

Candidate's Name _____

Date 4/29/09

1. Content & Pedagogical Knowledge (IRA Standard 1: Knowledge of Reading and Writing Process) Questions 1 & 2

1 2 3 4

Comments:

2. Approaches to Instruction (IRA Standard 2: Wide Range of Instructional Practices) Questions 3 & 4

1 2 3 4

Comments:

3. Views on Assessment (IRA Standard 3: Variety of Assessment Tools) Questions 5 & 6

1 2 3 4

Comments:

4. Multicultural/Diversity Awareness (IRA Standard 4: Literate Environment that Fosters Reading & Writing) Questions 7 - 9

1 2 3 4

Comments:

5. Work/Community Experience (IRA Standard 5: Professional Development as a Career-Long Effort and Responsibility) Questions 10 -12)

1 2 3 4

Comments:

6. Commitment, Interpersonal & Communication

1 2 3 4

Comments:

Code: 1 = Unacceptable 2 = Approaching 3 = Acceptable 4 = Exemplary

**M.ED. IN READING
INTERVIEW QUESTIONS
(To be used with Interview Assessment)**

Candidate's Name _____

Date 4/29/09

1. What are you curious about in reading? (IRA Standard 1)

Doesn't feel she has enough background in reading based on U-work@URI. sees many kids who struggle w/ reading.

2. What questions do you have about reading? (IRA Standard 1)

Wants to know more about phonemic awareness + comprehension. Wants to go beyond the basics

3. What is important to you in reading instruction? What do you value? (IRA Standard 2)

4. What do you know about standards and standard-based instruction? (IRA Standard 2)

Has written lessons aligned w/ standards. Saw standards + rubrics posted on walls in Pawtucket during student teaching.

5. What are your views on multiple assessments of students? (IRA Standard 3)

Not happy w/ emphasis on standardized tests - makes kids nervous. Likes open ended assess, writing to explain. Wants to tap multiple intelligences for alternative assessments.

6. What are your views on portfolios in education? (IRA Standard 3)

Has seen a teacher use portfolios for students' writing. Likes value for using to hold alternative assignments, esp. in content areas - wants kids to be able to ask + pursue their own questions.

7. Tell me about your classroom and how you attempt to create a literate environment for your students. (IRA Standard 4)

Would have cozy/comfy classroom library; would post phonemic awareness charts; Different book genres - let kids explore and choose books; Loves poetry - would read to them + let them write different writing genres.

8. Tell me about how you use technology in your classroom. (IRA Standard 4)

Hasn't seen technol. used much in schools.

9. Tell me how you assist culturally diverse students. (IRA Standard 4)

Important to expose kids to different types of books. Need to model fluent reading, how punctuation affects fluency.

10. Tell me about your personal and professional reading and writing. (IRA Standard 5)

Reading Angels + Demons - tries to read books before seeing movie. Likes poetry; IRA member. reads Reading Teacher. Reads a lot of children's books. Writes a little

11. Describe a situation in which you helped a fellow teacher with an instructional problem in reading or other curriculum area. (IRA Standard 5)

Has only been pubbing

12. Where would you like to be professionally in five years? Why? (IRA Standard 5)

Would like to be teaching elem. school (gr 2 or 3). Loves to design the setup of a classroom. Wants to have centers, Morning Meeting to start day on right note; wants everyone to be eager to come

ch



RHODE ISLAND COLLEGE

Feinstein School of Education and Human Development Application for Graduate Admission

Return this completed, signed application, \$50 application fee, and Notification Card in the enclosed envelope. Application fee must be in the form of a check or money order payable to Rhode Island College. Please type or print clearly.

1. SOCIAL SECURITY NUMBER [Redacted]

2. Name: LAST/FIRST/MIDDLE INITIAL [Redacted]

MAIDEN OR OTHER NAME, IF ANY

3. Gender (optional): Male Female [checked]

4. Date of Birth: [Redacted] Place of Birth: Providence, RI

5. Home Address: [Redacted]

COUNTRY (IF INTERNATIONAL STUDENT)

[Redacted] E-MAIL ADDRESS (IF AVAILABLE) [Redacted]

Check here if Mailing Address is different from Home Address (see no. 19).

6. Citizenship (check one): U.S. Citizen (Native). State of Legal Residence: Rhode Island Number of Years in State: 25

Permanent U.S. Resident with a Permanent Residency Card. (Please forward a copy of both sides of your permanent residency card.) State of Legal Residence: Number of Years in State:

International Student. Country: Visa (check one): Student Visa Dependent Visa Current Visa Type (B-1, J-1, etc.):

Other Immigration Status. (Please specify and attach supporting information.)

7. Your First Language (optional): English

8. Proposed Entrance Date: Fall [checked] Spring Summer Year 2009

9. Have you previously applied for graduate admission to Rhode Island College? Yes No [checked] Have you ever attended Rhode Island College? Yes No [checked] Year 2007 2009

10. Ethnic Group (optional). The information below will not be used in determining admission or financial aid qualifications. It will be used for administrative reporting in compliance with Title VI of the Civil Rights Act of 1964.

American Indian/Alaskan Native Asian American/Pacific Islander Black Hispanic White Other

MAR 13 2009

11. Highest Credential Held at Proposed Entrance Date:

Bachelor's Degree Master's Degree Other _____

12. Education: List, in chronological order, all college-level institutions attended, including Rhode Island College, regardless of the length of attendance. Please request each college, except Rhode Island College, to send to the Feinstein School of Education and Human Development one copy of all official transcripts of your record. Indicate in the far right column the date you requested each transcript to be sent.

