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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. 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. SOCIAL SECURITY NUMBER: [REDACTED]

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

[REDACTED]
MAIDEN OR OTHER NAME, IF ANY

3. Gender (optional): Male Female

4. Date of Birth: 03-18-50 MONTH/DAY/YEAR Place of Birth: BRIDGEPORT, CT.
CITY/STATE (COUNTRY, IF NOT UNITED STATES)

5. Home Address: [REDACTED]
CITY/STATE/ZIP

[REDACTED]
COUNTRY (IF INTERNATIONAL STUDENT)

[REDACTED]
TELEPHONE E-MAIL ADDRESS (IF AVAILABLE)

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: R.I. . Number of Years in State: 5

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 _____

9. Have you previously applied for graduate admission to Rhode Island College? Yes Year _____ No

Have you ever attended Rhode Island College? Yes Year _____ 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 _____

MAR - 3 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 REQUEST
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2/28/09
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2/28/09
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2/28/09
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2/28/09
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2/28/09

Honors received: _____

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

M.Ed. M.A. C.A.G.S. Individualized Certificate of Graduate Studies (15-18 hr. program)

Special education certification - Middle/secondary level

14. Examinations: Please indicate standardized test taken and date of administration. **APPEAL FOR EXEMPTION**

Graduate Record Examination Date _____
 Miller Analogies Test Date _____
 Other (Specify) _____ Date _____

15. Candidate Reference Forms and Letters of Recommendation: Please list the three individuals you have requested to complete the Candidate Reference Forms and Letters of Recommendation. 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
[REDACTED]	Assistant Principal	2/28/09
[REDACTED]	Coordinator English Dept.	2/28/09
[REDACTED]	URI French Linguistics	2/28/09

16. Teaching Certificate: All school related programs EXCEPT school psychology.

17. 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.)

18. 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).

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

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

Mailing Address (Only if different from Home Address):

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

TELEPHONE

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

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

2/28/09

Statement of Confidentiality

You are hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of all information and documents 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 made available 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 Rhode Island College policy. Once the admission process has been completed, the "educational records" only of enrolled students are forwarded to the Registrar's Office and are available upon request to the student.

Nondiscrimination and Affirmative Action

The philosophy of the Board of Governors for Higher Education, Rhode Island College does not discriminate on the basis of race, color, creed, national origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital, citizenship status or status as a special disabled veteran, disabled 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 medal was authorized (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all programs and activities, including admissions policies, scholarship and loan programs, and athletic and other College-administered programs. It applies to 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 regulations, including persons with disabilities (including qualified special disabled veterans), and veterans of the Vietnam Era.



RHODE ISLAND COLLEGE

Feinstein School of Education and Human Development GRADUATE PROGRAMS

Advanced Program Recommendation Candidate Information Sheet

Name: [Redacted] Date of Birth: 3-18-50
Empl ID/SS #: [Redacted] Gender: Male [] Female []

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

Program (select one):
[] M.A. (specify area)
[X] M.Ed. (specify area) Certification: Middle/Secondary
[] C.A.G.S. (specify area)

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

2. MAT or GRE: 1 <= 25%ile 2 26%ile-39%ile 3 40%ile-74%ile 4 >= 75%ile
Supplementary (Identify)
Waived. due to previous MAT degree.

3. Professional Goals Essay: 1 Unsatisfactory 2 Revise/Resubmit 3 Accept 4 Exemplary

4. Candidate Reference Forms: 1 Unsatisfactory 2 With reservation 3 Satisfactory 4 Commendable

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


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

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

8. Designated Advisor: [Signature] Date 7/27/07

9. Committee Members' Signature: (1) [Signature] (2) [Signature] (3) [Signature]

10. Chair's Signature: [Signature] Date 8/18/09



February 27, 2009

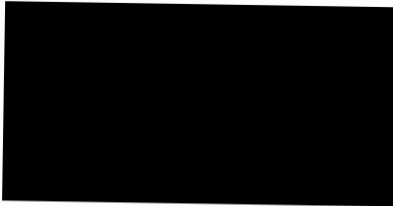
Dr. Monica G. Darcy, Director of Graduate Programs
Rhode Island College
Feinstein School of Education and Human Development Graduate Programs
600 Mount Pleasant Avenue
103 Horace Mann Hall
Providence, RI 02908

Dear Dr. Darcy,

Included in my application documents are **two** course descriptions from previous colleges which may match or duplicate **two** of the required courses for a M.Ed. Special Education Certification. The two courses for which I am appealing for exemption are: SPED 300 and the Multicultural Elective. I took a comparable course for SPED 300 at Fairfield University and I took a course on diversity at Teachers College at Columbia University.

Please review these courses and consider the possibility of granting me those credits toward my studies at Rhode Island College if I am accepted into the program. Thank you.

Sincerely,



MAR - 3 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] Date 2/28/09

(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 7 Months _____ Nature of acquaintance: As her Assistant Principal and as a friend.

