



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Rev 12/07

TEACHER EDUCATION PROGRAM APPLICATION FORM

To be completed by applicant:

Name: E. ... Student I.D. #: 0418185 Date: 4/2/09

Permanent Address: 2 College Address: 9

Street # Street Apt. # Street # Street Apt. #

City State Zip City State Zip

E-Mail Telephone # E-Mail Telephone #

Racial/Ethnic Identification:

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

Gender: Male Female Date of Birth: 9/22/1990

Degree: Undergrad 2nd Degree Estimated Date of Graduation: 2012

Teacher Education Program: Secondary Education Major/Concentration: Anthropology

Special Education? no Middle School Endorsement? no

Please Specify Area of Specialization Please Specify Content Area

To be completed by Admissions Committee:

PPST Scores: Reading: 180 4/25/09 Writing: 181 4/25/09 Mathematics: 185 4/25/09
12/30/09 Score Date Taken Score Date Taken Score Date Taken

Transcripts: RIC no Other _____ Other _____
Date Name of College/University Date Name of College/University Date

Admission to RIC: 4/2/08 # of Credits Completed: 29/47 GPA: 3.8 FNED 346: A
Date Grade

of Credits in Major Completed: 16 Major GPA: 3.75

Completion of RIC Writing Requirement: 12/31/08 Completion of RIC Math Requirement: 6/25/09
Date Date

Reference Forms
Faculty: DR BOGAD 11/15/09 Supervisor: JOHN MITRELLIS 4/24/09
Name (Please Print) Date Name (Please Print) Date

Career Commitment Essay and Scoring Rubric: 4/6/09 4 Technology Competency: SPRING
Date Score Date '09

Program Specific Requirements: 2.75+ in Content Area

DEPARTMENT RECOMMENDATION:

Admit Denied Deferred

ADVISOR: Elh Pefi

Please describe conditions/reasons: _____

Signature of Admissions Committee Member Elh Pefi 12/30/09
Date

Signature of Department Chair Elh Pefi 12/30/09
Date

Signature of Associate Dean Ku S. Cur 1-7-10
Date



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

Name:

Student ID: 0418185

Address:


Phone:

Program: Secondary Education - (Undergraduate Student)

Major: Anthropology

Ellen Bigler
Name of Advisor

01/07/2010
Date


Signature of Associate Dean

January 7, 2010



**RHODE ISLAND
COLLEGE**

0418185

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 Teacher Education Program in Secondary Education/Anthropology within the Feinstein School of Education and Human Development. Based on your skills, past performance, and personal qualities, you are entitled to enter the department's professional education sequence.

You must take and pass the Principles of Learning and Teaching test grades 7-12 (0524) and the content knowledge test related to your academic major before student teaching. Because the content of CEP 315 and the content of the Principles of Learning and Teaching test (PLT) are similar, you are encouraged to take the PLT immediately after completing CEP 315. The passing score on the PLT is 167. The passing score on the content knowledge test varies by academic major. Only a paper based test administration is available. Please consult the Educational Testing Service website (www.ets.org) for specific test administration information.

This is the first step on your journey to becoming a special influence on the personal growth and educational success of your future students. Please remember that your continued strong performance at the College and in your major courses is important. In order to maintain your program status, the Feinstein School of Education and Human Development requires a cumulative grade point average (GPA) of 2.50 as well as successful performance in your teacher education program. In history courses and social science courses a 2.75 GPA is required. Please consult with your advisor, Dr. Ellen Bigler, at to plan your course of study and to identify deadlines for portfolio assessments and standardized tests.

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.

Welcome to the process of becoming a teacher.