COLLEGE/UNIVERSITY	LOCATION	DEGREE AND DATE CONFERRED	CUMULATIVE GPA	DATE OF TRANSCRIPT REQUEST
Rhode Island College	Prov., RI	n/a	3.778	n/a
University of RI	Kingston, RI	Bachelor's Degree	3.080	n/a

Honors received: ETS Recognition of Excellence [Redacted]

13. Program: Please identify the area of graduate study that you are applying for admission.

M.Ed. M.A. C.A.G.S. Individualized

Reading Specialist ESL/ELD
FULL NAME OF PROGRAM DEPARTMENT

14. Examinations: Please indicate standardized test taken and date of administration.

Graduate Record Examination Date 8/22/07
 Miller Analogies Test Date _____
 Other (Specify) _____ Date _____

15. Candidate Reference Forms: Please list the two individuals whom you have requested to complete the Candidate Reference Form, and indicate the date you requested them. Forms completed by individuals who have knowledge of your academic and/or work capabilities and who can attest to your potential to do graduate work are preferred. Social or personal acquaintances should not be used.

	NAME	TITLE	DATE REQUESTED
1.	[Redacted]	Mrs.	n/a
2.	<u>Ezra Stieglitz</u>	Dr.	n/a
3.	[Redacted]	Mrs.	3/4/09

16. Performance-based Evaluation: Please submit a copy of a recent performance-based evaluation which reflects an assessment of your professional work and skills. (See enclosed document for details.)

17. Professional Goals Essay: In support of your application for graduate study, prepare a well-organized, focused essay of 300 to 500 words describing why you want to pursue graduate education. Included in the essay should be a reflection on:

- your experiences, skills, and lifelong learning that make your decision to pursue graduate study a sound choice for you,
- your level of preparation for graduate study, knowledge in your chosen field, and professional activities/collaboration,
- your professional goals and how these goals will prepare you to serve individuals and families from diverse backgrounds, and
- your reasons for choosing RIC's graduate program.

Please note: This essay should demonstrate your best writing. It must be double-spaced and word processed-(or typed).

18. **Assistantships and Scholarships:** There are a limited number of graduate and teaching assistantships. Please see http://www.ric.edu/finaid/grad_student.html#grad_assist for particulars.

If you are applying for an assistantship, please submit a completed Graduate Assistantship Application form. A limited number of graduate scholarships are available. If you are applying for a graduate scholarship, please submit a completed Graduate Scholarship Application and a Free Application for Federal Student Aid (FAFSA) through the Office of Student Financial Aid.

Please note: Assistantships and scholarships are awarded only to admitted, full-time graduate students. The deadline for application is April 1. Appointments to assistantships will be made by the assistant vice president on or about the first week in May. Scholarship awards will be made in June.

19. **Mailing Address** (Only if different from Home Address):

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

{ }
TELEPHONE

20. **International Students** (You must supply a home country address here, if you are currently living in the United States): _____

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

{ }
TELEPHONE

21. **Academic Honesty:** By signing this application, you are attesting that the information provided is complete and accurate to the best of your knowledge. The admissions office may withdraw an application or rescind the acceptance offered if a violation of academic honesty is discovered.

To the best of my knowledge and belief the information given on this application form is complete and accurate.

Applicant's Signature _____



Date _____

3/11/09

Statement of Confidentiality: The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and materials received by the Feinstein School of Education and Human Development from any source in the consideration of this application shall be maintained, and these documents shall not be disclosed to anyone, including the candidate and the family, except by action of the appropriate dean in accordance with the provisions of the act and Rhode Island College policy. Once the admissions process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available to the student upon request.

Rhode Island College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, or disabled veteran, veteran of the Vietnam Era, marital or citizenship status. The College is committed to taking affirmative action to employ and advance in employment qualified women and members of minority groups identified in state and federal affirmative action laws and executive orders, persons with disabilities (including qualified special disabled veterans), and veterans of the Vietnam Era.

Reading Program
Professional Goals Essay
March 12, 2009

Working with children has been one of the greatest experiences of my life. Their innate curiosity, energy, and love of life are extremely infectious. These are the qualities that, as a teacher, I would like to bottle up to enhance my lessons and the educational environment of my classroom.

Since I was a high school student, I have had multiple opportunities to interact with children. These opportunities began with babysitting and volunteering at a local summer camp and quickly became a lifelong interest. Throughout all of my practicum courses at the University of Rhode Island, I was able to meet enchanting students and learn from inspiring, seasoned teachers. Even now, as a substitute teacher, my experiences with students and coworkers continue to enhance my love of learning and teaching. Each day is a new experience with unique opportunities to increase my knowledge and grow as a teacher.

Throughout all of my experiences, one particular element seems crucial; reading. Reading is a critical skill that encompasses all content areas and even everyday life. I, myself, love to read and wish to instill this love into each and every one of my students. However, I find that the process of reading and comprehension can be difficult for students at many different levels. During my student teaching, I collaborated with my cooperating teacher and other professionals to develop lessons and techniques to help many students with their reading difficulties. Some students had difficulties with phonics and phonemic awareness while other students had difficulties with sight words, comprehension, making predictions, or simply refused to read. These reading difficulties also effected a diverse group of students. Both students receiving resource services and gifted services encountered some type of difficulty with reading. While our collaboration and dedication assisted these students, I discovered the wide range of difficulties that students can have and that I still had a

MAR 13 2009

Grace I

significant amount of learning ahead of me.