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] Date 3-13-09

Name DENNIS [Redacted] Assistant Principal
(Please print) (Institution or firm) (Position)

Address [Redacted]

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.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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Signature of Applicant [Redacted] Date 2/28/09

(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 Months 5 Nature of acquaintance: SHE WAS A STUDENT OF MINE.

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] Date 9 April 09

Name [Redacted] PROFESSOR OF PRECALC +
(Please print) (Institution or firm) (Position) LINGUISTICS

Address [Redacted]

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

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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 _____

(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 _____ Nature of acquaintance: 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 _____ Date 6/16/09

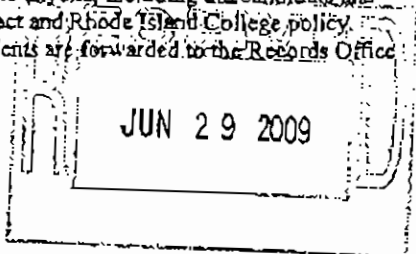
Name LINDA STONE (Please print) _____ (Institution or firm) _____ English teacher (Position)

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:

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LELAND & GRAY

UNION MIDDLE AND HIGH SCHOOL since 1832

"The mission of Leland and Gray Union High School is to engage its students in an education that promotes excellence, fosters community, and respects individuality."

June 20, 2009

Letter of recommendation for: Jane [REDACTED]

I met Jane [REDACTED] six years ago when she was hired to take an interim position as English teacher for a colleague who was on maternity leave. It was my pleasure to serve as her mentor for the year. This was a challenging position teaching twelfth grade English and two levels of tenth grade English, and Jane proved to be an extremely capable and valued member of our staff.

The curriculum for the tenth grade accelerated class is a survey of British literature, beginning with the Anglo Saxons on through Shakespeare to the Victorians. This was new material for Jane, and she worked hard to master the content and bring it alive for her students. At that time, the state of Vermont mandated that tenth graders must complete NSRE testing as well as six required pieces of writing for the Vermont Writing Portfolio, and Jane assumed these responsibilities for her students as well. In fact, her students' portfolios were exceptionally well-prepared, and I was pleased to see the improvement over the previous year's work.

I observed that one of Jane's strengths was in the teaching of writing. She had a knack for making the steps of the writing process very clear, used models to demonstrate expectations, and had high standards. She worked tirelessly to help students improve, and the results were impressive.

Jane's twelfth grade class was a particularly difficult one. There were many students with learning difficulties, extremely negative attitudes, and some behavior problems. Jane created an innovative reading project which focused on such works of non-fiction as *Dead Man Walking*, *Into Thin Air*, *Nickel and Dime*, and *Fast Food Nation*. This really captured their interest, and may have been the most meaningful experience some of them had in high school English.

Jane took a very pro-active approach with students who needed help with their learning problems. She was especially skillful at communicating with parents. I was present during a phone conference with a parent who was usually quite wary of school personnel. Jane was able to win her trust so that the mother was willing to speak very openly and calmly and work toward helping her child.

During the second semester Jane assumed the duty of one period per day in the Writing Workshop, at the time a new program designed to aid students who needed extra support for their writing. During this time, in addition to the workshop, Jane supervised two students who were pursuing independent studies in creative writing. Judging from the work in their folders, personal reflections, and final portfolios of these students, their program was quite rigorous. Both felt strongly that they had learned a great deal and grown in their ability to write poetry.

I knew Jane [REDACTED] as a well-educated, extremely competent English teacher. In addition, she brought enthusiasm, imagination, warmth, humor, and generosity to her classes and her interactions with colleagues. I was sorry that we lost her, and I recommend her with great enthusiasm. Please do not hesitate to call me if you have any questions. My home phone number is 802-257-5608.

Sincerely,

[REDACTED]

JUN 29 2009

Ronald P. Remy, Principal
Dendra Altieri, Assistant Principal
Joyce Diaz-Hennessey, Assistant Principal
Michael Testani, Assistant Principal

March 13, 2009

To Whom It May Concern:

I am pleased to have the opportunity of providing a recommendation for Jane [REDACTED]. I have known Jane for six years and have found her to be a dedicated teacher. Jane has strong verbal and written communication skills and an ability to work with a diverse group of students. Jane is aware of the needs of her students and is thorough in the preparation of her lessons. She is creative in her lessons and in her ability to have students develop critical thinking skills. Her students have reacted in a positive manner to her classroom abilities and techniques.

During her tenure at Harding, Jane has also created a positive line of communication with the parents of her students. She also has been a positive role model for new teachers, mentoring and guiding them through their first teaching experience.

I highly recommend Jane and feel she would be an asset to your program. If you have any questions please feel free to contact me. I would be happy to provide any further information you may need.

