



RHODE ISLAND COLLEGE

Feinstein School of Education and Human Development GRADUATE PROGRAMS

Advanced Program Recommendation Candidate Information Sheet

Name: Joy Engelson Empl ID/SS #: 027 70 2563 Date of Birth: 9/6/75 Gender: Male  Female

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

Program (select one):  M.A. (specify area)  M.Ed. (specify area)  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

3. Professional Goals Essay: 1 Unsatisfactory 2 Review/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 Met 2 Unmet but allowed to resubmit 3 Met 4 Exceeded

7. Status:  Admit  Admit Conditionally  Deny

Reason(s) for Denial: \_\_\_\_\_

8. Designated Advisor: \_\_\_\_\_ Date: 1/13/10

9. Committee Member's Signature: \_\_\_\_\_ Date: 2/18/2010

10. Chair's Signature: \_\_\_\_\_ Date: 2/18/2010



RHODE ISLAND COLLEGE  
GRADUATE STUDIES  
PLAN OF STUDY

Name: Jon Engham  
Address: 18 Railroad St # 215w  
Slatersville, RI 02876  
SS#: 027-70-2563 Date: 3/10/10 Phone: 508-922-4458  
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 (FSHD) 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 FSHD 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.

Prerequisite for Admission (Not for Program Credit)

Major Education of Special Needs

PLAN OF STUDY

Dept. Course # Course Title Credits

SPED	503	Positive Behavior Intervention: Students with Disabilities	3
SPED	505	Oral and Written Language-Classroom Intervention	3
SPED	501	Advanced Assessment of Children & Youth with Mild/Moderate Learning & Behavior Problems	3

Selected Strand Coursework

SPED	424	Assessment, Curriculum and Methods M/M Middle/Secondary	4
SPED	427	Career Exploration and Vocational Prep	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
SPED	664	Internship: Middle/Secondary	6
ENED	520	Cultural Foundations of Education	3

Total Credits Transferred

37

Comprehensive Assessment Yes  No

Thesis Yes  No

Student

[Signature]

Adviser

[Signature]

Department Chairperson

[Signature]

Associate Dean Graduate Studies

Date

3/10/10

Date

3/10/10

Date

3/10/10





PROFESSIONAL GOALS ESSAY—SCORING RUBRIC

Candidate

Joy Taklyson  
Acceptable

Reader









Marie Lynde

Revision Date

Score

Date

Jan 28, 2010

OVERALL RATING	EXEMPLARY	ACCEPTABLE	REVISE/RESUBMIT	UNACCEPTABLE
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>■ Reflection on experiences, skills, and lifelong learning.</li> <li>■ Level of preparation, knowledge base, and professional activities.</li> <li>■ Professional goals and their relation to serving all individuals and families.</li> <li>■ Reasons for choosing RIC's graduate program.</li> </ul>	<p><b>EXEMPLARY (4)</b></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><b>ACCEPTABLE (3)</b></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><b>REVISE/RESUBMIT (2)</b></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><b>UNACCEPTABLE (1)</b></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><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>■ Expression and voice.</li> <li>■ Organization of thoughts and ideas.</li> <li>■ Use of the English language.</li> </ul>	<p><b>EXEMPLARY (4)</b></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><b>ACCEPTABLE (3)</b></p> <p>Essay is focused and shows some evidence of composition skills. Transitions between ideas are weak or inconsistent. Essay is mostly clear from errors (no more than three errors in spelling, punctuation, or grammar).</p> 	<p><b>REVISE/RESUBMIT (2)</b></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><b>UNACCEPTABLE (1)</b></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> 



OCT - 5 2009

goals.

invaluable to me and have helped me to discover my passion and to make and fulfill my have learned, the people I have met, and the personal growth that I have experienced are

Today, I can say that I wouldn't have done it any other way. The things that I

decision to go back to school as an older student.

immediate action. It took me a while to work through the fear and doubt surrounding my

and who do I want to be?" Unfortunately, an epiphany doesn't always result in

ragging feeling in my heart for as long as I could, until one day I had to ask, "Who am I

job, but deep down, I knew that I was not living up to my potential. I ignored this

I happily raised my children as a stay-at-home mom, working the occasional odd

after I first set foot on campus.

wanted to stay home with my daughter. It is no wonder that I withdrew only a month

mind and heart were elsewhere. I was unsure of the career I would pursue and I really

When I began college, many years ago, it was with reluctance and hesitation: my

was no small feat for me and it took much longer than the typical 4-5 year college plan.

and have received Bachelor of Arts degrees in Secondary Education and English. This

Hard-Knocks," and they were not received in that order. I am a recent graduate of URI

academic schools (Milford High School and URI), the "School of Life" and the School of

I believe that I have earned the title of "Lifelong Learner." I have degrees from

Professional Goals Essay

Joy Erickson





With age, I have learned to appreciate the quality of my life. I want to go to work and do something I enjoy, which made teaching an easy choice. I decided to become an English teacher because I love to read and I love literature and I love to talk about literature. I also really enjoy students at the secondary age, I find them amusing and interesting. I don't believe there will ever be a dull day at the office!