After graduating from the University of Rhode Island with my Bachelor's Degree in both elementary education and psychology, I knew that I wanted to continue my education and pursue a Master's Degree. Although I knew that I wanted to work with children, I was unsure of which specific program. Many of my friends and acquaintances attended Rhode Island College for its undergraduate elementary education program and commented on the high level of experiences and supportive professors at this institution. With their recommendations in mind, I began taking graduate level courses at Rhode Island College. I became aware of the M.Ed. Reading program and remembering several of my student teaching experiences, I enrolled in a couple of classes.

To date, I have taken three courses for the Reading program; ELED 501, ELED 534, and ELED 510. These courses have been among the most interesting, informative, and valuable courses of my educational career. The knowledge that I have gained in these courses has significantly influenced my teaching in terms of approach and development. Along with the value of these courses, the professors in this program are knowledgeable in their fields and supportive, both inside and outside the classroom. I feel that the Reading program at Rhode Island College would be the perfect arena for me to continue my education and development as a teacher.

With each passing day, I am able to learn from my experiences as a substitute teacher and as a graduate student. My goal is to establish a supportive and stimulating learning environment for all of my students. The environment that I hope to create is one in which students not only learn to read or read to learn, but love to read and love to learn. That is one of my main goals as an educator and I know that Rhode Island College will help me to achieve this goal.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby waive/do not waive (circle one) my right to view this reference form. My signature below indicates that I have read this statement.

Signature of Applicant _____ Date 2/23/09

(Applicant's Name) _____ has applied for admission to graduate study at Rhode Island College. Please indicate on this form your estimation of the candidate's potential to do graduate work.

In addition to the rankings below, please write a brief letter of recommendation addressing your knowledge of this candidate's professional background and experiences.

Please state the length of time and in what capacity you have known the above student:

Years 6 Months 2 Nature of acquaintance: WORK

Please evaluate the following attributes of the candidate on a four-point scale as indicated.

	Below Average	Average	Above Average	High	
1. Capacity for insight.	1	2	3	(4)	NA
2. Clarity of goals.	1	2	3	(4)	NA
3. Intellectual curiosity.	1	2	3	(4)	NA
4. Motivation and initiative.	1	2	3	(4)	NA
5. Rapport with children and youth.	1	2	3	(4)	NA
6. Rapport with adults.	1	2	3	(4)	NA
7. Emotional stability.	1	2	3	(4)	NA
8. Adaptability to change.	1	2	3	(4)	NA
9. Reliability and dependability.	1	2	3	(4)	NA
10. Ability to organize ideas or tasks.	1	2	3	(4)	NA
11. Oral and written communication skills.	1	2	3	(4)	NA
12. Overall potential.	1	2	3	(4)	NA

Signature _____ Date 3.9.09

Name _____ (Please print) (Institution or firm) (Position)

Address _____

Please return this form and the letter of recommendation to the applicant in the envelope provided. Sign the sealed envelope to ensure confidentiality.

Statement of Confidentiality:

The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and materials received by the Feinstein School of Education and Human Development from any source in the consideration of this application shall be maintained, and these documents shall not be disclosed to anyone, including the candidate and his/her family, except by action of the appropriate dean in accordance with the provisions of the act and Rhode Island College policy. Once the admissions process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available to the student upon request.

Rev 08/07

MAR 13 2009



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby waive/do not waive (circle one) my right to view this reference form. My signature below indicates that I have read this statement.

Signature of Applicant _____

Date 2/23/09

(Applicant's Name) _____ has applied for admission to graduate study at Rhode Island College. Please indicate on this form your estimation of the candidate's potential to do graduate work.

In addition to the rankings below, please write a brief letter of recommendation addressing your knowledge of this candidate's professional background and experiences.

Please state the length of time and in what capacity you have known the above student:

Years One Semester Months _____

Nature of acquaintance: Former Student

Please evaluate the following attributes of the candidate on a four-point scale as indicated.

	Below Average	Average	Above Average	High	
1. Capacity for insight.	1	2	3	(4)	NA
2. Clarity of goals.	1	2	3	(4)	NA
3. Intellectual curiosity.	1	2	3	(4)	NA
4. Motivation and initiative.	1	2	(3)	4	NA
5. Rapport with children and youth.	1	2	3	4	(NA)
6. Rapport with adults.	1	2	(3)	4	NA
7. Emotional stability.	1	2	(3)	4	NA
8. Adaptability to change.	1	2	(3)	4	NA
9. Reliability and dependability.	1	2	(3)	4	NA
10. Ability to organize ideas or tasks.	1	2	(3)	4	NA
11. Oral and written communication skills.	1	2	(3)	4	NA
12. Overall potential.	1	2	(3)	4	NA

Signature Ezra L. Stieglitz

Date 2/24/09

Name Ezra L. Stieglitz
(Please print)

RIC
(Institution or firm)

Professor
(Position)

Address _____

Please return this form and the letter of recommendation to the applicant in the envelope provided. Sign the sealed envelope to ensure confidentiality.

Statement of Confidentiality:

The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and materials received by the Feinstein School of Education and Human Development from any source in the consideration of this application shall be maintained, and these documents shall not be disclosed to anyone, including the candidate and his/her family, except by action of the appropriate dean in accordance with the provisions of the act and Rhode Island College policy. Once the admissions process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available to the student upon request.