Sincerely,

[REDACTED]
Assistant Principal
Bassick High School

MAR 18 2009

THE
UNIVERSITY
OF RHODE ISLAND
COLLEGE OF
ARTS AND SCIENCES

DEPARTMENT OF MODERN AND CLASSICAL LANGUAGES AND LITERATURES

112 Swan Hall, 60 Upper College Road, Kingston, RI 02881 USA p: 401.874.5911 f: 401.874.4694 uri.edu/artsci/ml



Department of Language
University of Rhode Island
Kingston, RI 02881-0812
11 March 2009

TO: WHOM IT MAY CONCERN

This letter is in recommendation of Ms. Jane [REDACTED] for any position for which she may apply. Jane was a student in my course in Sociolinguistics in the Spring 2008 semester. The class was small, only fifteen students, thus giving everyone a chance to contribute, a chance of which Jane took full advantage. Her rich past teaching experiences enabled her to contribute much to the class's understanding of minority student language practices and concerns. And Jane's careful, penetrating questions and comments about gender and language usage greatly enriched the class.

Many students simply wanted me to assign them a topic for their final paper; Jane wanted to pursue a meaningful subject, not necessarily an easy one. After several lengthy conversations, she settled on the Gullah variety of English, spoken on the coastal islands of Georgia and the Carolinas. Her final project was carefully researched and clearly written. Her exams and quizzes were equally well done, and her grade of A in the course was richly deserved.

In short, I can recommend Jane [REDACTED] to you without reservation. I am certain that she will prove to be a great asset to any program which is fortunate enough to employ her.

Respectfully yours

[REDACTED]
Professor of French and Linguistics

Jane A O'Leary
173 Washington St.
Wakefield, RI 02879-

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

THIS CERTIFIES THAT

[REDACTED]

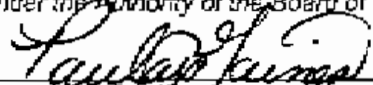
Having satisfactorily met the certification requirements of the Board of Regents for Elementary and Secondary Education has been granted a certificate and is authorized to serve in the public schools of Rhode Island as a

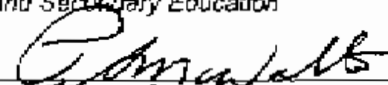
SUBSTITUTE GENERAL SUBJECT MATTER KG-12 ISSUED 29-MAY-2009 AND EXPIRING 31-AUG-2009
CERTIFICATE OF ELIGIBILITY FOR EMPLOYMENT TEACHER OF SECONDARY ENGLISH ISSUED 02-OCT-2007 AND EXPIRING 31-AUG-2010

43063

CERTIFICATE NUMBER

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


Certification Officer


Commissioner



MAR - 3 2009

Official Transcript

Name :
 Student ID: 100306874
 SSN :



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

Print Date : 2008-06-05

 Beginning of Non Degree Grad Record " - -
 Fall 2007

Course	Description	Units	Grade
Program : Non-matriculating Grad Student			
Plan : Non-matriculating Graduate "			
ENG 330	The Structure of American Eng	3.0	B-
TERM GPA :	0.000	TERM TOTALS :	3.0
CUM GPA :	0.000	CUM TOTALS :	3.0

Spring 2008

Course	Description	Units	Grade
Program : Non-matriculating Grad Student			
Plan : Non-matriculating Graduate -			
LIN 320	Sociolinguistics	3.0	A
TERM GPA :	0.000	TERM TOTALS :	3.0
CUM GPA :	0.000	CUM TOTALS :	6.0

Non Degree Career Totals

CUM GPA : 0.000 CUM TOTALS : 6.0



Handwritten initials or mark.

MAR - 3 2008



TEACHERS COLLEGE COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

84455

Student No: T79782005

Date Issued: 14-JAN-2009

Record of:
Issued To:



Page: 1

Level: Graduate
Candidacy: DEGREE AWARDED
Dept: Arts and Humanities
Current Major: Teaching of English

Comments:
1-21-97 Admitted MA Arts & Humanities: Teaching of English Spring 1997

Degree Awarded : Master of Arts 21-OCT-1998
Major : Teaching of English

SUBJ	NO.	COURSE TITLE	CRED	GRD
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Spring Term 1997

TF	4180	Educ & Making Of Modern Self	3.0	A-
TL	4050	The Study of Literature	3.0	A

Summer Term 1997

TK	4023B	Developmental Psy: Adolescence	2.0	A-
TL	4052A	Adolescent Literature	3.0	A
TL	4550A	Teaching of Poetry	3.0	A

Autumn Term 1997

TL	4058	Teaching of Reading	4.0	A
TL	4151	The Teaching of Writing	3.0	A
TL	4156	Writing: Nonfiction	3.0	A
TL	4750	Supervised Teaching of English	3.0	A
TL	5590	Master's Sem:Tchng of English	0.0	P

TL4750 - included 72 clock hours in actual teaching & 100 clock hours in observation & other school activities: Level - Middle School (7 - 9)