It was during my first education practicum in an urban middle school that I really honed in on my professional goals. From that moment and throughout the rest of my education program, including student teaching and during my time as a substitute teacher, I constantly saw the need for good teachers in diverse communities. While taking an introductory special needs course, I realized that gaining a better understanding of the special needs population would only benefit me in my desire to become a highly qualified teacher.

I am a great student and I want to be a great teacher. I believe that continuing my education at RIC is the next step in achieving that goal. I have heard great things about RIC's education program. That and the reasonably priced tuition and convenient course schedule are the reasons why I wish to enroll in RIC's graduate program.



July, 2009

Deborah DeHart, M.Ed.



Sincerely,

In addition to Joy's dedication to, experience with and knowledge of infant care, her patience and flexibility enabled her to be successful in our home. I feel she is a highly qualified care giver and will be a welcome addition to any staff. I am thrilled to recommend her and to discuss her qualifications with any prospective employers.

relationship.

that is thoughtful, respectful and caring. Joy worked very well in a collaborative calm and welcomed presence in our home. She was a careful listener and had a manner twins. She communicated clearly and effectively with babies and parents. Joy was a extremely supportive of my needs and understanding with being a first time mother of daily/nightly system which worked in caring for and raising my newborn twins. She was Joy played a crucial role in assisting me with creating, modifying and implementing a

modifications with grace and understanding. required them to wear a Pavlik harness and a helmet. Joy was able to adapt to these successful in our home. My boys, at different times, had some orthopedic issues which Joy's understanding of the individual needs of my children allowed her to be very

and skillful.

competence and relied on her. Joy proved to be a true professional, hard working, warm with my boys as well as with my husband and me. We immediately recognized her the day for the summer. She established a positive, trusting and supportive relationship night nanny for our newborn twin boys and were lucky enough to have her help during time Nanny for my family from January 2005-August 2005. We originally hired Joy as a It gives me great pleasure to write a recommendation for Joy Erickson. Joy was a part

July, 2009

Reference for Joy Erickson

Deborah DeHart  
6 Princeton Rd  
Natick, MA 01760  
508-655-8699



OCT - 5 2009

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

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

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

8. Proposed Entrance Date:  Fall  Spring  Summer Year

7. Your first language (optional): English

Other (migration status, please specify and attach supporting documentation)

Yes (check one):  Student Visa  Dependent Visa  Current Visa Type (B-1, D-1, etc.)

International Student Country: \_\_\_\_\_

State of Legal Residence: \_\_\_\_\_

Number of Years in State: \_\_\_\_\_

Permitted U.S. Resident with a Permanent Residency Card (Please forward a copy of both sides of your permanent residency card)

6. Citizenship (check one):  U.S. Citizen (Native) State of Legal Residence: RI

Number of Years in State: 3

Check here if Mailing Address is different from Home Address (see no. 5)

5. Home Address: 10 Central St. Apt 215D

City/State/Zip: Boston MA 02110

Phone: 617-552-6153

Emergency Contact: John Chen

4. Date of Birth: 9/17/75 Place of Birth: Boston MA

3. Gender (optional):  Male  Female

2. Name: Chen, John

1. Social Security Number: 027702563

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.

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Application for Graduate Admission

RHODE ISLAND COLLEGE



50



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 Postsecondary and College, regardless of the length of attendance. Please request each degree, except Rhode Island College, to send to the Feinstein Branch 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 - IF APPLICABLE)	STATUS	DATE OF RECORD	RECORD RECEIVED
Boston College	Chesham, MA	with Honors	Completed	8/15/09	Completed
Wachusett College	Dudley, MA	transferred	Completed	8/15/09	Completed
UPEI	Keegan, RI	transferred	Completed	5/3/09	Completed

13. Program: Please identify the area of Graduate Study that you are applying for admission:

M.A.  M.A.S.  Individualized  Certificate of Graduate Studies (15-12 in program)

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

Graduate Record Examination  Miller Analogies Test   
 Date: \_\_\_\_\_ Date: 8/15/09  
 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, and state 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
Diane Kern	Asst. Director / Academic Dept. S/09	5/09
Julie Conza	Asst. Professor / Leading Dept. S/09	5/09
Dea DeBart	President's Employer	5/09

16. Teaching Certificate: All school related programs EXCEPT school psychology.  
 CEE # 54565

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, please write 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 self-reflection.
- your professional goals and how those 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).





