



**RHODE ISLAND
COLLEGE**

December 2, 2010

Feinstein School of Education
and Human Development
Graduate Studies and Assessment

Dear [REDACTED]:

The Department of Elementary Education at Rhode Island College is pleased to inform you of a positive recommendation for your acceptance into the M.Ed. in Reading Program.

In order to finalize your acceptance, you must file an approved Plan of Study in the Office of the Dean. Please contact your advisor, Dr. Jennifer Davis-Duerr, at (401) 456-8605 to schedule a time to develop and sign your Plan of Study. The Plan of Study must be completed no later than one year from the date of this letter of recommendation for acceptance. Your admission into the M.Ed. in Reading Program remains contingent upon receipt of your approved and signed Plan of Study. Please complete your Plan of Study promptly!

As a non-matriculated graduate student, you may complete no more than nine credits prior to filing a Plan of Study. Once you submit an approved and signed Plan of Study, you become a matriculated graduate student.

Again, congratulations on being recommended for admission to the M.Ed. in Reading Program. I wish you much success in the pursuit of your degree.

Sincerely,

Alexander Sidorkin
Dean
Feinstein School of Education
And Human Development

AS/mn

CC: J. Davis-Duerr

Please note: Only matriculated students are eligible for financial aid. If you are interested in applying for financial aid including student loans, the Plan of Study must be completed as soon as possible to meet the Financial Aid Office deadlines. Please contact the Financial Aid Office for more specific deadlines at (401) 456-8684.

RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE STUDIES

PLAN OF STUDY

Name: [REDACTED] RIC STUDENT ID OR SS#: 0327337 Date: 12-14-10
 Address (Street, Town/City, State & Zip): [REDACTED]
 Phone: Day [REDACTED] Evening [REDACTED] Cell [REDACTED] Email (Print Clearly): [REDACTED]
 Program: M.Ed. in Reading

DIRECTIONS: Students should complete this form with the assistance of and approval of the Graduate Advisor. Although an applicant may be recommended for acceptance to a graduate program, the applicant can not be considered as an officially accepted degree candidate until an approved Plan of Study is on file in the FSEHD Graduate Studies Office. Changes in the Plan of Study can be made with the Graduate Advisor's approval by completing the "Change of Plan of Study Form."

COURSES IN THE PROGRAM

DEPT. & COURSE #	COURSE TITLE	CREDITS
<i>Humanistic and Behavioral Studies Required Courses</i>		
ELED 510:	Educational Research, Analysis and Application	3 credits
FNED 502:	Social Issues in Education	3 credits
<i>Major Concentration</i>		
ELED 534 -	Developmental Reading: K-8	3 Credits
ELED 501 -	Teaching Reading in the Content Areas	3 Credits
ELED 685 -	Diagnosis of Reading Difficulties	3 Credits
ELED 686 -	Treatment of Reading Difficulties	3 Credits
ELED 629 -	Reading Clinic	6 Credits
ELED 663 -	Seminar in Education: Review of Research in Reading	3 Credits
ELED 641 -	Administration of Reading Programs	3 Credits
<i>Electives</i> List below courses from the approved list (6 credits)		

TESL 507 Teaching Reading and Writing in English as a Second Lang. Student
Read xxx Coaching and Reading Specialist

Portfolio Exit Examination ----- YES NO Credits transferred _____
 Total credits _____

Signatures:

Student: [REDACTED] Date: 12-14-10
 Advisor: Christy Davis-Duen Date: 12-14-10
 Department Chair: [Signature] Date: 12-15-10
 Dir. of Grad. Programs: _____ Date: _____

Submit one original copy of this form to your advisor.