Sincerely,

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

c: Educational Studies Department Files

PLEASE TAKE THIS LETTER TO THE FIRST DAY OF SED 406

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

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

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Print

ID: 0418185

Report Manager

Rhode Island College Undegraduate Degree

Rhode Island College

Identifying Code: RICOL

Name :

Student ID: 0418185

SSN :

Print Date : 2009-12-29

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

Program : Ugrad Degree General College
 2008-04-02 : Active in Program
 2008-04-02 : SE Undecided-IM Major
 Program : Ugrad Degree Arts & Sciences
 2008-09-04 : Active in Program
 2008-09-04 : Anthropology-BA Major
 2008-10-28 : Active in Program
 2008-10-28 : Anthropology-BA Major
 2008-10-28 : Women's Studies-Minor Minor
 Program : Ugrad Degree General College
 2008-11-21 : Active in Program
 2008-11-21 : SE Anthropology-IM Major
 2008-11-21 : Women's Studies-Minor Minor
 Program : Ugrad Degree Arts & Sciences
 2009-11-10 : Active in Program
 2009-11-10 : Anthropology-BA Major

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

Fall 2008

ANTH	101	Intro To Cultural Anthropology	3.00	3.00	A	12.000
ANTH	162	Non-Western Worlds:	4.00	4.00	B+	13.320
Course Topic(s): India						
HIST	161	Western History	4.00	4.00	A-	14.680
WRTG	100	Writing and Rhetoric	4.00	4.00	A	16.000
TERM GPA :			3.733	TERM TOTALS :		15.00 15.00 56.000
CUM GPA :			3.733	CUM TOTALS :		15.00 15.00 56.000
Dean's List						

Spring 2009

ANTH	103	Intro to Biological Anthro	3.00	3.00	A	12.000
CURR	150	Topics:	1.00	1.00	A	4.000
Course Topic(s): Adv Learn&Lead Ed Diversity I						

ECON	200	Introduction to Economics	3.00	0.00	W	
FNED	346	Schooling in a Democratic Soc	4.00	4.00	A	16.000
HIST	202	U.S.History 1877-Present	3.00	3.00	B	9.000
INST	100	FSEHD Tech Competency Test		0.00	I	
WMST	200	Gender and Society	3.00	3.00	A	12.000
TERM GPA :		3.786	TERM TOTALS :	17.00	14.00	53.000
CUM GPA :		3.759	CUM TOTALS :	32.00	29.00	109.000

Dean's List

Summer 2009

COLL	302	Study Away	3.00			
Grading Basis: Credits do not count toward degree						
TERM GPA :		0.000	TERM TOTALS :	0.00	0.00	0.000
CUM GPA :		3.759	CUM TOTALS :	32.00	29.00	109.000

Fall 2009

ANTH	102	Introduction to Archaeology	4.00	4.00	A	16.000
CURR	154	Adv Learn&Lead Diversity IV	1.00	1.00	A	4.000
ENGL	161	Western Literature	4.00	4.00	A	16.000
SOC	202	The Family	3.00	3.00	A	12.000
SOC	208	Minority Group Relations	3.00	3.00	A-	11.000
TERM GPA :		3.934	TERM TOTALS :	15.00	15.00	59.000
CUM GPA :		3.818	CUM TOTALS :	47.00	44.00	168.000

Spring 2010






ANTH	104	Introd To Anthro Linguistics	4.00			
ANTH	306	Primate Ecology&Soc Behavior	3.00			
CEP	315	Educational Psychology	4.00			
CURR	155	Topics:	1.00			
Course Topic(s): Adv Lrn&Lead Ed Diversity III						
Adv Lrn&Lead Ed Diversity III						
HIST	349	History of Contemporary Africa	3.00			
WMST	354	Teenagers in/ and the Media	3.00			
TERM GPA :		0.000	TERM TOTALS :	0.00	0.00	0.000
CUM GPA :		3.818	CUM TOTALS :	47.00	44.00	168.000

Undergraduate Career Totals

CUM GPA :		3.818	CUM TOTALS :	47.00	44.00	168.000
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Non-Course Milestones

- 2007-06-25 College Mathematics Requirement
Milestone Status: Completed
- 2007-06-25 SAT Test Taken - Completed
- 2008-12-31 College Writing Requirement
Milestone Status: Completed
- 2008-12-31 Course Taken - Completed

 Save |  Return to Search |  Previous in List |  Next in List |  Notify

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FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DISPOSITION REFERENCE FORM

FNED 346 Service Learning Supervisor (Confidential)

Name of Applicant: _____ Student ID #: 0418185 Telephone #: _____

Teacher Preparation Program: Secondary Education Major/Concentration: Anthropology

Name of Evaluator: Mr. John Mitrelis Position of Evaluator: Service Learning teacher

Nathanael Greene Middle School 721 Chalkstone Ave Providence, RI 02908

School Name Street City Zip

This section is to be filled out by the evaluator.