Spring Term 1998

TL	4057	English Methods	3.0	A
TL	4750	Supervised Teaching of English	3.0	A
TL	5518	Diversity:Contexts-Engl Cllsrm	3.0	A
TY	4504	Child Substance Abuse Det Rept	0.0	P

TL4750 - included 254.50 clock hours in actual teaching & 237 clock hours in observation & other school activities: Levels - Middle School (7 - 9) & High School (10 - 12)

TL4057 - Inc changed to final grade G/10/98

***** END OF TRANSCRIPT *****

MAR - 3 2009

ISSUED DIRECTLY TO STUDENT

437 VC 100-1001 (REV. 08-01) 100-1001 (REV. 08-01) 100-1001 (REV. 08-01)

Registrar

TL4154. Rhetoric: Connecting reading and writing (3)

Faculty. The course examines the applicability of this two-thousand-year-old tradition for present day students and teachers. Emphasis on rhetorical principles in the analysis and creation of literary and non literary texts.

TL4155. Teaching strategies for the secondary English classroom (2-3)

Faculty. Current approaches to the teaching of reading, writing, drama, and language skills.

TL4156. Writing: Nonfiction (3)

Faculty. Participants write out of their own areas of expertise, drafting and revising articles for publication. This course is taught as part of 6 credit sequence with TL4151, Teaching of writing.

TL4157. Writing: Fiction and personal narrative (3)

Faculty. In a small, intensive setting, teachers write their own fiction and study models from current fiction.

TL4158. Writing: Poetry (3)

Faculty. A poetry writing class combined with close readings of selected contemporary poets.

TL4550. Teaching of poetry (3)

Faculty. Experience in reading and writing poetry, designing curriculum, and determining effective teaching practices.

TL4551. Teaching of Shakespeare (3)

Faculty. An examination of a sequence of Shakespeare plays, with emphasis on diverse theoretical perspectives and pedagogical principles for teaching Shakespeare.

TL4561. The American short story (3)

Faculty. The short story form as a means of introducing contemporary high school students to the art of short fiction.

TL4750. Supervised teaching of English (3)

Faculty. Students may satisfy state certification requirements by participating in the supervised teaching program in the Fall and Spring semesters. Students should plan to reserve part of each day Monday through Friday for classroom experience.

TL5149. Writing research: Methods and assumptions (3)

Faculty. A study of methods and findings in current research, with attention to connections between research and practice.

TL5151. Perspectives on popular text in English classrooms (3)

Faculty. This course unites post-structuralist theory with cultural studies. Through a range of class activities, the course will explore intersections between feminism, post-modern aesthetics, and popular culture.

TL5153. Academic writing II (3)

See program in Applied Linguistics.

TL5154. Reader response: Research, theory and practice (3)

Faculty. This course is an advanced seminar for students exploring research issues related to theories of reader-response. Various models of the literary-reading process will be studied including psychological, transactional, feminist, and social accounts of reading.

TL5158. Teaching English in diverse social and cultural contexts (3)

Faculty. A seminar examining how gender, class, race and ethnicity issues inform instructional goals, curriculum planning/implementation, and practices in the teaching of literature, language, and composition in English language arts classrooms.

TL5590. Master's seminar: Teaching of English (0)

Faculty. Designed to prepare students for completing integrative project for the M.A. degree, students participate in seminars which are oriented towards creating an academic, professional, and social network. Students research an area of special interest and share their findings.

TL6011. The politics of teaching English (3)

Faculty. An examination of political and sociocultural theories of language, literature, and composition that inform diverse ideological constructions of knowledge, curriculum, and pedagogy in English language arts education.

TL6015. College teaching of English (3)

Faculty. An examination of programs and methods of instruction in English courses on the college level.

TL6514. Postmodern literary theory: The aesthetic dimension (3)

Faculty. Teachers will examine literary and theoretical texts central to postmodern theory. Students will explore, through a diverse range of means and media, texts deemed pivotal to postmodern approaches and principles.

Doctoral preparation

Doctoral preparation involves three successive stages:

1. Exposure to basic research methods
2. Identification of dissertation topic
3. Presentation of a prospectus

In order to encourage doctoral students to progress through these stages, a sequence of the following seminars is customarily offered:

TL5504. Research paper in the Teaching of English program (1-3)

TL6504. Doctoral seminar in the Teaching of English Program (1-3)

TL7504. Dissertation seminar in the Teaching of English Program (1-2)

TL8904. Dissertation advisement in the Teaching of English program (0)

Consult program advisor as to which course or courses you should enroll in during any particular semester.

Independent research, fieldwork and internships

TL4904. Research and independent study in Teaching of English (1-6)

Permission required. Research and independent study under the direction of a faculty member. Students work individually or with others.

TL5204. Fieldwork in Teaching of English (1-6)

Permission required. Opportunity for qualified students, individually or in small groups, to develop and pursue projects, in consultation with an advisor, in schools, communities, and other field settings.

TL6204. Advanced fieldwork in Teaching of English (1-6)

Permission required. See description for TL5205.