16. 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.ec.edu/financialgrad> section for additional details for particular.

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 applications is April 1. Applications to assistantships will be made by the assistant vice president(s) or about the first week in May. Scholarships awards will be made in June.

21. Mailing Address (Only if different from Home Address)

Home Street \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Country of Residence (if applicable) \_\_\_\_\_

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

Home Street \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Country of Residence (if applicable) \_\_\_\_\_

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 \_\_\_\_\_

9/29/09

**Statement of Confidentiality**  
The applicant is hereby advised that, in compliance with the Family Educational Rights and Privacy Act of 1974, the strict confidentiality of information and materials received by the School of Social Work from any source in the consideration of this application shall be maintained, and these materials shall not be extended to anyone, including the candidate and his/her family, except by action 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 of enrolled students are forwarded to the Records Office and are available upon request to the student.

**Statement of Nondiscrimination and Affirmative Action**

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, recently separated veteran, Vietnam Era veteran, or any other veteran who served in active duty during a war or war 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.



December 31, 2009

To Whom It May Concern:

As Joy Erikson's academic advisor, professor, and university supervisor, I am writing this letter of recommendation to *highly* recommend Joy for admission to the Graduate School in the Feinstein School of Education at Rhode Island College. In this letter of recommendation, I will highlight the knowledge, skills, and dispositions Joy has demonstrated throughout her Secondary English Language Arts teacher education program at the University of Rhode Island.

Knowledge—Joy earned an overall grade point average (GPA) of 3.7 in English and will graduate from URI in May, 2009 with a BA in Secondary Education and English. Ms. Erikson possesses strong pedagogical content knowledge. She successfully passed not only the Praxis II: Principles of Learning and Teaching exam, but also the Praxis II: English Content Subjects examination, which is a rigorous assessment of English content knowledge in teaching literature, composition, and language.

Skills—Joy successfully completed coursework and field experiences in middle and high school level teaching methods, classroom management with adolescents, teaching adolescent literature, and teaching writing methods. She has demonstrated Rhode Island Beginning Teacher Standards at an exceptional level. Her student teaching placements were in Central Falls Secondary Schools, where she excelled in teaching her diverse groups of students. She was highly regarded by her cooperating teachers, teachers in her department and team, and her students.

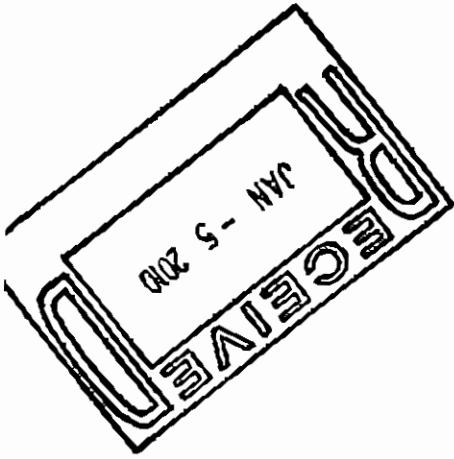
Dispositions—Joy will surely make a positive and significant addition to your education community. She is hardworking, earnest, responsible, reflective and collaborative. She showed a sincere desire to improve her teaching and always took the highest of responsibility for her own professional development throughout her experiences at URI.

Joy Erikson has great potential to excel as a teacher of English language arts and as a graduate student. She has earned the distinction in her student teaching cohort as one of the top 10% of beginning teachers of English. I recommend her highly and without reservations. If you would like to discuss Joy's qualifications further, I may be reached at [dikern@uri.edu](mailto:dikern@uri.edu) or (401) 874-9490.

Sincerely yours,

*Diane Kern*

Diane Kern, Ph.D.  
Assistant Professor  
Secondary English Language Arts Education  
Secondary Team Leader







April 25, 2009

Feinstein School of Education and Development  
Office of Graduate Programs and Assessment  
Rhode Island College  
600 Mt. Pleasant Avenue  
Providence, RI 02908-1991  
To whom it may concern,

It is a sincere pleasure to write this letter of recommendation for Ms. Joy Erickson, who is applying for admission to the Masters of Education Program in Special Education at Rhode Island College. Joy was a student of mine in ED448, *Literacy Practices for Content Subjects*, in the fall of 2008, as part of her enrollment in the Secondary English Education program at the University of Rhode Island. She performed in the top 5% of this class and she comes with my highest recommendation.