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

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

Signature of Evaluator: _____

Date: 4/24/2009

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



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

FNED 346 Faculty (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: 0418185 Telephone #: _____
 Teacher Preparation Program: secondary education Major/Concentration: Anthropology
 Name of Evaluator: Lesley Bogard Position of Evaluator: associate professor
 Professional Address of Evaluator: 217 HBS

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.

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

Signature of Evaluator: Lesley Bogard Date: 11/15/09

On the reverse side there is a descriptive rubric to use as a reference for rating. You may use the reverse of this page to add additional comments.

**Spring 2009: FSEHD Tech Competency Test
(1092-RICOL-INST-100-SEC10-22170)**

My Grades

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

24

Secondary Education

Concentration: Anthropology

3/26/09

Career Commitment Essay

Career Commitment
Essay

STU ID = 24

		Mean
FINAL ESSAY SCORE		4.0000

mdg
4/6/09

a STU ID = 24

24

“Egyptians weren’t white like us?” she asked me. She who was a senior in high school and who had lived in Connecticut since birth, she who was about to graduate and go on to the University of Connecticut. It was at that point that I realized that I needed to be a high school social studies teacher- what will become of the future of the country that doesn’t know basic knowledge about the cultures of the world, cultures, supposedly, that many Americans study in middle and high school. I am excited about the opportunity to teach anthropology at the secondary level so I may do just that- assure that the future’s generations have some degree of cultural competence within their own country and across the world.

Being that cultural appreciation is of such high importance to me, I am a big supporter of individual and cultural diversity. On my first day of service learning, a sixth grade student thought it was acceptable to call another student a “faggot,” which I do not support on multiple levels. School should be a safe place where everyone can be open to be themselves and not be discriminated against for whatever differences they may possess. Furthermore, using such a derogatory term with such nonchalance is not vocabulary that should be encouraged if the student is ever to mature and become a functional part of society. I calmly but firmly told her that “Terms like faggot are the type of language that is not acceptable in the classroom.” I was later informed that she was one of the “difficult students” but she continues to be one of my biggest helpers.

How difficult a student is to teach, then, is related to how they are “handled”, and how you cater to their needs. I believe this is directly related to the potential for all children to learn. In an extreme case, while I was teaching gymnastics to three to seven year olds, I got placed in a group with another instructor so I could individually assist a five year old with Downs Syndrome. Even though the other five year olds had surpassed her in skill level, she was placed

in that particular group so she could socialize with those her own age. With an extra instructor and some one on one attention, she was able to, by the end of the semester achieve the same skill level as her group mates. We were lucky that we as instructors had the manpower to be able to double-up and that we could work together to help her achieve her goals while working with the rest of the group as well.

Without our working together as instructors, surely either her learning or that of the rest of the group would have been diminished, and so professional collaboration is of great importance. We can never be all-knowing but in order to be teachers we have to be prepared for almost anything that is asked of us by students. By attending such things as the *Promising Practices* Conference at RIC, professionals are able to share information, knowledge, and strategies to learn how to better themselves for their own classroom. I see my service learning teachers at Nathanael Greene Middle School share ideas and talk about way to best handle situations every day, and it seems that by just putting forth a little dedication to cooperation, great things can be achieved.

But only so much can be learned by working together with the same information, so I agree that teachers are lifelong learners. I worked for about a year with a seven year old autistic boy on his reading and talking skills. I realized after the first session that I knew nothing about autism or how to relate learning to him (this was not at a professional agency but in his home with his parents who wanted him to have some extra guidance). After learning more about his disability, we made a schedule so that we could balance learning (that he had to do) with playing (that he needed to do) and rewards (that he wanted to do). Teaching, like any other profession, does not mean that you know everything just because you have the license and the job; it requires a commitment and passion for learning while constantly using your new knowledge to

better yourself for your students. I plan to take continuing education credits and keep attending workshops and seminars so that when I come into the classroom I can bring the most accurate, informational, and interesting lesson plan I can.

The art of teaching is to do just that- be the best you can for your students so that you can convey an interesting, educational, and complete message to all your students and guide them to achieve their dreams. I know that specifically, I need to work on my skills regarding the potential for all children to learn. I tend to favor the students that put in effort and want to ignore those who resist me. I could work on this by learning ways to relate to the students that show less interest, and find ways to engage them. For example, I know I can't sit still, so I carry a stress ball I can fidget with in class, so that I can move without disrupting the whole room. This is a type of strategy I could share with my students so they could perform to the best of their potential. Without being as enthusiastic about connecting to all the students, I am debilitating their right to learn before they begin, which is not fair or just. A good teacher needs to acknowledge their downfalls, and find ways to get beyond them, so that all students have an equal opportunity to achieve success in class and in their lives.

Success in my life only starts with becoming an anthropology teacher at the secondary level. It continues everyday I am able to embrace diversity, reach even the "difficult" students, work with my fellow educators, and continue to learn myself so I may best be able to aid the students, on their journey both in high school and in life. As William Arthur Ward once said, "A great teacher inspires," and as a teacher, I hope to do just that.



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R 3724

DESIGNATED INSTITUTION SCORE REPORT

BACKGROUND INFORMATION

Examinee's Name: _____
 Candidate ID Number: 04763801 Social Security Number: _____ Sex: F Date of Birth: 09/22/1990

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received: RHODE ISLAND COLLEGE
 Undergraduate Major: (I) _____
 Graduate Major: (I) _____
 Educational Level: FRESHMAN (FIRST YEAR)
 GPA: 3.5 - 4.0

SCORE RECIPIENT INFORMATION

Code #	Recipient Name
R3724	RHODE ISLAND COLLEGE

EVA H DAYON
 20 COURTNEY TERRACE
 COLCHESTER CT 06415

CURRENT TEST DATE		04/25/2009	
Test Code	Test Name	Examinee's Score	Possible Score Range
0710	PPST READING	180	150 - 190
0720	PPST WRITING	181	150 - 190
0730	PPST MATHEMATICS	185	150 - 190

HIGHEST SCORE AS OF 05/22/2009

Test Date	Test Code	Test Name	Examinee's Highest Score	Possible Score Range
04/25/2009	0710	PPST READING	180	150 - 190
04/25/2009	0720	PPST WRITING	181	150 - 190
04/25/2009	0730	PPST MATHEMATICS	185	150 - 190

MESSAGE CODES

1 INFORMATION NOT PROVIDED OR INCORRECTLY ENTERED.

R 3724



DETAILED INFORMATION FOR 09/25/2009 TEST DATE			
Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range **
PRE-PROFESSIONAL SKILLS TEST: READING			
I. LITERAL COMPREHENSION	17	21	12 - 18
II. CRITICAL AND INFERENTIAL COMPREHENSION	15	18	10 - 15
PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	5	12	5 - 8
II. STRUCTURAL RELATIONSHIPS	11	14	6 - 11
III. WORD CHOICE AND MECHANICS	9	12	5 - 8
IV. ESSAY	9	12	7 - 8
PRE-PROFESSIONAL SKILLS TEST: MATHEMATICS			
I. NUMBER AND OPERATIONS	7	11	4 - 8
II. ALGEBRA	4	7	N/C
III. GEOMETRY AND MEASUREMENT	9	9	5 - 7
IV. DATA ANALYSIS AND PROBABILITY	8	10	4 - 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 that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

** The range of scores earned by the middle 50% of a group of examinees who took this form of test at the most recent national administration of other comparable time period. N/C means this range was not computed because fewer than 30 examinees took this form of the test or because there were fewer than 3 questions in the category or, for a constructed-response module, fewer than 3 points to be awarded by the raters. N/A indicates that this test section was not taken and, therefore, the information is not applicable.