TL6404. Internship in college teaching of English (1-6)

Permission required. Opportunities to work in college programs. Students must inquire to see if opportunities are available during any given semester.

TL6450. Internship in teaching writing (1-3)

A forum designed to offer students with a deep interest in the teaching of writing an opportunity to explore key issues in the field through their involvement with students, teachers, and classroom settings throughout the city or, for some students, tutoring work for the TC Writing Skills Center.

See also:

Intradepartmental:

TL5500. Pro-seminar in arts and humanities (1)

Faculty. Arts and humanities faculty present their recent research or debate contemporary issues in interdisciplinary critical issues in the field, current challenges to education, innovative methods of inquiry and contemporary cultural issues.

Department of International and Transcultural Studies:

TL4040. Computers and writing (3)

MAA - 3 2309

Professional Goals Essay

██████████-candidate

February 26, 2009

I've come to this juncture in my profession and my life by a very circuitous route. Thirty years ago I was working as a nurse in a federally funded program, Follow Through, in the public school system. I shared an office with a brilliant teacher-educator where I would find myself inadvertently eavesdropping on the conversations she was having with other educators. The model for the program was The Bank Street College of Education and my office mate possessed a wealth of knowledge about children, development and the science and art of teaching. I was hooked. Her level of professionalism and commitment to education opened a window of possibilities for how children could learn-not just for now, but throughout their lives.

Fast forward to twenty years later when I graduated from Sarah Lawrence College as a matriculated adult student. The education there reinforced my emergent beliefs about how people learn. Sarah Lawrence applied the principles of inquiry and rigor to our studies, challenging us at every turn. It was at here that I learned how to learn and I consider it one of the most fortuitous and galvanizing experiences of my life. It woke me up to the experience of authentic learning.

I chose the field of education, not by default, but with the belief that a person's innate drive to know and to learn need to be nurtured and, frankly, allowed. After a few stints in the substitute circuit, I submitted an application to grad school for a degree in secondary English education. When I completed the program, my

MAR - 3 2009

formidable student loan and I sought employment and found it in an inner city public high school. I was in love.

That's a bold statement, but you can't teach high school unless you see the potential, the struggle, the awkwardness, and the idealism of this age. Their unique qualities of hubris and vulnerability are, well, endearing. But as with all zealous endeavors, it was not without its realities. These students had big needs, educationally, socially and emotionally. I witnessed the effects that a legacy of poverty had on their lives and knew that in the world of the haves and the have nots, they got the have not end of the stick.

One of the areas in which students in economically disadvantaged communities suffer is in special services. Students' neglected problems and needs translated into, "stupid, lazy and a bad seed." Their special educational needs were either overlooked, missed, misdiagnosed or went the way of many of their needs due to a life of moving and enrolling in new schools every few years. I spent many hours in the special education and guidance offices trying to advocate for these students-sometimes effectively however, most times not.

As my experience and knowledge grew, I found myself teaching in classes with higher numbers of special students. Some of them had current IEPs but most of them "graduated" from services, another side-effect of poverty. In short, they still had special learning needs but no oversight, services or advocates. I continued to find myself a frequent visitor to the special education office.

As a secondary level teacher, I find that there is an underserved population in the special services. The ramifications are dire. Secondary level students need the

tools and skills to plan and to live full and rewarding lives and to engage in a world where expectations are high. I feel the pull and desire to be a part of a system that needs to advocate for these students and their families. In investigating programs to prepare me for this new aspect of my career, I found myself on the RIC website where the notice for the graduate open house was posted on the home page. When I attended the informational session, the open reception, organization and professionalism of the faculty impressed me and encouraged me to apply. I hope to have the opportunity to reach my professional goals at Rhode Island College and to engage in the field of special education.



PROFESSIONAL GOALS ESSAY—SCORING RUBRIC

Candidate: [Redacted]

Reader: *Anna M. Lynch*

Date: *7/28/17*

Score: Initial Assessment: *Acceptable/Proficient*

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 R-I-C'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><input checked="" type="checkbox"/></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><input type="checkbox"/></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><input type="checkbox"/></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><input type="checkbox"/></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><input type="checkbox"/></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><input checked="" type="checkbox"/></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><input type="checkbox"/></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><input type="checkbox"/></p>
<p>OVERALL RATING</p>	<p>EXEMPLARY <input type="checkbox"/></p>	<p>ACCEPTABLE <input checked="" type="checkbox"/></p>	<p>REVISE/RESUBMIT <input type="checkbox"/></p>	<p>UNACCEPTABLE <input type="checkbox"/></p>

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

PLAN OF STUDY

Name: [Redacted] SS#: [Redacted] Date: 8/31/09
 Address: [Redacted] Phone: [Redacted]
Wakefield, RI 02879

Program: M.Ed. in Special Education: Special Education Certification (Middle/Secondary)

Please submit a signed original to the Feinstein School of Education and Human Development (FSHED) Graduate Studies Office. Students should complete this form with the assistance of and approval of the Graduate Adviser. Although an applicant may be recommended for acceptance to a graduate program, the applicant cannot 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.