Joy is an exceptional student who shows great promise as a secondary school English teacher. She has a solid grasp of English content at the middle and high school level; she is mature and professional in her interactions with others; and the quality of her work is outstanding. Joy's work in my class clearly demonstrated that she is capable of designing purposeful reading and writing instruction that incorporates standards-based learning objectives, diverse texts, graphic organizers, technology resources, and high-level critical reading and thinking skills. In addition, her keen interest in learning more about how to differentiate instruction to better meet the educational, emotional, and social needs of all students makes her an excellent candidate for your graduate level special education program. Joy is clearly passionate about her desire to engage and connect with all levels of students, particularly those who seem to have fallen through the cracks.

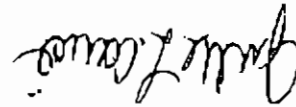
Joy's passion for helping others is obvious outside of my classroom as well. For the past 9 years, she has worked as a night nanny for the New England Nurses Association, providing overnight care for newborns in private homes and offering consultation to parents as necessary. In addition, she has demonstrated her leadership skills as a volunteer advocate for the Sexual Assault and Trauma Resource Center in Providence, RI and a volunteer youth worker at her church, where she mentors and counsels adolescents. While working and volunteering, Joy also maintained exemplary grades in her college courses, for which she was awarded one scholarship for excellence in English and another for high academic achievement. Finally, Joy's gentle but confident demeanor positions her as an excellent role model for adolescents and a leader among her peers.

001-5-2009



I am confident that Joy will bring a great deal to your graduate program and will skillfully apply what she learns from your program to her teaching. Her professionalism, her leadership skills, her enthusiasm, and her insights about teaching and learning will greatly benefit other teachers and the children with whom she works. Please feel free to contact me with any questions via phone at 860-439-0784 or via email at [jccorro@mail.uri.edu](mailto:jccorro@mail.uri.edu)

Sincerely,



Julie L. Corro, PhD  
Assistant Professor of Reading  
University of Rhode Island





BRINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

PLEASE PRINT NAME, ADDRESS AND PHONE NUMBER OF THE CANDIDATE IN THE FOLLOWING SPACES



I hereby certify that the candidate named above is qualified to receive the degree of Bachelor of Science in Education and that I have read this statement.

Signature of Applicant

*[Handwritten Signature]*

Date

5/13/89

Candidate's Name

TOY ERICKSON

is required by the Board of Trustees of the University of Rhode Island to be printed in this form on the application for admission to the graduate school.

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

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

Years Months //

Nature of requirement: Toy was a student of mine

Please evaluate the following attributes of the candidate on a 10-point scale as indicated below.

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

Signature

*[Handwritten Signature]*

Date

7-08-09

Name

Julie L. Colto, University of Rhode Island, Assistant Professor

Please Print

Address

615 Chafee, Kingston, RI 02881

Please return this form and the letter of recommendation to the applicant in an envelope provided. Sign the 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 above confidentiality statement of confidentiality has been carefully reviewed and approved by the Faculty. Information and data are being provided to the applicant for the purpose of the application process. It is the policy of the University of Rhode Island to provide information to the applicant for the purpose of the application process. It is the policy of the University of Rhode Island to provide information to the applicant for the purpose of the application process. It is the policy of the University of Rhode Island to provide information to the applicant for the purpose of the application process.

OCT - 5 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

*[Handwritten Signature]*

Date

5/3/09

(Applicant's Name) Joy Erikson 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 2 Months 7

Nature of acquaintance: Professor & Academic Advisor

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

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

Signature

Diane E Kern

Date

4/27/09

Name

Diane E. Kern VRI

(Please print)

(Position or Title)

(Position)

Assistant Professor

Address

708 Chafee Hall, Kingston, RI 02881

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 any one, 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)



Section of County School... Please return this form and the letter of recommendation in the right out in the envelope provided. Sign the sealed envelope to ensure confidentiality.

Name: Deborah DeHart, Mother of twins  
Address: 6 Princeton Rd Natick MA 01760  
Signature: Deborah DeHart  
Date: 7-29-09

Table with 12 columns: 1. Specialty for individual, 2. Areas of strength, 3. Areas of concern, 4. Areas of need, 5. Areas of interest, 6. Areas of challenge, 7. Areas of opportunity, 8. Areas of growth, 9. Areas of development, 10. Areas of learning, 11. Areas of achievement, 12. Areas of potential. Includes a vertical list of names on the left side.