RHODE ISLAND COLLEGE

Feinstein School of Education and Human Development GRADUATE PROGRAMS

Advanced Program Recommendation Candidate Information Sheet

Name: [Redacted] Date of Birth: 9-22-73
Empl ID/SS #: [Redacted] Gender: Male [X] Female []

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)
Supplementary (identify) 3 4

2. MAT or GRE: 1 (≤25%ile) 2 (26%ile-39%ile) 3 (40%ile-74%ile) 4 (≥75%ile)
Supplementary (identify) 3 4
Unmet - previously completed MAT program

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

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

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

6. Program-Specific Requirements: 1 (Unmet) 2 (Unmet but allowed to resubmit) 3 (Met) 4 (Exceeded)
Interview 12-1-10

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

8. Designated Advisor: Jennifer Davis-Duerr Date 12-1-10

9. Committee Members' Signature: 1) Jennifer Davis-Duerr 2) Robert J. Ruffe 3) Jim Butler

10. Chair's Signature: Pat Cook Date 12-1-10

Questions he asked

1) What do I believe the focus of the M.Ed. program should be to improve the state of NJ

→ providing meaningful, long term, effective teacher development, esp. at beginning stages of career

2) Is this program more geared toward reading teacher or coach?

(his more interested in teaching aspect than administration)

→ achieving better balance to result in strengths in both areas - responding to the needs & desires of the nation

3) More program offerings in NJ in the future?

→ unsure, program is now full, no electives

4) What are my research interests, if any?

→ explained dissertation and future res. plan

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

Candidate's Name _____

Date 12-1-10

1. What are you curious about in reading? (IRA Standard 1)
- process - how does it happen? - how does it go? - how does it work? - how does it happen? - how does it work?
2. What questions do you have about reading? (IRA Standard 1)
*- How do I get motivated, especially for struggling readers
- How do I get motivated, especially for struggling readers
- How do I get motivated, especially for struggling readers*
3. What is important to you in reading instruction? What do you value? (IRA Standard 2)
*- enthusiasm for all the different skills
- focus on staying a top of current practices - software, craft
- focus on staying a top of current practices - software, craft*
4. What do you know about standards and standard-based instruction? (IRA Standard 2)
*- much is geared toward personal assessment
- drive curriculum, specifically based on application*
5. What are your views on multiple assessments of students? (IRA Standard 3)
- use a variety of assessments to address very specific needs and strengths of students to generate more targeted instruction
6. What are your views on portfolios in education? (IRA Standard 3)
(skipped)
7. Tell me about your classroom and how you attempt to create a literate environment for your students. (IRA Standard 4)
*- modeling, discussion, reading, independent reading
- create a literate environment for them - focus on enthusiasm and literacy*
8. Tell me about how you use technology in your classroom. (IRA Standard 4)
(skipped)
9. Tell me how you assist culturally diverse students. (IRA Standard 4)
*- take pieces apart to show
- model process more - especially with struggling students*
10. Tell me about your personal and professional reading and writing. (IRA Standard 5)
*- little time for it as right now
- in the past had more books going at a time*
11. Describe a situation in which you helped a fellow teacher with an instructional problem in reading or other curriculum area. (IRA Standard 5)
*- read a part of teacher - more reflective than I follow up conversation
- helped me in order to create a more collaborative teaching of that part*
12. Where would you like to be professionally in five years? Why? (IRA Standard 5)
- interested mostly in teaching small groups of struggling readers - and assisting teachers within their classrooms to meet struggling readers' needs

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

Candidate's Name _____

Date 12-1-10

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:

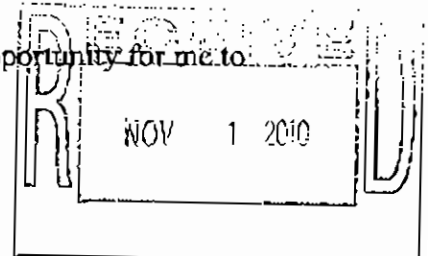
Code: 1 = Unacceptable 2 = Approaching 3 = Acceptable 4 = Exemplary

Professional Goals Essay

My initial foray into higher education was filled with youthful idealism. I chose my classes based on my interests and passions. Those four years culminated in my earning B.A.'s in English and Psychology. This led me to work as a counselor upon graduation. I enjoyed the uncertainty that each day would bring and the new challenges that lurked around every corner. I discovered that I was adept at collaborating with colleagues as well as addressing the needs of both the children and their families.

Approaching my thirtieth birthday, I realized the need for professional growth and new challenges, which led me to study for my M.A.T. in Elementary Education. I have found my initial experiences rewarding in the classroom setting. However, it was not until I was given the opportunity to spend six months as a long-term reading specialist substitute that I realized where my true interests lie. I was able to put into practice many of the instructional approaches that would not be applicable in a whole-class setting. I found that being able to strategically target the instructional needs of struggling readers allowed me to make meaningful and lasting changes in their reading performance. This experience enabled me to work with students from kindergarten to fifth grade in both the classroom setting, where I modeled lessons for classroom teachers, as well as small group interventions. This experience, coupled with my participation teaching literacy in an afterschool program, allowed me to discover where both my interests and strengths are within the field of education.

Undertaking the coursework involved in the M. Ed. in Reading program is a decision that I felt compelled to make. I feel that it is a unique opportunity for me to





**RHODE ISLAND
COLLEGE**

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Application for Graduate Admission

eh

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

1. [REDACTED]
SOCIAL SECURITY NUMBER

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

MAIDEN OR OTHER NAME, IF ANY _____

3. Gender (optional): Male Female

4. Date of Birth: 09/22/73 Place of Birth: Woonsocket, Rhode Island
MONTH/DAY/YEAR CITY/STATE/COUNTRY, IF NOT UNITED STATES!

5. Home Address: [REDACTED]
NUMBER _____
CITY/STATE/ZIP _____
COUNTRY (IF INTERNATIONAL STUDENT) _____
TELEPHONE [REDACTED] E-MAIL ADDRESS (IF AVAILABLE) [REDACTED]

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

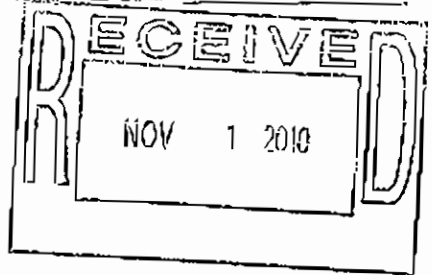
6. Citizenship (check one):
 U.S. Citizen (Native). State of Legal Residence: Rhode Island Number of Years in State: 35
 Permanent U.S. Resident with a Permanent Residency Card. (Please forward a copy of both sides of your permanent residency card.)
 State of Legal Residence: _____ Number of Years in State: _____
 International Student. Country: _____ (Be sure to complete no. 20.)
 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 Spring Summer Year 2010

9. Have you previously applied for graduate admission to Rhode Island College? Yes Year 2003 No
 Have you ever attended Rhode Island College? Yes Year 03-05 No

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



19. Program specific materials may be required. Please see listing in this application packet.

20. Assistantships and Scholarships: There are a limited number of graduate and teaching assistantships. Please see http://www.ric.edu/inaid/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.

21. Mailing Address (Only if different from Home Address): - Same as Home Address

NAME _____
CITY/STATE/ZIP _____
COUNTRY (IF INTERNATIONAL STUDENT) _____ TELEPHONE _____

22. 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 _____

23. 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 10-29-2010

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 School of Social Work 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 dean of the School of Social Work in accordance with the provisions of the act and Rhode Island College policy. Once the admission process has been completed, the "educational records" only of enrolled students are forwarded to the Records Office and are available upon request to the student.

Statement of Nondiscrimination and Affirmative Action

Pursuant to the philosophy of the Board of Governors for Higher Education, 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, marital, citizenship status or status as a special disabled veteran, recently separated veteran, Vietnam Era veteran, or any other veteran who served in active duty during a war or in a campaign or expedition for which a campaign badge has been authorized (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of the College's educational programs and activities, including admissions policies, scholarship and loan programs, and athletic and other College-administered programs. It also encompasses the employment of College personnel and contracting by the College for goods and services. 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.