Rev 08/07

MAR 13 2009



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby waive/do not waive (circle one) my right to view this reference form. My signature below indicates that I have read this statement.

Signature of Applicant

[Redacted Signature]

Date

2/23/09

(Applicant's Name)

[Redacted Name]

has applied for admission to graduate study at Rhode Island College. Please indicate on this form your estimation of the candidate's potential to do graduate work.

In addition to the rankings below, please write a brief letter of recommendation addressing your knowledge of this candidate's professional background and experiences.

Please state the length of time and in what capacity you have known the above student:

Years 14+ Months _____

Nature of acquaintance: faculty member at SMA BV where Heidi-Rose was a student (K-12) and colleague when she was a long-term substitute K teacher.

Please evaluate the following attributes of the candidate on a four-point scale as indicated.

	Below Average	Average	Above Average	High	
1. Capacity for insight.	1	2	3	(4)	NA
2. Clarity of goals.	1	2	3	(4)	NA
3. Intellectual curiosity.	1	2	3	(4)	NA
4. Motivation and initiative.	1	2	3	(4)	NA
5. Rapport with children and youth.	1	2	3	(4)	NA
6. Rapport with adults.	1	2	3	(4)	NA
7. Emotional stability.	1	2	3	(4)	NA
8. Adaptability to change.	1	2	3	(4)	NA
9. Reliability and dependability.	1	2	3	(4)	NA
10. Ability to organize ideas or tasks.	1	2	3	(4)	NA
11. Oral and written communication skills.	1	2	3	(4)	NA
12. Overall potential.	1	2	3	(4)	NA

Signature

[Redacted Signature]

Date

February 25, 2009

Name

[Redacted Name]

(Please print)

(Institution or firm)

(Position)

Address

[Redacted Address]

Please return this form and the letter of recommendation to the applicant in the envelope provided. Sign the sealed envelope to ensure confidentiality.

Statement of Confidentiality:

The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and materials received by the Feinstein School of Education and Human Development from any source in the consideration of this application shall be maintained, and these documents shall not be disclosed to anyone, including the candidate and his/her family, except by action of the appropriate dean in accordance with the provisions of the act and Rhode Island College policy. Once the admissions process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available to the student upon request.

Rev 08/07

MAR 13 2009



City of East Providence
DEPARTMENT OF PARKS & RECREATION
CITY HALL
145 TAUNTON AVENUE
EAST PROVIDENCE, RHODE ISLAND 02914-4505

OFFICE OF DIRECTOR

March 9, 2009

Dear Sir or Madam:

I am writing on behalf of [REDACTED] who is seeking a position within the Rhode Island College Reading Program. The East Providence Parks and Recreation department has employed Ms. [REDACTED] since 2003. She is currently employed at the East Providence Recreation Center, where she serves as Recreation Supervisor. She instructs an arts and crafts program for elementary school youngsters and provides office coverage and performs clerical duties.

During the summer, Ms. [REDACTED]'s job duties include chaperoning youth to various state parks and assisting with department special events. She provides supervision and activities for the participating youth who range in age from 6-15. Her outstanding performance earned her the "Supervisor of the Year" award in the summer of 2005.

I have observed Ms. [REDACTED] to be calm and level headed during stressful situations and kind and patient with the children. She has an excellent rapport with the youth and their parents and is extremely well liked by her co-workers. Additionally, [REDACTED] is prompt, reliable and efficient. To that end, I am confident that she would make a fine candidate for your program.

Please contact me if you require additional information and thank you in advance for your consideration.

Sincerely,

[REDACTED]

East Providence Parks and Recreation
DS/

MAR 13 2009

████████████████████
████████████████████
████████████████████ Rhode Island 02871
Phone # ██████████ Email ██████████

February 4, 2009

To Whom It May Concern:

I have known ██████████ since she was an Elementary School student at St. Mary Academy-Bay View. Although I never had her as a student, she is highly praised by all those who had the pleasure of teaching her.

██████████ joined our faculty as a substitute teacher at a very difficult time. She more than rose to the occasion, and in a little more than three months she demonstrated a professionalism and maturity rarely found in one so young.

██████████ is creative in instructional methods and firm but nurturing. The children and parents developed a wonderful relationship with her within a matter of days. Never without a smile or kind word, ██████████ quickly gained the respect of the entire faculty.

I highly recommend ██████████ for acceptance into an advanced degree program in the field of education. It would add another dimension to her numerous natural abilities. ██████████ will be a credit to any institution of higher learning because of her desire for excellence and her selfless attention to all students.