Years of experience: N/A  
Please rate the length of time and to what capacity you have known the above student. In addition to the rankings above, please write a brief letter of recommendation addressing your knowledge of the candidate's professional background and experiences. Please include an address and telephone number if possible. Please include an address and telephone number if possible.

Signature of Applicant: [Signature]  
Date: 8/13/09  
REINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
CANDIDATE REFERENCE FORM FOR THE EDUCATION ADMINISTRATION







MILLER ANALOGIES TEST

OFFICIAL TRANSCRIPT

Pearson  
1950 Bulverde Road  
San Antonio, Texas 78259  
1-800-622-3231

RI COLL-DEANS OFF  
FEINSTEIN SCH OF ED  
600 MT PLEASANT AVE  
PROVIDENCE, RI 02908

Examinee Name: JOY W. ERICKS ON  
Examinee Address: 10R ALHROAD ST APT. 215W  
SLATERSVILLE, RI 02876  
Examinee Phone: (401)-574-6499  
Social Security #: 027-70-2563  
Date of Birth: 09/06/75  
Intended Major: SPECIAL EDUCATION

TEST DATE	SCALED SCORE	Total Group PR	Intended Major PR
07/13/09	398	50	51

Scaled Scores are based on the number of items correct and range from 200-600. Scores obtained prior to October 2004 are reported as raw scores.

Percentile Ranks (PR) indicate the percentage of examinees from the current norm group who received a scaled score lower than a given score.

• All PRs are based on the current 2007 norms, which are determined from the performance of all first-time MAT examinees from January 2004 through December 2007.

Note: "NA" suggests that the indicated scores are not applicable for that test date.

For suggestions regarding score interpretations and for information about the appropriate use of these test scores, please refer to the MAT Technical Manual.







**NICHOLS COLLEGE**  
 OFFICE OF THE REGISTRAR  
 P.O. BOX 5000  
 DUDLEY, MASSACHUSETTS 01571-5000  
 (508) 213-2280  
 www.nichols.edu

REGISTRAR

ID: 0071796 Run Date: 06/05/09  
 Name: Joy W. Erickson Birth Date: 09/06  
 SSN: 027-70-2563  
 Address: 11 Skye Line Dr.  
 Sutton MA 01590

Undergraduate

Undergraduate

Course	Title	Grd R	Net	Net	Grade	Points
Term: 1065PA						
MATH 117	College Mathematics	A	3.00	3.00	12.00000	
ENGL 105	Expository Writing	A	3.00	3.00	12.00000	
PSY 151	General Psychology	A	3.00	3.00	12.00000	
MGMT 100	Business and Society	A	3.00	3.00	12.00000	
MIS 109	Computer Applications	A	1.00	1.00	4.00000	
Term 2006SF Totals: 13.00 13.00 52.0000 GPA = 4.0000						
Cumulative Totals: 13.00 13.00 52.0000 GPA = 4.0000						

Academic Standing for 2006PA: Dean's High Honors

Term: 2006SF

ENGL 252	Effective Speaking	A	3.00	3.00	12.00000	
SEX 115	Human Rights	A	3.00	3.00	12.00000	
HIST 302	United States History from 1871	A	3.00	3.00	12.00000	
ECON 242	Principles of Macroeconomics	B	3.00	3.00	9.00000	
MATH 215	Statistics I	A	3.00	3.00	12.00000	
320	Fiction Writing	A	3.00	3.00	12.00000	

Term 2006SF Totals: 18.00 18.00 69.0000 GPA = 3.8333

Cumulative Totals: 31.00 31.00 121.0000 GPA = 3.9032

Academic Standing for 2006SF: Dean's High Honors

\*\*\*\* End of Institutional Credits \*\*\*\*

Credit Type	Att	Crcl	GPA	Pts	GPA
Institutional	31.00	31.00	3.9032	121.0000	3.9032
Totals	31.00	31.00	3.9032	121.0000	3.9032

ISSUED TO STUDENT

06/15/09



Name : Joy Erickson  
 Student ID : 100250791  
 SSN : 027-70-2563



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

Official Transcript

Sent To: Joy Erickson  
 16 Railroad St.  
 Pawtucket, RI 02876

Print Date : 2009-06-05

Beginning of Undergraduate Record

Course	Description	Units	Grade
AVS 101	Introduction to Animal Science	3.0	A
EBC 102	Inte Am Educ	3.0	A
EBC 250	Inte Prof Field Exper	3.0	S
ENG 202	Introduction to Literary Study	3.0	A-
ENG 260	African American Fiction	3.0	A
ENG 486	British Authors	3.0	A
JPN 102	Beginning Japanese II	3.0	A