After-School Program B.F. Norton School

Observation: March 15, 2010

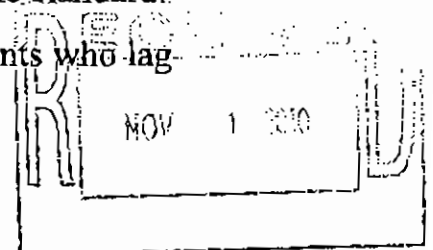
Tutor: [REDACTED]

Rating: Exemplary

Evaluator: Deb Rude, Site Coordinator

[REDACTED] is a tutor participating in B.F. Norton's after-school program. He teaches literacy to five fourth and fifth-grade students. The students selected for this program have significant gaps in reading and math as determined by their NECAP scores.

Despite the fact that the school day is extended by one-and-one-half hours, the students are on task and engaged when [REDACTED] is teaching. [REDACTED] is currently serving as a long-term reading specialist substitute teacher at B.F. Norton. Fortunately, the students he works with in the after-school program are students he teaches during the school day. [REDACTED] uses this opportunity to provide ongoing cohesive instruction for these students. The program, SPIRE, has been purchased for use in the after-school program. He seamlessly moves these students from phonic skill instruction to text reading and comprehension work; his lesson pace is brisk, thorough and engaging. The students respond appropriately and most importantly enthusiastically. [REDACTED] has made the decision to use SPIRE as his daily lesson work with these students; in doing so, he is avoiding cognitive dissonance for these children. Although this decision created more work for [REDACTED], he shifted his approach for the benefit of the students' learning. [REDACTED] knows only one standard: excellence. He "can do" attitude is essential for these students who lag behind many of their peers.





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 10-25-10

(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 _____ Months _____ Nature of acquaintance: _____

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

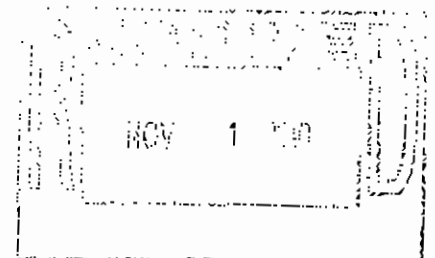
Signature _____ Date 10/20/10
 Name _____ (Institution or firm) _____ (Position) _____
 Address _____

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





FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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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 1 Months 10 Nature of acquaintance: Professor

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 Lisa Owen Date 10/26/10

Name Lisa Owen Rhode Island College Faculty
(Please print) (Institution or firm) (Position)

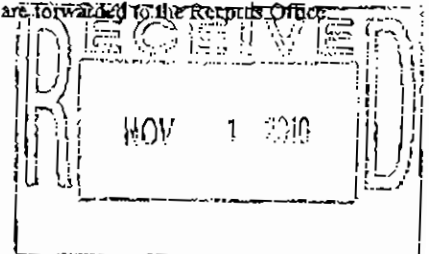
Address Department of Elementary Education, RM 213

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Rev 08/07





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CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby waive (circle one) 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] Date 10-25-10

(Applicant's Name) [Redacted] 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 1 Months _____ Nature of acquaintance: Student, Colleague

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 Mustafa Ozcan Date 10/27/2010
 Name Mustafa Ozcan Rhode Island College Professor
 (Please print) (Institution or firm) (Position)
 Address RIC, HRS # 206-3

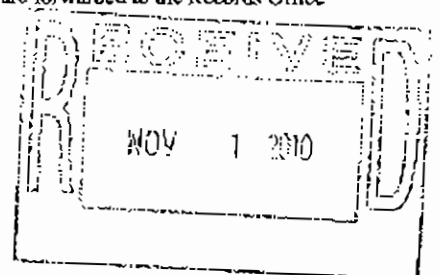
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Rev 08/07





**RHODE ISLAND
COLLEGE**

Department of Elementary Education

October 23, 2010

To Whom It May Concern:

Mr. [REDACTED] recently informed me of his plans to pursue a Reading M.Ed. There is no doubt in my mind that he will be successful in this endeavor. His leadership was evident in the class he took with me: ELED 510 – Research Analysis, Methods and Applications.

Mr. [REDACTED] was extremely successful in this course. At one point I suggested he teach in my place; his description of that particular topic was quite eloquent. As a student, he read everything required and more, he led good conversations in his small group as well as with the whole class and his research and writing skills were exemplary. The successfulness of this course depends on the reflections and discourse of students and Mr. [REDACTED]'s abilities to read, analyze and discuss research made him stand out.

Mr. [REDACTED] was an exceptional student and I would be happy to provide more information at any time. Feel free to email or call me: [REDACTED]

Sincerely,

Lisa Owen, Ph.D.
Department of Elementary Education
Rhode Island College



**RHODE ISLAND
COLLEGE**

RECOMMENDATION LETTER

10/12/2010

Department of Educational Studies

Re [REDACTED]

To Whom It May Concern:

I have known [REDACTED] since January 2010. He was one of my students in FNED 502 Social Issues in Education at Rhode Island College, School of Education and Human Development in spring 2010.

[REDACTED] was an excellent graduate student. He was one of the bests in that group. He never missed any class; came to classes on time, read the assigned readings and participated in class discussions. He was highly talented in analyzing the current educational events and relating the daily experiences of teachers to social and educational theories and research. His response and reflection papers to the assigned readings and concepts which require an extended knowledge base and high level critical thinking were impressive. His class presentation by using power point was exemplary. He is very knowledgeable about the current issues in education, such as achievement gap, parental involvement and lack of student motivation. More importantly, he has developing and workable ideas for the solutions of the current educational problems. He earned an A in this class.

Briefly, my impression of [REDACTED] is that he is a highly motivated and talented student of education. I recommend him to continue his graduate studies, not only M. Ed. but also Ph.D. in education.

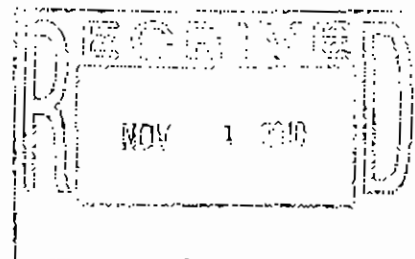
If you have any questions please fell free to call me at 401-456-8654 or email me at mozcan@ric.edu

Sincerely,

Mustafa Ozcan, Ph.D., Associate Professor

Chair, Department Advisory Committee
Coordinator, Foundations Courses and Service Learning Project

Rhode Island College
Department of Educational Studies
Providence, RI 02908
Ph: 401-456-8654
Email: mozcan@ric.edu



Providence, RI 02908-1991

(401) 456-8170/8018

TTY/TDD via RI Relay: 1-800-745-5555

[REDACTED]

October 18, 2010

To Whom It May Concern:

It is my great pleasure to write a letter of recommendation for [REDACTED]. He is the most talented, resourceful substitute teacher I have known in my thirty-years of teaching. When [REDACTED] was hired as a substitute reading specialist at [REDACTED] last January, I expected to spend a great deal of time guiding and mentoring him as he got up to speed with his job responsibilities. Nothing could have been further from the truth. I was stunned by [REDACTED]'s competence. [REDACTED] is the brightest, most self-directed young educator I have ever met. It seemed as though he had many years of experience working as a reading specialist after observing his first week at [REDACTED].

I am writing this letter as a reference for [REDACTED]'s admittance to the Master's of Reading Program at Rhode Island College. It is my opinion, [REDACTED] will be the most qualified candidate ever accepted to this program. If you have any questions, don't hesitate to contact me.

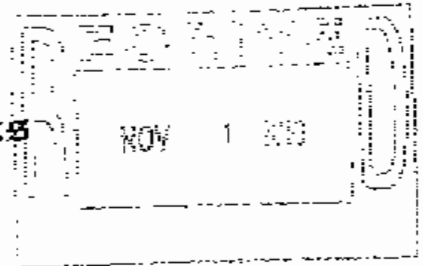
Sincerely,

[REDACTED]

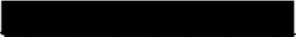
Reading Coach



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



THIS CERTIFIES THAT



Having satisfactorily met the certification requirements of the Board of Regents for Elementary and Secondary Education has been granted a certificate and is authorized to serve in the public schools of Rhode Island as a

CERTIFICATE OF ELIGIBILITY FOR EMPLOYMENT TEACHER OF ELEMENTARY GRADES (01-06) ISSUED 14-APR-2009 AND EXPIRING 31-AUG-2012

42127
CERTIFICATE NUMBER

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

Paula J. ...
Certification Officer

... ..
Commissioner



Student Name: [REDACTED]
 Identification Number: [REDACTED]
 Date of Birth: SEPTEMBER 27, 1973
 Previous Name:

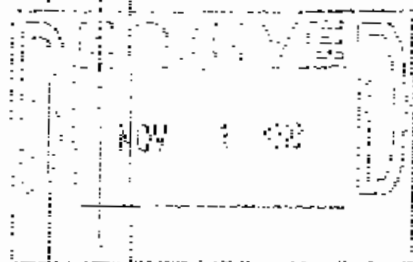
Current Program: PSYCHOLOGY
 Degree Objective: BACHELOR OF ARTS
 Second Program: ENGLISH
 Deg. Obj. 2nd Prg: BACHELOR OF ARTS

Class: 35
 09/08/08 Page 1

UNIVERSITY OF RHODE ISLAND

The Office of Enrollment Services
 Kingston, RI 02881

Course Title	Course Code	Credit Hrs	Msg	Course Title	Course Code	Credit Hrs	Msg	Course Title	Course Code	Credit Hrs	Msg
ADMITTED FROM				DEVEL CHRISTIAN THOUGHT	RLS 126	3.0	B	SEM ERND 15.0 AVE	3.54		
MOONSOCKET SR HS	MOONSOCKET		RE	SEM ERND 15.0 AVE	2.54			CUM ERND 105.0 AVE	3.18		
UNIVERSITY COLLEGE			FALL 1991	CUM ERND 60.0 AVE	2.98			DEANS LIST			
GENERAL ANIMAL BIOL	BIO 102	3.0	C+	COL OF ARTS & SCIENCES	SON2 1993			COL OF ARTS & SCIENCES	SPRG 1995		
SEL ENG LIT/1798-FRES	ENG 252	3.0	B-	INTR EXP PSYC	PSY 301	3.0	C+	CULTURAL ANTHROPOLOGY	APG 203	3.0	B+
TOP IN MATH	MTE 108	3.0	B-	SEM ERND 3.0 AVE	2.50			AM ACT-DECKINSON/ARICR	ENG 485F	3.0	A
INTRO TO PHILOSOPHY	PHL 103	3.0	B	CUM ERND 63.0 AVE	2.94			FIELD EXP IN PSYCH	PSY 305	3.0	A
FUND ORAL COMM	SPR 101	3.0	B+	COL OF ARTS & SCIENCES	FALL 1993			PROBLEMS IN PSYCH	PSY 489	3.0	A
SEM ERND 15.0 AVE	2.82			THE POEM	ENG 263	3.0	B+	PSYCHOLOGY PRACTICUM	PSY 499	3.0	S
CUM ERND 15.0 AVE	2.88			THE AFRICAN NOVEL	ENG 364	3.0	A	SEM ERND 15.0 AVE	3.93		
UNIVERSITY COLLEGE			SPRG 1992	GEN PR PERS DIS	PSY 354	3.0	A	CUM ERND 120.0 AVE	3.25		
BIOLOGY OF PLANTS	BIO 101	3.0	A	PSYCH SOCIAL BEHAVIOR	PSY 335	3.0	A-1	DEANS LIST			
INTR TO LITERATURE	ENG 103	3.0	A-	PERCEPTION	PSY 385	3.0	A	BACHELOR OF ARTS			
AMERICAN LITERATURE	ENG 242	3.0	B+	SEM ERND 15.0 AVE	3.80			DEGREE CONFERRED 05/31/85			
HISTORY OF JAZZ	MUS 106	3.0	A	CUM ERND 76.0 AVE	3.11			MAJOR/ PSYCHOLOGY			
GEN PSYCH	PSY 113	3.0	B-	DEANS LIST				MAJOR/ ENGLISH			
SEM ERND 15.0 AVE	3.48			COL OF ARTS & SCIENCES	SPRG 1994						
CUM ERND 30.0 AVE	3.14			OFF CAMPUS STUDY	OCS 999						
DEANS LIST				SEM ERND 0.0 AVE	3.00						
UNIVERSITY COLLEGE			FALL 1992	CUM ERND 79.0 AVE	3.11						
AMERICAN LITERATURE	ENG 241	3.0	A-	TRANSFER CREDIT ACCEPTED FROM							
ETHICS	PHL 212	3.0	B-	LIVERPOOL INSTITUTE							
THRO PERSONALITY	PSY 275	3.0	C		ENG 51X	6.0					
QUANT MTHDS PSY I	PSY 303	3.0	B		ENG 556	3.0					
INTRO THEATRE	MUS 100	3.0	A		PSY 11X	3.0					
SEM ERND 15.0 AVE	3.05			TOTAL CREDITS ACCEPTED	12.0						
CUM ERND 45.0 AVE	3.12			COL OF ARTS & SCIENCES	FALL 1994						
COL OF ARTS & SCIENCES			SPRG 1993	PSYCH OF LANG	EDC 312	3.0	A				
ENG LIT TO 1798	ENG 251	3.0	C-	AMERICAN FILM CLASSIC	ENG 344	3.0	A-				
MODERN DRAMA	ENG 446	3.0	B-	FIELD EXP IN PSYCH	PSY 305	3.0	A				
ENVIRONMENTAL GEOLOGY	GEL 100	3.0	B-	INTR CLIN PSYC	PSY 314	3.0	A				
INTERN POLITICS	PSC 116	3.0	C	COGNITIVE PSYCHOLOGY	PSY 384	3.0	C				



CUMULATIVE DATA	INC	NR	TRANSFER CREDIT	Quality Point CR	Average PIS AVE	CREDITS EARNED
ROVIN UNIT AS PROGRAM 1 AS 382 B0A PROGRAM 2 AS 360 B0A	12.0	105.0	341.40	3.25	120.0	

ISSUED TO STUDENT

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

Find | View All  1 of

Seq Nbr: 1
 ID: 0327337 Jeffrey Drolet

Print
 Report Manager

Rhode Island College Graduate Degree

Rhode Island College

Identifying Code: RICOL

Name : XXXXXXXXXX

Student ID: 0327337

SSN : XXXXXXXXXX

DATE ACCEPTED 2/19/03 - M.A.T. - ELEMENTARY EDUCATION

ELED 500, 534, 508, 536, 518, 538, 524, 559; CEP 552; FNED 546; SPED 531

Print Date : 2010-11-05

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

Program : Grad Deg Education & Human Dev
 2003-02-25 : Active in Program
 2003-02-25 : Elementary Education-MAT Major
 Program : Non-Degree Graduate Students
 2010-01-25 : Active in Program
 2010-01-25 : Non-Degree Graduate Major

- - - - - Degrees Awarded - - - - -

Degree : Master of Arts in Teaching
 Confer Date : 2005-05-19
 Plan : Elementary Education-MAT Major

- - - - - Transfer Credits - - - - -

Transfer Credit from Rhode Island College
 Applied Toward Grad Deg Education & Human Dev Program

Summer 2003

CEP	552	Psych Perspect On Learn&Teach	3.00	3.00 A	12.000
ELED	500	Reflections:Art&Sci of Teach	3.00	3.00 A	12.000
FNED	546	Contexts Of Schooling	3.00	3.00 A	12.000
Course Trans GPA:		4.000	Transfer Totals :	9.00	9.00
					36.000

- - - - - Beginning of Graduate Record - - - - -

Summer 2003

BIOL	109	Fund Concepts Of Biology	4.00	0.00 W	
ELED	528	Social Studies In Elem School	3.00	3.00 A	12.000
Notes		: A- TO A			
TERM GPA :		4.000	TERM TOTALS :	7.00	3.00
					12.000
CUM GPA :		4.000	CUM TOTALS :	16.00	12.00
					48.000

Fall 2003

ELED	522	Developmental Read MAT Pract I	3.00	3.00	A	12.000
ELED	538	Math MAT Practicum	3.00	3.00	A	12.000
SPED	531	Instr Appr To Chld Spec Need	3.00	3.00	A	12.000
	TERM GPA :	4.000	TERM TOTALS :	9.00	9.00	36.000
	CUM GPA :	4.000	CUM TOTALS :	25.00	21.00	84.000
Spring 2004						
ELED	508	Language Arts in Elem School	3.00	3.00	A	12.000
MATH	144	Math For Elem Sch Teachers II	3.00	0.00	W	
	TERM GPA :	4.000	TERM TOTALS :	6.00	3.00	12.000
	CUM GPA :	4.000	CUM TOTALS :	31.00	24.00	96.000
Summer 2004						
ELED	518	Science In The Elem School	3.00	3.00	A	12.000
ELED	524	Developmental Read MAT II	3.00	3.00	A	12.000
	TERM GPA :	4.000	TERM TOTALS :	6.00	6.00	24.000
	CUM GPA :	4.000	CUM TOTALS :	37.00	30.00	120.000
Fall 2004						
ELED	534	Developmental Reading:Pre-K-8	3.00	3.00	A	12.000
ELED	559	Student Teaching in Elem Sch	9.00	9.00	S	
	Notes :	GRADE OF INCOMPLETE PER DR.OBACH.				
	TERM GPA :	4.000	TERM TOTALS :	12.00	12.00	12.000
	CUM GPA :	4.000	CUM TOTALS :	49.00	42.00	132.000
Spring 2010						
FNED	502	Social Issues In Education	3.00	3.00	A	12.000
	TERM GPA :	4.000	TERM TOTALS :	3.00	3.00	12.000
	CUM GPA :	4.000	CUM TOTALS :	52.00	45.00	144.000
Summer 2010						
ELED	510	Research Meth,Anal,And Applic	3.00	3.00	A	12.000
	TERM GPA :	4.000	TERM TOTALS :	3.00	3.00	12.000
	CUM GPA :	4.000	CUM TOTALS :	55.00	48.00	156.000
Fall 2010						
ELED	663	Sem:Review Research In Readin	3.00			
ELED	685	Diagnosis of Read Difficulties	3.00			
	TERM GPA :	0.000	TERM TOTALS :	0.00	0.00	0.000
	CUM GPA :	4.000	CUM TOTALS :	55.00	48.00	156.000
Graduate Career Totals						
	CUM GPA :	4.000	CUM TOTALS :	55.00	48.00	156.000
Rhode Island College Graduate Non Degree						

Rhode Island College
 Identifying Code: RICOL

Name : XXXXXXXXXX
 Student ID: 0327337
 SSN : XXXXXXXXXX
 Print Date : 2010-11-05

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

Program : Non-Degree Graduate Student
 2002-05-20 : Active in Program
 2002-05-20 : Non-Degree Graduate Major

- - - - - Degrees Awarded - - - - -

Degree : Master of Arts in Teaching
 Confer Date : 2005-05-19
 Plan : Elementary Education-MAT Major

- - - - - Beginning of Record - - - - -

Summer 2002

CEP	552	Psych Perspect On Learn&Teach	3.00	3.00	A	12.000
TERM GPA :		4.000	TERM TOTALS :	3.00	3.00	12.000
CUM GPA :		4.000	CUM TOTALS :	3.00	3.00	12.000

Spring 2003

ELED	500	Reflections:Art&Sci of Teach	3.00	3.00	A	12.000
FNED	546	Contexts Of Schooling	3.00	3.00	A	12.000
TERM GPA :		4.000	TERM TOTALS :	6.00	6.00	24.000
CUM GPA :		4.000	CUM TOTALS :	9.00	9.00	36.000
Career Totals						
CUM GPA :		4.000	CUM TOTALS :	9.00	9.00	36.000

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