PLAN OF STUDY

Dept.	Course #	Course Title	Credits
SPED	501	Advanced Assessment of Children & Youth with Mild/Mod Learning & Behavior Problems	3
SPED	503	Positive Behavior Intervention: Students with Disabilities	3
SPED	505	Oral and Written Language-Classroom Intervention	3
SPED	518	Reading Instruction for Students with Disabilities	3
SPED	534	Involvement of Parents and Families Who Have Children with Disabilities	3
SPED	648	Interpreting and Developing Research in Special Education	3

Selected Strand Coursework

SPED	424	Assessment, Curriculum & Method	4
SPED	427	Career Exploration & Vocational Prep	3
SPED	664	Interdisciplinary	6
TL	5518	Diversity: Contexts - English Classroom (transfer)	3
<i>Prerequisite for Admission</i>			
Sk	405	Exceptional Learners in the Mainstream	3
Credits Transferred			<u>6</u>
Total Credits			<u>34</u>



Thesis ----- Yes _____ No XXX Comprehensive Assessment (portfolio) ----- Yes No _____

Student: [Redacted] Date: 8/31/09
 Adviser: [Redacted] Date: 8/31/09
 Department Chairperson: [Signature] Date: 8/31/09
 Associate Dean Graduate Studies: _____ Date: _____

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

Request for Changes in the Plan of Study

Please submit this form to the advisor and to the Department Chair for approval and signature, then forward to the Records Office.

Name  Student ID 

Address 

Phone 

Date admitted to Graduate Study (must be completed): 8/19/09

Department Special Ed. Program Middle/Sec. Certification

*Total credits transferred into program _____ (include current request)

*Total credits below 500 level _____ (include current request)

I wish to request the following changes in my plan of study:

DROP: (number and title(s) of course(s))

SPED 503: Positive Behavior Intervention: Students w/ Disabilities

ADD: (number and title(s) of course(s))

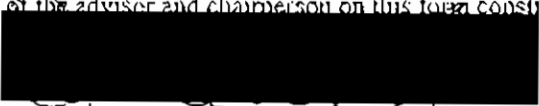
EDU 617: Behavior Strategies

Other changes: _____

Reasons supporting the above requests: Equivalent graduate course

Date: 1/11/11 James O'Leary
Student's Signature

Note: Signature of the advisor and chairperson on this form constitutes acceptance of proposed changes in the plan of study.

Signed  1/11/11
Advisor Date
Signed Susan J. Well 1/11/2011
Chairperson Date

Student No: 009979388

Date Issued: 25-OCT-2019

WCFP

Record of
Issued To



Page 1

Course Level: Graduate

Primary

Major: Special Education

SHE# NO COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT:

Summer 2019

Special Education

EDU 611 Behavior Strategies: 3.00 3.00 A- 11.01

Hrs: 3.00 GPA-Hrs: 3.00 QPts: 11.01 GPA: 3.67

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA hrs	Points	GPA
TOTAL INSTITUTION	3.00	3.00	11.01	3.67
TOTAL TRANSFER	3.00	3.00	3.00	3.00
OVERALL	3.00	3.00	11.01	3.67

***** END OF TRANSCRIPT *****

Guille A. Calore

ASSOCIATE DEAN OF ENROLLMENT SERVICES

ED TO STUDENT

Registrar's No. 40465596 Print date 3/03/09

COURSE	COURSE TITLE	CREDITS
Division: Undergraduate		
Prior to 1986-87 Transfer Credit		
University of Bridgeport		
	Trans. Credit 1988-90 (R.N. Cert.)	TR 45.00
1988-89 Transfer Credit		
Fairfield University		
	Transfer Credit 1988-90	TR 9.00
1991-92 Academic Year		
LITR-0870-G F	CCE: Text and Theater	B+ 5.00
MATH-0870-G S	CCE: Math from the Inside	A- 5.00
1991-92 Summer Session I		
LITR-1900-G	A Literary Trip to Italy	A 5.00
1992-93 Academic Year		
POLI-0870-G F	CCE: Pol. Pwr & Cultr'l Asser tvnss	B 5.00
LITR-0138-R S	Open Spaces and Labyrinths	A 5.00
1993-94 Transfer Credit		
Smith College		
	Transfer Credit 1993-94	TR 8.00
1994-95 Academic Year		
HIST-0908-E Y	The Making of Europe	A- 10.00
1994-95 Summer Session I		
PSYC-1900-G	Investigating Minds	A 6.00
1995-96 Academic Year		
PSYC-2002-R S	Moral Development	A 5.00
LITR-3003-R S	How to Read a Story	A 5.00
WRIT-6719-I S	Clear Writing and Grammar	A 1.00
1995-96 Intersession		
ITAL-6700-I	Women and the Decameron	A 2.00
1995-96 Summer Session I		
SART-1902-G	CCE: Painting and Drawing from Nature	A 5.00