Program : College of Arts & Science - UC  
 Plan : English Major

Course	Description	Units	Grade
AAF 150	Intro to Afro-American History	3.0	A-
ARM 252	Intro. Art History: Ren. - Mod.	3.0	A
ENG 201	Principles of Literary Study	3.0	A
ENG 243	The Short Story	3.0	A-
GEO 100	Environmental Geology	3.0	B
JPN 101	Beginning Japanese I	3.0	A

Transfer Credit from Rhode Island College

Course	Description	Units	Grade
COM 100	Communication Fundamentals	3.0	T
CSC 1XX	ELECTIVE	3.0	T
ECN 202	Plan of Econ: Macroeconomics	3.0	T
ENG 305	Advanced Creative Writing	3.0	T
HIS 141	Mid E S to 1871	3.0	T
MTH 108	Topics in Mathematics	3.0	T
PSY 113	General Psychology	3.0	T
STA 220	Stat in Mod Society	3.0	T
WRT 104	Writing to Inform and Explain	3.0	T
XXX 1X5	ELECTIVE	3.0	T
XXX 1XX	FREE ELECTIVE	3.0	T

Applied Toward College of Arts & Science - UC Program

Course	Description	Units	Grade
COM 100	Communication Fundamentals	3.0	T
CSC 1XX	ELECTIVE	3.0	T
ECN 202	Plan of Econ: Macroeconomics	3.0	T
ENG 305	Advanced Creative Writing	3.0	T
HIS 141	Mid E S to 1871	3.0	T
MTH 108	Topics in Mathematics	3.0	T
PSY 113	General Psychology	3.0	T
STA 220	Stat in Mod Society	3.0	T
WRT 104	Writing to Inform and Explain	3.0	T
XXX 1X5	ELECTIVE	3.0	T
XXX 1XX	FREE ELECTIVE	3.0	T

Transfer Credit from Boston College

Course	Description	Units	Grade
COM 100	Communication Fundamentals	3.0	T
CSC 1XX	ELECTIVE	3.0	T
ECN 202	Plan of Econ: Macroeconomics	3.0	T
ENG 305	Advanced Creative Writing	3.0	T
HIS 141	Mid E S to 1871	3.0	T
MTH 108	Topics in Mathematics	3.0	T
PSY 113	General Psychology	3.0	T
STA 220	Stat in Mod Society	3.0	T
WRT 104	Writing to Inform and Explain	3.0	T
XXX 1X5	ELECTIVE	3.0	T
XXX 1XX	FREE ELECTIVE	3.0	T

Applied Toward College of Arts & Science - UC Program

Course	Description	Units	Grade
COM 100	Communication Fundamentals	3.0	T
CSC 1XX	ELECTIVE	3.0	T
ECN 202	Plan of Econ: Macroeconomics	3.0	T
ENG 305	Advanced Creative Writing	3.0	T
HIS 141	Mid E S to 1871	3.0	T
MTH 108	Topics in Mathematics	3.0	T
PSY 113	General Psychology	3.0	T
STA 220	Stat in Mod Society	3.0	T
WRT 104	Writing to Inform and Explain	3.0	T
XXX 1X5	ELECTIVE	3.0	T
XXX 1XX	FREE ELECTIVE	3.0	T

Program : College of Arts and Sciences  
 Plan : English Major  
 Program : College of Hmn Sci & SV - UC

Course	Description	Units	Grade
EBC 149	Teaching Adolescent Literature	3.0	A-
ENG 330	The Structure of American Eng	3.0	B-
WRT 435	The Teaching of Comp	3.0	A-

Program : College of Arts and Sciences  
 Plan : English Major  
 Program : College of Hmn Sci & SV - UC

Course	Description	Units	Grade
EBC 371	Educational Measurements	3.0	A-
EBC 402	The Education of Special Needs	3.0	A-

Program : College of Arts and Sciences  
 Plan : English Major  
 Program : College of Hmn Sci & SV - UC

Course	Description	Units	Grade
EBC 312	The Psychology of Learning	3.0	A
ENG 472	Shakespeare	3.0	B

Program : College of Arts and Sciences  
 Plan : English Major  
 Program : College of Hmn Sci & SV - UC

Course	Description	Units	Grade
EBC 312	The Psychology of Learning	3.0	A
ENG 472	Shakespeare	3.0	B