Sincerely,

████████████████████
████████████████████
████████████████████

MAR 13 2009

Student Teacher Evaluation – University of Rhode Island

Based on Rhode Island Beginning Teacher Standards

Student Teacher: [REDACTED] Grade Level 3 School A.B. Hennessey Date 9/23/07

Completed by : (Check one) Student Teacher _____ University Supervisor _____ Cooperating Teacher _____

Content Area: elementary Class/Grade: 3 School/District East Providence
English, foreign language, mathematics, science, social studies

No. Days Absent _____

No. Days Tardy _____


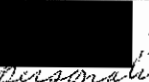

Signature of person completing form: [REDACTED]


- RUBRIC} 1 = Little Evidence - (Has difficulty applying BTS even with guidance)
 2 = Approaches the Standard - (Applies BTS with some inconsistency and inaccuracy - dependent on guidance)
 3 = Meets the Standard – (With guidance, accurately and consistently applies BTS)
 4 = Above the Standard – (Independently, accurately and consistently applies BTS)
 5 = Well Above the Standard – (Demonstrates exceptional application of BTS)

* Indicate student teacher rating by circling 1, 2, 3, 4, or 5 below each standard

Standard 1 – Content Pedagogy Circle only one * 1 2 3 <u>4</u> 5	Comments/Suggestions
<p>Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live. Teachers...</p> <ol style="list-style-type: none"> 1. reflect a variety of academic, social and cultural experiences in their teaching. 2. use a broad knowledge base to create interdisciplinary learning experiences. 3. Exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students. 	<p>[REDACTED] consistently creates lessons that are interesting and holds the students' attention. [REDACTED]'s lesson plans are organized and show evidence of research and understanding of the topic. She is very prepared and clearly knows the material she is presenting.</p> <p style="text-align: right; margin-top: 0;">MAR 13 2009</p>

<p style="text-align: center;">Standard 3 – Learner Specific Circle only one * 1 2 3 4 5</p>	<p style="text-align: center;">Comments/Suggestions</p>
<p>Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Teachers...</p> <ol style="list-style-type: none"> 1. understand how students learn, how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. 2. design instruction that meets the current cognitive, social and personal needs of their students. 3. create lessons and activities that meet the variety of developmental levels of students within a class. 	<p>█ begins her lessons by asking questions to get an understanding of the students' background knowledge. She knows where she needs to take their understanding throughout the lesson and develops criteria with the student to help guide them in their learning experience.</p>
<p style="text-align: center;">Standard 4 – Learner Specific Circle only one * 1 2 3 4 5</p>	<p style="text-align: center;">Comments/Suggestions</p>
<p>Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Teachers...</p> <ol style="list-style-type: none"> 1. design instruction that accommodates individual differences (e.g., stage development, learning style, English language acquisition, learning disability) in approaches to learning. 2. use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. 3. seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to meet the needs of these students. 4. make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs an Individual Educational Plan (IEP). 	<p>█ creates lessons that provide a variety of activities which bring into account different learning styles. She consistently utilizes such techniques as visual modeling, restating directions, students' explanation of tasks, scaffolding of the work students need to do + having students share + explain their thinking. Heidi also does a nice job of monitoring the students and providing assistance as needed.</p>

<ol style="list-style-type: none"> 5. help students establish a classroom environment characterized by mutual respect and intellectual risk taking. 6. create learning groups in which students learn to work cooperatively and independently. 7. communicate clear expectations for achievement that allow students to take responsibility for their own learning. 	
<p style="text-align: center;">Standard 7 – Collaborative Relationships Circle only one * 1 2 3 (4) 5</p>	<p>Comments/Suggestions</p>
<p>Teachers foster collaborative relationships with colleagues and families to support students' learning. Teachers...</p> <ol style="list-style-type: none"> 1. work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers) to create a learning community that benefits all students. 2. develop relationships with parents/guardians to support student learning. 3. understand the role of community agencies in supporting schools. 4. understand state, district and school initiatives (e.g., School Accountability for Learning and Teaching (SALT), Statewide Student Performance Assessments) to effect educational improvement. 	<p>  has a very easy going personality and works well with students and staff. She is approachable and open to suggestions, comments & ideas. </p>
<p style="text-align: center;">Standard 8 – Communication Strategies Circle only one * 1 2 3 (4) 5</p>	<p>Comments/Suggestions</p>
<p>Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. Teachers...</p> <ol style="list-style-type: none"> 1. use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) to engage students in learning. 2. use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. 3. use technological advances in communication including electronic means of collecting and sharing information, to enrich discourse in the classroom. 	<p>  has a very nurturing personality. She cares about the students and their learning.  seeks feedback in order to enhance the learning experience of her students. She involves the students in her lessons by allowing them to communicate their ideas & thoughts as well. </p>

<p>4. take responsibility for their own professional growth by participating in workshops, courses, and other educational activities that support their plans for continued development at teaching.</p>	
<p>Standard 11 – Professional Standards Circle only one * 1 2 (3) (4) 5</p>	<p>Comments/Suggestions</p>
<p>Teachers maintain professional standards guided by legal and ethical principles. Teachers...</p> <ol style="list-style-type: none"> 1. maintain standards that require them to act in the best interests and needs of students. 2. follow school policy and procedures, respecting the boundaries of their professional responsibilities. 3. follow local, state, and federal law pertaining to educational and instructional issues. 4. interact with students, colleagues, parents and others in a professional manner that is fair and equitable. 5. are guided by codes of professional conduct adopted by their professional organizations. 	<p> presents herself professionally at all times. She puts the interest of her students first and cares deeply about them.</p>

Records Office
 600 Mt. Pleasant Avenue
 Providence, RI 02908-1991
 (401)456-8212

Rhode Island College Official Transcript

SSN : [REDACTED]
 Name : [REDACTED]
 Student ID: 0411772



Jane Davis
 Director of Records

Send To: [REDACTED]

Print Date: 2009-01-15

Graduate Career Totals

CUM GPA: 3.778 CUM TOTALS: 21.00 15.00 66.010

Beginning of Graduate Record
 Fall 2007

End of Transcript

Course	Description	Attempted	Earned	Grade	Points
PSYC 535	Psychopathology Child/Adol	3.00	3.00	B+	9.990
PSYC 540	Quant Meth Psych Research	3.00	3.00	A	12.000
PSYC 556	Seminar in Personality Theory	3.00	3.00	A-	11.010
TERM GPA:	3.667	TERM TOTALS:	9.00	9.00	33.000
CUM GPA:	3.667	CUM TOTALS:	9.00	9.00	33.000

Spring 2008

Course	Description	Attempted	Earned	Grade	Points
DEP 511	Human Develop across Cultures	3.00	0.00	N	
DEP 532	Theories/Methods of Counseling	3.00	3.00	A	
SPED 531	Universal Design Ed All Student	3.00	3.00	A-	11.010
TERM GPA:	3.670	TERM TOTALS:	6.00	6.00	11.010
CUM GPA:	3.668	CUM TOTALS:	15.00	12.00	44.010

Fall 2008

Course	Description	Attempted	Earned	Grade	Points
ELED 501	Reading in The Content Area	3.00	3.00	A	12.000
ELED 534	Developmental Reading: Pre K-K	3.00	3.00	A	12.000
TERM GPA:	4.000	TERM TOTALS:	6.00	6.00	24.000
CUM GPA:	3.778	CUM TOTALS:	21.000	18.00	66.010

MAR 13 2009

Official Transcript

Name :
 Student ID: 100007176
 SSN :



University of Rhode Island
 Office of Enrollment Services
 6 Rhody Ram Way
 Green Hall
 Kingston, RI 02881
 United States

Send To:
 [Redacted]

Fall 2003

Print Date : 2008-10-03

Course Description Units Grade

Program : College of Hmn Sci & Srv - UC
 Plan : Elementary Education - BA Major
 Program : College of Arts & Science - UC
 Plan : Psychology Major
 ECN 100 Introduction to Economics 3.0 D
 EDC 102 Intr Am Educ 3.0 A-
 EDC 250 Pre Prof Field Exper 1.0 S
 GER 102 Beginning German II 3.0 C-
 HIS 172 South East Asian Culture 0.0 F
 PSY 232 Developmental Psychology 3.0 B+
 TERM GPA : 1.940 TERM TOTALS : 13.0

----- Beginning of Undergraduate Record -----
 Fall 2002

Course Description Units Grade

Program : College of Hmn Sci & Srv - UC
 Plan : Elementary Education - BA Major
 Program : College of Arts & Science - UC
 Plan : Psychology Major
 BIO 101 Principles Biology I 4.0 B-
 BIO 130 Topics Marine Biology 1.0 A
 ENG 251 BRITISH LITERATURE I 3.0 B
 MTH 131 Applied Calculus I 3.0 A
 PHL 103 Introduction to Philosophy 3.0 A
 Transfer Credit from Advance Placement
 Applied Toward College of Hmn Sci & Srv - UC Program
 HIS 141 Hist U S To 1877 3.0 T
 HIS 142 History of US Since 1877 3.0 T
 PSY 113 Gen Psych 3.0 T
 Course Trans GPA: 0.000 Transfer Totals : 9.0

TERM GPA : 3.410 TERM TOTALS
 CUM GPA : 3.410 CUM TOTALS : 23.0

Deans List

Spring 2003

Course Description Units Grade

Program : College of Hmn Sci & Srv - UC
 Plan : Elementary Education - BA Major
 Program : College of Arts & Science - UC
 Plan : Psychology Major
 AST 108 Introductory Astronomy 3.0 C
 GER 101 Beginning German I 3.0 B+
 MUS 106 History Of Jazz 3.0 A
 PSY 254 Behavior Problems and Pers Dis 3.0 B
 WRT 101 Composition 3.0 B-
 TERM GPA : 3.000 TERM TOTALS : 15.0
 CUM GPA : 3.200 CUM TOTALS : 38.0

Spring 2004

Course Description Units Grade

Program : College of Hmn Sci & Srv - UC
 Plan : Elementary Education - BA Major
 Program : College of Arts & Science - UC
 Plan : Psychology Major
 COM 100 Communication Fundamentals 3.0 A-
 Note:
 HIS 112 Histoi_ of Medieval Europe 0.0 NR
 Notes: Grade Change
 HIS 375 History of Modern Japan 0.0 NR
 Notes: Grade Change
 PSY 235 Theories of Personality 0.0 NR
 Notes: Grade Change
 SOC 212 Families in Society 0.0 I
 TERM GPA : 3.700 TERM TOTALS : 3.0
 CUM GPA : 2.830 CUM TOTALS : 54.0

Fall 2004

Course Description Units Grade

Official Transcript



University of Rhode Island
Office of Enrollment Services
6 Rhody Ram Way
Green Hall
Kingston, RI 02881
United States

Name : [REDACTED]
Student ID: 100007176
SSN : [REDACTED]

(continued from previous page)

Program : College of Hum Sci & Services
Plan : Elementary Education - BA Major
Program : College of Arts and Sciences
Plan : Psychology Major

CUM GPA : 2.970 CUM TOTALS : 76.0

Fall 2005

EDC 312 The Psychology of Learning 3.0 A
Notes: Grade Change
EDC 424 Teaching Lit in Elem School 3.0 C+
EDC 453 Individual Differences 3.0 B
Notes: Grade Change
EDC 454 Indiv Dif Field Compo 1.0 S
Notes: Grade Change

Course	Description	Units	Grade
--------	-------------	-------	-------

Program : College of Hum Sci & Services
Plan : Elementary Education - BA Major
Program : College of Arts and Sciences
Plan : Psychology Major
PSY 300 Quantitative Methods in Psych 3.0 A
PSY 335 Psychology of Social Behavior 3.0 C+
PSY 381 Physiological Psychology 3.0 A
TERM GPA : 3.430 TERM TOTALS : 9.0

GEG 101 World Geography 3.0 A-
TERM GPA : 3.250 TERM TOTALS : 13.0
CUM GPA : 2.920 CUM TOTALS : 67.0

CUM GPA : 3.020 CUM TOTALS : 85.0

Spring 2006

Spring 2005

Course	Description	Units	Grade
Program : College of Hum Sci & Services			
Plan : Elementary Education - BA Major			
Program : College of Arts and Sciences			
Plan : Psychology Major			
EDC 425	Use Trade Bks in Read and Writ	3.0	C
PSY 466	Child Sexual Abuse	3.0	A
TERM GPA : 3.000		TERM TOTALS : 6.0	
CUM GPA : 2.920		CUM TOTALS : 73.0	

Course	Description	Units	Grade
--------	-------------	-------	-------

Program : College of Hum Sci & Services
Plan : Elementary Education - BA Major
Program : College of Arts and Sciences
Plan : Psychology Major
EDC 452 Eval Elem Students 2.0 B
EDC 456 Math Method in Elem Teaching 2.0 A-
EDC 457 Science Methods Elem Teaching 2.0 B+
EDC 459 Supervised Elem Method Pract I 1.0 S
PSY 301 Intr Exp Psyc 4.0 B
PSY 334 Introduction to Clinical Psych 3.0 A-
PSY 432 Advanced Developmental Psychol 3.0 C
TERM GPA : 3.070 TERM TOTALS : 17.0
CUM GPA : 3.030 CUM TOTALS : 102.0

Summer 2005

Course	Description	Units	Grade
Program : College of Hum Sci & Services			
Plan : Elementary Education - BA Major			
Program : College of Arts and Sciences			
Plan : Psychology Major			
Session : Session 1			
PSY 430	Intimate Relationships	3.0	A
Session : Alternate Session			
PSY 480	Psychology of Women	0.0	NW
TERM GPA : 4.000		TERM TOTALS : 3.0	

Fall 2006

Course	Description	Units	Grade
--------	-------------	-------	-------

Program : College of Hum Sci & Services
Plan : Elementary Education - BA Major
Program : College of Arts and Sciences
Plan : Psychology Major
EDC 402 The Education of Special Needs 3.0 A-
EDC 455 Language Arts Mthds Elem Teach 3.0 B

Official Transcript

Name : [REDACTED]
 Student ID: 100007176
 SSN : [REDACTED]



University of Rhode Island
 Office of Enrollment Services
 6 Rhody Ram Way
 Green Hall
 Kingston, RI 02881
 United States

(continued from previous page)

EDC 458	Social Studies in Elem Teach	2.0	C+	2007-05-20 - Completed
EDC 460	Supervised Elem Mthds Prac II	2.0	A	
PSY 434	Psychological Testing	3.0	A-	
PSY 489	Problems in Psychology	3.0	A	

Notes: Grade Change

TERM GPA : 3.490 TERM TOTALS : 16.0

CUM GPA : 3.100 CUM TOTALS : 118.0

Dean's List

Spring 2007

Course	Description	Units	Grade
--------	-------------	-------	-------

Program : College of Hum Sci & Services
 Plan : Elementary Education - BA Major
 Program : College of Arts and Sciences
 Plan : Psychology Major

EDC 484	Supervised Student Teaching	12.0	S
EDC 485	Sem In Tchg	3.0	C+

TERM GPA : 2.300 TERM TOTALS : 15.0

CUM GPA : 3.080 CUM TOTALS : 133.0

Degree : Bachelor of Arts

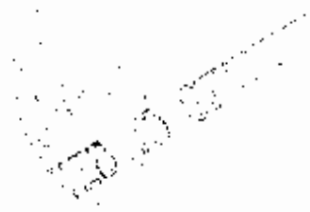
Confer Date : 2007-05-20
 Plan : Elementary Education 1-6
 Sub-Plan : Psychology
 Plan : Psychology

Undergraduate Career Totals

CUM GPA : 3.080 CUM TOTALS : 133.0

Non-Course Milestones

2007-05-20 National Council for Accreditation of Teacher Ed - NCATE
 Milestone Status: Completed
 This student has completed a state-approved educator preparation
 program under the terms of the Interstate Agreement for the
 Qualifications of Educational Personnel. The education programs at
 the University of Rhode Island are accredited by NCATE.



Heidi-Rose K Grace
22 Intervale Avenue
East Providence, RI 02914-

State of Rhode Island and Providence Plantations
Department of Education
School Certificate

THIS CERTIFIES THAT

[REDACTED]

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

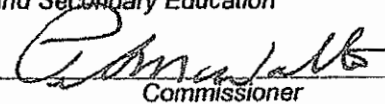
CERTIFICATE OF ELIGIBILITY FOR EMPLOYMENT TEACHER OF ELEMENTARY GRADES (01-06) ISSUED 28-AUG-2007 AND EXPIRING 31-AUG-2010

50592

CERTIFICATE NUMBER

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


Certification Officer


Commissioner



MAR 13 2009

[REDACTED]

OBJECTIVE

To gain acceptance into the Graduate Reading Program at Rhode Island College by developing a more thorough image of my life and experiences

EDUCATION

- **Rhode Island College** September 2008 - Present
Providence, RI
Non-Matriculated Graduate Level Courses
Overall GPA: 3.778
- **University of Rhode Island** September 2002 - May 2007
Kingston, RI
Bachelor of Arts: Elementary Education
Bachelor of Arts: Psychology
Overall GPA: 3.080

CERTIFICATION

Rhode Island Elementary Teacher Certification (Grades 1-6)
CEE - Number 50592

TEACHING EXPERIENCE

- **Substitute Teacher** January 2009 - Present
East Providence School Department - East Providence, RI
 - Work approximately 1-3 days per week to pay educational and living expenses
 - Follow daily plans as left by classroom teacher
 - Teach and monitor lessons from all general concept areas
 - Engage students in stimulating and educational games and activities
- **Substitute Teacher** January 2009 - Present
St. Brendan's School - Riverside, RI
 - Work approximately 1-3 days per week to pay educational and living expenses
- **Substitute Teacher** September 2008 - Present
Portsmouth School Department - Portsmouth, RI
 - Work approximately 1-3 days per week to pay educational and living expenses
- **Long-Term Substitute Teacher (Kindergarten)** March 2008 - June 2008
St. Mary Academy – Bay View, East Providence, RI
 - Established classroom management plan
 - Implemented lesson plans to encourage hands-on exploration and critical thinking skills
 - Co-taught math and reading lessons
 - Assisted in preparations for graduation-celebration
- **Substitute Teacher** November 2007 - Present
St. Mary Academy – Bay View, East Providence, RI
 - Work approximately 1-3 days per week to pay educational and living expenses
- **Student Teaching (Grade 3)** January 2007 - May 2007
Agnes B. Hennessey Elementary School, East Providence, RI
 - Collaborated with classroom, resource, and itinerant teachers to develop lesson plans

- directly correlated to the developmental needs of students
- Developed integrated unit including major content areas and fine arts
- Implemented effective classroom management strategies
- Encouraged parent and family involvement in student education
- Evaluated student work and achievement through various assessment methods

ADDITIONAL EMPLOYMENT

- **Server** February 2008 - Present
Charlie's Place, Coventry, RI
 - Work 5-15 hours per week to pay educational and living expenses
 - Multi-task in a fast-paced environment
 - Engage in effective communication with diverse populations
 - Assist in schedule and side work development
- **Recreation Supervisor** June 2003 - Present
East Providence Department of Parks and Recreation, East Providence, RI
 - Work 15 hours per week during the school year (35 hours per week during the summer) to pay educational and living expenses
 - Develop and coordinate activities and programs for children and families
 - Utilize interpersonal and communication skills to collaborate on projects
 - Provide assistance for children through mentoring and tutoring
 - Apply problem solving skills to develop effective management strategies
 - Engage in positive and efficient communication with diverse populations

EXTRA-CURRICULAR INVOLVEMENT

- **Catechism Teacher (Grade 3)** September 2008 - Present
St. Brendan's Parish, East Providence, RI
 - Devote 2-3 hours per week to lesson development and class
 - Develop and enhance religious education lessons
 - Engage students in stimulating educational games and activities
 - Encourage students to discuss and explore their Christian faith
- **Belly Dancing** September 2008 - Present
Bayside School of Dance, East Providence, RI
 - Devote 1-2 hours per week
 - Explore cultural heritage
 - Engage in stimulating exploration of exercise and stress relief
- **Catechism Teacher (Grades 1,5,7,8)** September 2000 - April 2005
St. Brendan's Parish, East Providence, RI
 - Devoted 2-3 hours per week to lesson development and class
 - Developed and enhanced religious education lessons
 - Explored teaching at multiple grade levels

Honors and Awards

- **ETS Recognition of Excellence** November 2006
The Praxis Series - Elementary Education: Content Knowledge
- **Supervisor of the Year Award** August 2005
East Providence Department of Parks and Recreation



GRE

GRADUATE INSTITUTION REPORT OF SCORES

SCHOOL CODE: 3724
DEPT. CODE: 2016

LAST NAME: [REDACTED]
 FIRST NAME: [REDACTED] MI: [REDACTED]
 ADDRESS: [REDACTED]

BIRTH DATE			SOCIAL SECURITY NUMBER	SEX	MOST RECENTLY REPORTED		PRINT DATE
MO	DAY	YR			TEST DATE	REGISTRATION NUMBER	
04	15	84		F	08/07	5355419	09/05/07

INSTITUTION CODE & NAME	DEPARTMENT CODE & NAME
3724 RHODE ISLAND COLLEGE	PSYCHOLOGY

GENERAL TEST								ANALYTICAL WRITING/ WRITING ASSESSMENT*		
TEST DATE MMYY	VERBAL		QUANTITATIVE		ANALYTICAL WRITING		ANALYTICAL	TEST DATE MMYY	SCORE	% BELOW
	SCORE	% BELOW	SCORE	% BELOW	SCORE	% BELOW				
08/07	410	34	610	51	4.5	54				

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

* Analytical Writing scores earned from the stand-alone administration and/or Writing Assessment scores earned between October 1, 2002, and December 31, 2003.

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

SEP 14 2007