RAISED SEAL NOT REQUIRED

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SARAH LAWRENCE COLLEGE

ISSUED TO STUDENT

Page 2 of 2

OFFICE OF THE COLLEGE REGISTRAR

Registrar's No. 40465596

Print date: 3/03/09

COURSE	COURSE TITLE	TOTAL CREDITS/HOURS EARNED:	CREDITS
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*** Degree Information ***
Degree: Bachelor of Arts
Date awarded: 09/06/96

** END OF RECORD **

RAISED SEAL NOT REQUIRED

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ACADEMIC TRANSCRIPT

Daniel A. Licht
Registrar of the College



Student No: 10155751

Date of Birth:

Date Issued: 16-JAN-2009

EXWG

Record of:



Issued To:

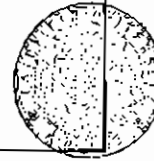
for
Rhode Island College
Official Transcript
in sealed envelope



Fairfield
UNIVERSITY

1073 North Benson Road / Fairfield, CT 06824-5195
(203) 254-4000 / www.fairfield.edu

ACADEMIC TRANSCRIPT



Robert C. Luano

University Registrar

Official transcript has the seal and signature
of the University Registrar in red ink.

Page: 1

Course Level: Graduate

Current Program

Non-Degree Student

College : Grd Sch Educ and Allied Profs

Major : Major Not Declared

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Fall 1998

Grd Sch Educ and Allied Profs

Major Not Declared

SE 0405	Except Learners in Mainstream	3.00 A	12.00
Ehrs: 3.00	GPA-Hrs: 3.00	QPLs: 12.00	GPA: 4.00

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	3.00	3.00	12.00	4.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	3.00	3.00	12.00	4.00

***** END OF TRANSCRIPT *****

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MAR - 3 2009

Release of Information

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Not an official document without the seal of the University and the signature of the University Registrar.

Student No: 10155751

Date of Birth:

Date Issued: 16-JAN-2009

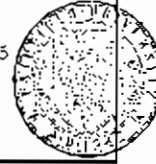
EXW3

Record of:



Fairfield UNIVERSITY

1073 North Benson Road / Fairfield, CT 06824-5195
(203) 254-4000 / www.fairfield.edu



Page: 1

Robert Chruso

University Registrar

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Issued To: [Redacted] For
Rhode Island College
Official Transcript
in sealed envelope

ACADEMIC TRANSCRIPT

Course Level: Undergraduate

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Fall 1988

School of Continuing Education
Major Not Declared

SP 0011	Basic Spanish I	3.00 B	9.00
Ehrs:	3.00 GPA-Hrs:	3.00 QPts:	9.00 GPA: 3.00

Summer 1990

School of Continuing Education
Major Not Declared

EN 0364	Amer Literature:1950-1980	3.00 A	12.00
ENW 0295	Composition and Style	3.00 A	12.00
Ehrs:	6.00 GPA-Hrs:	6.00 QPts:	24.00 GPA: 4.00

Fall 1990

School of Continuing Education
Major Not Declared

HI 0142	Excellent Women/ Deviant Women	3.00 B+	9.99
Ehrs:	3.00 GPA-Hrs:	3.00 QPts:	9.99 GPA: 3.33

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA HRS	Points	GPA
TOTAL INSTITUTION	12.00	12.00	42.99	3.58

TOTAL TRANSFER	0.00	0.00	0.00	0.00
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OVERALL	12.00	12.00	42.99	3.58
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***** END OF TRANSCRIPT *****

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Not an official document without the seal of the University and the signature of the University Registrar.

LELAND & GRAY UNION HIGH & MIDDLE SCHOOL

P. O. Box 128
Townshend, Vermont 05353
Phone: (802) 365-7355
Fax: (802) 365-4126

Steven John, Middle School Principal
Bill Lincoln, High School Principal
Herve Pelletier, Dean of Students

Frank Rucker, Business Manager
Janis Broom, Director of Counseling
Brownlow Towle, Guidance Counselor

MEMORANDUM

TO: Persons reviewing [REDACTED]'s Qualifications

FM: [REDACTED]

RE: [REDACTED]'s work at Leland & Gray

DT: June 24, 2004

[REDACTED] and I have worked together for only one year, during which time she served as a part time teacher here at Leland & Gray, replacing a teacher on leave of absence. For the first semester, she taught full time, working with one grade 12 and two grade 10 classes. During the second semester, she worked with one grade 10 class and spent a period in the writing lab. While I haven't spent a great deal of time observing her work in a formal manner, I have been in and out of her room on many occasions as well as spending time formally observing her work. I have found that she enjoys and respects adolescents but expects them to meet her standards. They, in turn, enjoy and respect her and the vast majority meet her standards.

During her stay here, Jane related well to the overall school community and has been active on a number of fronts. She was active as a part of our faculty council process, serving as her team's representative to the Council on a regular basis and taking an active role in discussions and decision-making. She served as a member of a New England Association of Schools and Colleges self study committee and as advisor to the One Act Play program. She participated in Educational Support Team meetings designed to review student progress and develop means of dealing with the needs of students who were not meeting teacher expectations.

As a teacher, Jane is an encourager and supporter. At the same time, she is loath to allow students to fail and insists that they do the work and participate in class. She plans well-organized lessons but is flexible when she needs to be. These characteristics served her well during her four, full block classes, particularly with the level two classes she taught, one at grade 12, the other at grade 10. They also served her well during her work in our writing workshop, where students could go to get help with their writing, not only in English but in other disciplines as well.

Jane has shown that she cares about her students. In addition to her work with the One Act Play program, she helped three students develop independent study projects and served as advisor to a group of grade 12 pupils, all of whom completed the credits needed to graduate.

Jane has been a valuable staff member. She is steady, cooperative and helpful and has a good understanding of both what to teach and how to teach it. She will be missed.

MAY 20 2009

MEMORANDUM

TO: [REDACTED]

FM: [REDACTED]

RE: Classroom Observation

DT: December 10, 2003

I enjoyed the opportunity to spend some time in your classroom observing a level 1 grade ten English class. On your pre-observation form, you made me aware that your primary function was to work on helping students to understand the elements of good essay writing and to identify qualities of a good formal essay.

The group had already gathered as a homeroom when I arrived and you were making them aware of morning announcements. The announcements were handled rather informally with students exhibiting varied levels of interest in what you were announcing. Announcements took a bit long and you weren't able to start the class until about 8:04.

You had the objectives spelled out on the board and the students in the class were arranged in an oval configuration with you seated in the oval with the group for part of the lesson and at the board for other parts of the class session. Your approach was a balance among presentation of information, seeking responses from individual students and discussion. Most of the students paid attention most of the time although you did need to remind individuals (one in particular) to be more attentive. There was some good-natured bantering among students but it was kept under control.

After you collected the homework, you started a period of questioning and discussing deconstruction of a personal essay. You gave examples of elements of an essay using examples from student work, first insuring that the students were comfortable having you use their work as examples. As the discussion went on, you broke the element into two levels, concrete and abstract.

During the class, the climate in the room became a problem in that a window was open and the unit ventilator was going full blast. When you realized that some students were pulling their coats around them, you took steps to correct the situation and the room climate was much more comfortable thereafter. I did feel that it took you a bit longer than it should have to note the problem.

After a discussion of dialectical writing, you started a discussion of their responses to a very interesting essay on Barbie dolls. It was well chosen to capture their attention and you did get across some points on essay writing but the discussion moved away from the issue of writing to a discussion of psychological issues and changes in Barbie over the years.

You allowed them a five-minute break and they returned in just about that amount of time. A few did not leave the room. Of those who remained there, one asked for extra help and one asked about her progress report. Both appeared satisfied with your help.

After the break, there was less student focus. You worked on how to narrow the focus of writing, passing out additional essays. One of them, responding to TV addiction, you had them read, taking your own turn at reading as well as asking them to read. Discussion centered on why the essay was a formal one.

By way of suggestion, you really need to use class time more efficiently. Between loss of time at the beginning of the class, wrapping up at 9:18, discussion of psychological issues, albeit interesting ones, and a break, you ended up with about 54 minutes of time focused on the process of essay writing. Keeping in mind that the old Carnegie unit called for 45 minutes, I'm sure you can figure out the math.

MAY 20 2009

PRE-OBSERVATION FORM

Teacher _____

DATE

12/10/03

CLASS OBSERVED

ENGLISH 10-1

PERIOD

Block 1

I. To be completed by teacher prior to pre-conference:

A. Briefly describe your objectives for this class.

① Students will demonstrate understanding elements of good essay writing using reflections on essays they wrote 12/8 and dialectical response to "Barbie" essay.

② Sts. will read a formal essay and identify qualities of good formal essay writing.

B. Briefly describe the activities you are planning to meet the objectives.

① Use the response they write about essays to construct list of qualities of good essays on poster paper.

② Vol. Reading & Digs on "Barbie" essay + how it applies to good essay writing - Add. to poster ad-lib.

③ Shared oral reading of "TV" essay, think in pairs to find 5 qualities of good formal essay.

C. Describe the teaching/learning strategies you will utilize.

- Modeling - Oral Reading.

- Guided Practice - Contribute to Personal Essay Poster.

- Independent Practice - Work in pairs to identify qualities of good formal essay writing.

I will circulate to assess progress in pair work.

Prepwork - Write 6 topic titles for a personal essay that would interest you.

Bill - Attention to Dale Parker's behavior, dominance & possibly contentious verbal input.

+ give class 5 minute break in middle of Block!