Program : College of Arts and Sciences  
 Plan : English Major  
 Program : College of Hmn Sci & SV - UC

Course	Description	Units	Grade
EBC 312	The Psychology of Learning	3.0	A
ENG 472	Shakespeare	3.0	B

Program : College of Arts and Sciences  
 Plan : English Major  
 Program : College of Hmn Sci & SV - UC

Course	Description	Units	Grade
EBC 312	The Psychology of Learning	3.0	A
ENG 472	Shakespeare	3.0	B

Program : College of Arts and Sciences  
 Plan : English Major  
 Program : College of Hmn Sci & SV - UC

Course	Description	Units	Grade
EBC 312	The Psychology of Learning	3.0	A
ENG 472	Shakespeare	3.0	B

Program : College of Arts and Sciences  
 Plan : English Major  
 Program : College of Hmn Sci & SV - UC

Course	Description	Units	Grade
EBC 312	The Psychology of Learning	3.0	A
ENG 472	Shakespeare	3.0	B

Program : College of Arts and Sciences  
 Plan : English Major  
 Program : College of Hmn Sci & SV - UC

Course	Description	Units	Grade
EBC 312	The Psychology of Learning	3.0	A
ENG 472	Shakespeare	3.0	B

ISSUED TO STUDENT

002 - 5 - 002

(Continued on next page)



Name : Joy Erickson  
 Student ID: 100250791  
 SSN : 027-70-2563



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

Official Transcript

(continued from previous page)

Course	Description	Units	Grade
TERM GPA :	3.500	TERM TOTALS :	15.0
CUM GPA :	3.120	CUM TOTALS :	92.0
Dean's List			
EDC 484	Specialized Student Teaching	12.0	S
EDC 485	Sem in Tchng	3.0	A
Program : College of Hum Sci & Services			
Plan : Secondary Education - BA Major			

Course	Description	Units	Grade
EDC 400	Middle Sch Curr Assess & Meth	4.0	A
EDC 415	Adolescents and Classroom Mgmt	4.0	A
ENC 241	US Literature I	3.0	A
ENC 300A	Lat Inc Film: Drama	3.0	A
ENG 368	The Bible	3.0	A
TERM GPA :	4.000	TERM TOTALS :	17.0
CUM GPA :	3.780	CUM TOTALS :	109.0
Dean's List			
Program : College of Hum Sci & Serv - UC			
Plan : English Major			

Course	Description	Units	Grade
EDC 400	Mech/Kat Second Teaching	3.0	A
EDC 401	Class Exp Second Education	1.0	S
EDC 448	Literacy Practices Contnt Sub	3.0	A
ENG 205A	Creative Writing: Poetry	3.0	A-
ENG 469	The Modern Novel	3.0	A-
TERM GPA :	3.850	TERM TOTALS :	13.0
CUM GPA :	3.190	CUM TOTALS :	122.0
Dean's List			
Program : College of Arts and Sciences			
Plan : English Major			

Course	Description	Units	Grade
2009-05-17 National Council for Accreditation of Teacher Ed - NCATE			
Completed			
This student has completed a state-approved educator preparation program under the terms of the Interstate Agreement for the			
Qualifications of Educational Personnel. The education programs at			
the University of Rhode Island are accredited by NCATE.			
2009-05-17 - completed			
Endorsement: Middle Level Education 5-8 in a Middle School			
Completed Endorsement: 2009-05-17			
Program : College of Arts and Sciences			
Plan : English Major			

2009-05-17 National Council for Accreditation of Teacher Ed - NCATE  
 Completed  
 This student has completed a state-approved educator preparation program under the terms of the Interstate Agreement for the  
 Qualifications of Educational Personnel. The education programs at  
 the University of Rhode Island are accredited by NCATE.  
 2009-05-17 - completed  
 Endorsement: Middle Level Education 5-8 in a Middle School  
 Completed Endorsement: 2009-05-17

ISSUED TO STUDENT

End of Transcript



Joy W Erickson  
10 Railroad St. Apt 215W  
Slatersville, RI 02896-

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

THIS CERTIFIES THAT  
JOY ERICKSON

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

ENDORSEMENT: MIDDLE SCHOOL ENGLISH (GRADES 6-8) ISSUED 11-JUN-2009 AND EXPIRING 31-AUG-2012  
CERTIFICATE OF ELIGIBILITY FOR EMPLOYMENT TEACHER OF SECONDARY ENGLISH ISSUED 1-JUN-2009 AND EXPIRING 31-AUG-2017



54985  
CERTIFICATE NUMBER

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

*Robert J. Ryan*  
Commissioner

00101 C - - 5 2009





<p style="text-align: center;">Standard 3 – Learner Specific</p> <p style="text-align: center;">Circle only one * 1 2 3 4 5</p>	<p style="text-align: center;">Comments/Suggestions</p>
<p>Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Teachers...</p> <ol style="list-style-type: none"> <li>1. understand how students learn, how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.</li> <li>2. design instruction that meets the current cognitive, social and personal needs of their students.</li> <li>3. create lessons and activities that meet the variety of developmental levels of students within a class.</li> </ol>	<p>Ms. Erickson took the time to really get to know her students, and throughout her instructional period, used this knowledge to design and modify lessons to accurately fit learner needs. Scaffolding questions, and assignments where appropriate, while keeping the focus on student learning, and also keeping her expectations for each individual student very high.</p>
<p style="text-align: center;">Standard 4 – Learner Specific</p> <p style="text-align: center;">Circle only one * 1 2 3 4 5</p> <p>Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Teachers...</p> <ol style="list-style-type: none"> <li>1. design instruction that accommodates individual differences (e.g., stage development, learning style, English language acquisition, learning disability) in approaches to learning.</li> <li>2. use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences.</li> <li>3. seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to meet the needs of these students.</li> <li>4. make appropriate accommodations (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs an Individual Educational Plan (IEP).</li> </ol>	<p>Joy would often use open ended questions, and allow a variety of possible responses in her day to day assignments. Specifically her approach to vocabulary and her assessment, both formal and informal of selected text were flexible, and appropriate to the expectations of the 8<sup>th</sup> grade curriculum.</p>



<p>5. help students establish a classroom environment characterized by mutual respect and intellectual risk taking.</p> <p>6. create learning groups in which students learn to work cooperatively and independently.</p> <p>7. communicate clear expectations for achievement that allow students to take responsibility for their own learning.</p>	
<p>Standard 7 – Collaborative Relationships Circle only one * 1 2 3 4 5</p> <p>Teachers foster collaborative relationships with colleagues and families to support students' learning. Teachers...</p> <ol style="list-style-type: none"> <li>1. work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers) to create a learning community that benefits all students.</li> <li>2. develop relationships with parents/guardians to support student learning.</li> <li>3. understand the role of community agencies in supporting schools.</li> <li>4. understand state, district and school initiatives (e.g., School Accountability for Learning and Teaching (SALT), Statewide Student Performance Assessments) to effect educational improvement.</li> </ol>	<p>Comments/Suggestions</p> <p>Ms. Erickson worked very effectively with the faculty here at Calcutt. She was present at team meetings, and did not hesitate to ask questions, or contribute where appropriate, including in parent/teacher meetings, and faculty meetings. She worked well with faculty, administration, and staff, with a priority focus on student learning.</p>
<p>Standard 8 – Communication Strategies Circle only one * 1 2 3 4 5</p> <p>Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. Teachers...</p> <ol style="list-style-type: none"> <li>1. use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) to engage students in learning.</li> <li>2. use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning.</li> <li>3. use technological advances in communication including electronic means of collecting and sharing information, to enrich discourse in the classroom.</li> <li>4. emphasize oral and written communication through the instructional use of discussion,</li> </ol>	<p>Comments/Suggestions</p> <p>Joy consistently and effectively used a variety of communication techniques, including oral, written, visual, and technological. She restated and provided examples where appropriate, and often allowed students to clarify further, extending their thinking and learning.</p>



at teaching.	Standard 11 – Professional Standards Circle only one * 1 2 3 4 5	Comments/Suggestions
<p>Teachers maintain professional standards guided by legal and ethical principles. Teachers...</p> <ol style="list-style-type: none"> <li>1. maintain standards that require them to act in the best interests and needs of students.</li> <li>2. follow school policy and procedures, respecting the boundaries of their professional responsibilities.</li> <li>3. follow local, state, and federal law pertaining to educational and instructional issues.</li> <li>4. interact with students, colleagues, parents and others in a professional manner that is fair and equitable.</li> <li>5. are guided by codes of professional conduct adopted by their professional organizations.</li> </ol>		<p>Ms. Erickson was professional at all times, following all school policies and procedures. Her interactions with parents and students were appropriate and respectful always.</p>

Do you recommend this student for certification ?

X Yes \_\_\_\_\_ Yes, with reservations \_\_\_\_\_ No

Choosing "Yes" indicates that candidate has achieved 3 or better on every rubric element.

Please comment if you have reservations or do not recommend this student for certification:

