

ADMISSION

M.ED.

EARLY CHILDHOOD SPECIAL EDUCATION

MEETS



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Application for Graduate Admission

W

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

2. Name: MAIDEN OR OTHER NAME, IF ANY

3. Gender (optional): Male Female

4. Date of Birth: 1/6/70 Place of Birth: Providence, RI

5. Home Address: CITY/STATE/ZIP COUNTRY (IF INTERNATIONAL STUDENT) 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: RI Number of Years in State: 39 Permanent U.S. Resident with a Permanent Residency Card. International Student. Country: Visa (check one): Student Visa Dependent Visa Current Visa Type (B-1, J-1, etc.): Other: Immigration Status.

7. Your First Language (optional): english

8. Proposed Entrance Date: Fall Spring Summer Year 09

9. Have you previously applied for graduate admission to Rhode Island College? Have you ever attended Rhode Island College?

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 27 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
-	-	B.S. 12/92	3.00	-
-	-	1995-1997	3.58	-
-	-	Fall 1999	4.00	-

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)

Early Childhood Special Ed.
FULL NAME OF PROGRAM _____ DEPARTMENT _____

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

Graduate Record Examination Date _____
 Miller Analogies Test Date 2-2-09
 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. Indicate the date you requested them. Forms completed by individuals who have knowledge of your academic and/or work capabilities and who can attest to your potential to do graduate work are preferred. Social or personal acquaintances should not be used.

NAME	TITLE	DATE REQUESTED
1. _____	_____	1/27/09
2. _____	_____	1/27/09
3. _____	_____	1/27/09

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).

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

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

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

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

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

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

() TELEPHONE

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

NUMBER/STREET

CITY/STATE/ZIP

COUNTRY (IF INTERNATIONAL STUDENT)

() TELEPHONE

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

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

Applicant's Signature

Date

3/23/09

Statement of Confidentiality

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

Statement of Nondiscrimination and Affirmative Action

Pursuant to the philosophy of the Board of Governors for Higher Education, Rhode Island College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital, citizenship status or status as a special disabled veteran, recently separated veteran, Vietnam Era veteran, or any other veteran who served in active duty during a war or in a campaign or expedition for which a campaign badge has been authorized (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of the College's educational programs and activities, including admissions policies, scholarship and loan programs, and athletic and other College-administered programs. It also encompasses the employment of College personnel and contracting by the College for goods and services. The College is committed to taking affirmative action to employ and advance in employment qualified women and members of minority groups identified in state and federal affirmative action laws and executive orders, persons with disabilities (including qualified special disabled veterans), and veterans of the Vietnam Era.

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



OFFICIAL TRANSCRIPT

Pearson
19500 Bulverde Road
San Antonio, Texas 78259
1-800-622-3231

Examinee Name:
Examinee Address:

Examinee Phone:
Social Security #:
Date of Birth:
Intended Major: SPECIAL EDUCATION

TEST DATE	SCALED SCORE	Total Group PR	Intended Major PR
02/02/09	411	70	71

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.

700 2 3 0000



Jamie A Asadorian
103 Betsy Williams Drive
Warwick, RI 02889

State of Rhode Island and Providence Plantations
Department of Education
School Certificate
THIS CERTIFIES THAT

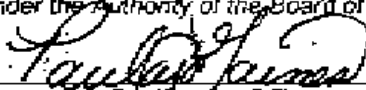
Having satisfactorily met the certification requirements of the Board of Regents for Elementary and Secondary Education has been granted a certificate and is authorized to serve in the public schools of Rhode Island as a

PROFESSIONAL TEACHER OF EARLY CHILDHOOD (GRADES PK-2) ISSUED 07-JUL-2006 AND EXPIRING 31-AUG-2011
PROFESSIONAL TEACHER OF ELEMENTARY GRADES (01-06) ISSUED 07-JUL-2006 AND EXPIRING 31-AUG-2011

18739

CERTIFICATE NUMBER

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


Certification Officer


Commissioner



MAR 27 2009



**RHODE ISLAND
COLLEGE**

Feinstein School of Education
and Human Development
Graduate Studies and Assessment

June 9, 2009

Dear _____ :

Congratulations! The Department of Special Education is pleased to inform you that you have been admitted to the M.Ed. in Special Education with concentration in Early Childhood Program. Your effective date of admission begins with the fall 2009 semester and at that time you will become a fully matriculated graduate student.

Enclosed is a copy of your Plan of Study. The Plan of Study is usually followed to completion of the advanced degree. Please consult with your advisor, Dr. Thomas Kochanek, at 456-8599 should you wish to make a change in your Plan of Study.

Please take the time to read the graduate sections in the current Rhode Island College catalog to become familiar with Graduate School Policies. An advanced degree program must be completed within six years from the time of the earliest course included in your official Plan of Study.

If you are a full time graduate student, you are required to provide the Health Services Department with immunization records. Please have your health care provider complete the enclosed forms and return to Student Health Services in Browne Hall. The Rhode Island College Health Services is available for all graduate students; if you have any questions, please call 456-8055.

Again, congratulations on your acceptance and matriculation as a graduate student at Rhode Island College. Best wishes for much success in your program of study.

Sincerely,

Roger G. Eldridge, Jr.
Interim Dean
Feinstein School of Education
And Human Development

RGE/rm
Enclosures

Cc: T. Kochanek

Providence, RI 02908-1991
(401) 456-8896
Fax: (401) 456-8590
TTY/TDD via RI Relay: 1-800-745-5555

**APPENDIX: A
RHODE ISLAND COLLEGE
GRADUATE STUDIES
PLAN OF STUDY**

Name S

Date 5/11/09

Address _____

Phone 02884

Department Special Ed.

Program ECSE

Please submit a signed original to the office of the Dean of the appropriate school. Students should complete this form with the assistance 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 office of the Dean of the appropriate school. Changes in the Plan of Study can be made with the graduate adviser's approval by completing the Request for Changes in the Plan of Study form (see A-3).

PLAN OF STUDY

<u>DEPT.</u>	<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
SPED	516	Organization + Implementation	3
FNED	502	Social Issues in Ed.	3
SPED	513	Orientation to Ed. of	3
SPED	515	Multidisciplinary Assessment	3
SPED	544	Families in Intervention Programs	3
El. Ed.	510	Research + Methods	3
SPED	525	Dev. of Communication	3
SPED	310	Behavior Management	3
SPED	517	Medical Aspects	3
SPED	668	Internship	6

(Not for Program Credit)

SPED 310

TOTAL for Program 3.0

Thesis/Project Yes _____ No

Comprehensive Exam Yes No _____

Student _____

Date 5/11/09

Adviser [Signature]

Date 6/2/09

Department Chairperson [Signature]

Date 6/3/09

Dean of Appropriate School [Signature]

Date 6-24-09

A-1

JUN - 9 2009

Student No: 800394544

Date Issued: 10-25-2010

W077

Record of:
Issued To:

Page: 1

Course Level: Graduate

Primary Major: Undesignated

SUBJ NO	COURSE TITLE	CRED	GPA	PTS
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INSTITUTION CREDIT:

Fall 1998
Undesignated
EDU 751 - Assant Littry/Elem 3.00 A- 12.00
Hrs: 3.00 GPA-Hrs: 3.00 Qnts: 12.00 GPA: 4.00

Summer 2 - 1998
Undesignated
EDU 617 - Behavior Strategies 3.00 B- 11.00
Hrs: 3.00 GPA-Hrs: 3.00 Qnts: 11.00 GPA: 3.67

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

	Eamed Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	6.00	6.00	23.00	3.83
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	6.00	6.00	23.00	3.83

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

Lucia A. Colore

ASSOCIATE DEAN OF ENROLLMENT SERVICES



**RHODE ISLAND
COLLEGE**

Feinstein School of Education
and Human Development
Graduate Studies and Assessment

April 22, 2009

Dear Jamie:

Congratulations! I am pleased to inform you that the faculty members of the Department of Special Education at Rhode Island College have made a positive recommendation for your acceptance into the M.Ed. in Special Education with concentration in Early Childhood Program.

In order to finalize your acceptance, you must file an approved Plan of Study in the Office of the Dean. Please contact your advisor, Dr. Thomas Kochanek, at 456-8599 to schedule a time to develop and sign your Plan of Study. The Plan of Study must be completed no later than one year from the date of this recommendation of acceptance. Your admission into the M.Ed. in Special Education Program remains contingent upon receipt of an approved and signed Plan of Study. Please complete your Plan of Study promptly!

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

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

Sincerely,

Monica G. Darcy, Ph.D.
Director of Graduate Programs

MGD/rm

Cc: T. Kochanek

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

Providence, RI 02908-1991
(401) 456-8896
Fax: (401) 456-8590
TTY/TDD via RI Relay: 1-800-745-5555



**RHODE ISLAND
COLLEGE**

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

Advanced Program Recommendation ■ Candidate Information Sheet

Name: _____ Date of Birth: 1/6/70
 Empl ID/SS _____ Gender: Male Female

Ethnic Group:

- African American Hispanic
 American Indian/Alaskan Native White
 Asian/Pacific Islander Multiracial

Program (select one):

- M.A. (specify area) _____
 M.Ed. (specify area) Early Childhood Special Ed
 C.A.G.S. (specify area) _____

1. GPA: 1 2.4 2 2.5-2.9 3 3.0-3.4 4 ≥3.5
Under 3 4 Grad

Supplementary (Identify) _____

2. MAT or GRE: 1 ≤25%ile 2 26%ile-39%ile 3 40%ile-74%ile 4 ≥75%ile
 3 4

Supplementary (Identify) _____

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

Supplementary (Identify) _____

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

Supplementary (Identify) _____

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

Supplementary (Identify) _____

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: Kochanek Date 3/30/09

9. Committee Members' Signatures: (1) Theresa Lambert 4/2/09
 (2) Veddy C. Fawaz 4/4/09

10. Chair's Signature: [Signature] Date 4/12/09

Professional Goals Essay

Feinstein School of Education and Human Development

Graduate Program

Early Childhood Special Education

MAR 27 2003

My name is _____ and I have been an early childhood educator since my graduation from the University of Rhode Island in 1992. My career began as a preschool Director/Head teacher for six years. I was responsible for designing and implementing a developmentally appropriate curriculum for three and four year old children. This experience showed me how an integrated team of professionals can work closely with the children and their families to create a stimulating and effective learning environment. I then spent four wonderful years at a catholic school teaching 1st grade.

For the past four years I have been a long term substitute for the Providence School department. I have been selected for long term positions in kindergarten, 2nd grade and currently a 1st grade. Being in a long term position has given me the opportunity to utilize resources available in Providence such as professional development seminars, teacher planning time, literacy coaches and math coaches. These experiences and resources have helped develop my classroom management skills, which translates into a classroom full of discovery and learning for the children.

As a teacher I am responsible for providing academic, social, and emotional learning opportunities for my students. Through daily observations and routine assessments I have identified children that clearly have academic and/or behavioral challenges. Unfortunately, it is a 12-16 week process of classroom intervention before the special education team will even meet to discuss the student's challenges. I believe that if these children had been identified at a younger age and placed in an early intervention program it would have made an enormous difference in the lives of the students and their families.

During one of my assignments I had the pleasure of teaching a student who was blind. He used a walking stick to maneuver through the school and he did all his class work on a braille machine. I was simply amazed to see how easily he adapted to his environment. I feel he is a good example of an early intervention success story. He made me realize that I can do something about the frustration I feel when I see young students who need help today!

My professional goal is to be placed in an early intervention program in a pre school or kindergarten, preferably in Providence. I believe I am highly capable of incorporating the knowledge I will acquire in the RIC Early Childhood Special Education program with my professional experiences to provide the level of service and expertise required to make a difference in the lives of these families.

I have chosen RIC because you have created an academic program which specifically meets my professional goals and expectations. Your program encompasses the subject matter and issues of which I have become interested in. I am currently taking SPED 516 and find it to be engaging and relevant. I have spoken with current members of the program and they all highly recommend it. I look forward to the opportunity to further my professional and academic career at your institution.

Sincerely,

^



PROFESSIONAL GOALS ESSAY—SCORING RUBRIC

Candidate _____

Reader Kathleen

Date 4/2/09

Score: Initial Assessment 3

Revision Date _____

Score _____

CONTENT	EXEMPLARY (4)	ACCEPTABLE (3)	REVISE/RESUBMIT (2)	UNACCEPTABLE (1)
<ul style="list-style-type: none"> ■ Reflection on experiences, skills, and lifelong learning. ■ Level of preparation, knowledge base, and professional activities. ■ Professional goals and their relation to serving all individuals and families. ■ Reasons for choosing RIC's graduate program. 	<p>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 style="text-align: center;"><input checked="" type="checkbox"/></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 style="text-align: center;"><input checked="" type="checkbox"/></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 style="text-align: center;"><input type="checkbox"/></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 style="text-align: center;"><input type="checkbox"/></p>
CONVENTIONS	EXEMPLARY (4)	ACCEPTABLE (3)	REVISE/RESUBMIT (2)	UNACCEPTABLE (1)
<ul style="list-style-type: none"> ■ Expression and voice. ■ Organization of thoughts and ideas. ■ Use of the English language. 	<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 style="text-align: center;"><input checked="" type="checkbox"/></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 style="text-align: center;"><input checked="" type="checkbox"/></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 style="text-align: center;"><input type="checkbox"/></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 style="text-align: center;"><input type="checkbox"/></p>
OVERALL RATING	<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>

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

Rhode Island College Official Transcript

SSN :
 Name :
 Student ID: 0237892



Jane Davis
 Director of Records

Send To:

Print Date : 2008-11-03

Beginning of Record
 Fall 1995

CUM GPA	3.585	CUM TOTALS	12.00	12.00	43.020
Career Totals					
CUM GPA	3.585	CUM TOTALS	12.00	12.00	43.020

Course	Description	Attempted	Earned	Grade	Points
ELSD 422	Social Studies in Elem School	3.00	3.00	A-	11.010
TERM GPA	3.670	TERM TOTALS	3.00	3.00	11.010
CUM GPA	3.670	CUM TOTALS	3.00	3.00	11.010

End of transcript

Spring 1996

Course	Description	Attempted	Earned	Grade	Points
ELSD 404	Mathematics in Elementary Sch	3.00	3.00	A-	11.010
TERM GPA	3.670	TERM TOTALS	3.00	3.00	11.010
CUM GPA	3.670	CUM TOTALS	6.00	6.00	22.020

Fall 1996

Course	Description	Attempted	Earned	Grade	Points
ELSD 410	Science in Elementary School	3.00	3.00	A-	11.010
TERM GPA	3.670	TERM TOTALS	3.00	3.00	11.010
CUM GPA	3.670	CUM TOTALS	9.00	9.00	33.030

Spring 1997

Course	Description	Attempted	Earned	Grade	Points
ELSD 408	Language Arts in Elem School	3.00	3.00	B+	9.990
TERM GPA	3.330	TERM TOTALS	3.00	3.00	9.990

APR 27 2008

Student No: 000394544

Date issued: 09-JAN-2004

CRP

Record of:
Issued To:

Page: 1

Course Level: Graduate

Primary

Major: Undesignated

SUBJ No.	COURSE TITLE	CRED GRD	PTS
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INSTITUTION CREDIT

Fall 1999

Undesignated

EDU 761 Assant Liticy Prim/Bien 3 CR A 12.00

Hrs: 3.00 GPA-Hrs: 3.00 QPts: 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 *****				

Guille D. Concellis
 ASSOCIATE DEAN OF ENROLLMENT SERVICES



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 1/9/09

(Applicant's Name) Juanita 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 4 Months 3

Nature of acquaintance: School Administrator

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 2/6/09

Name _____

(Please print)

(Institution or firm) DT

(Position) _____

Address _____

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

Statement of Confidentiality:

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



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

CANDIDATE REFERENCE FORM and REQUEST FOR LETTER OF RECOMMENDATION

I hereby wave / 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 1/8/09

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

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

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

Years 1 Months 6

Nature of acquaintance: Professional

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

Signature _____

Date 1/26/09

Name _____
(Please print)

(Institution or firm)

(Position)

Address _____

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

Statement of Confidentiality:

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



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 1/9/09

(Applicant's Name) S _____ has applied for admission to graduate study at Rhode Island College. Please indicate on this form your evaluation 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 5

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 January 20, 2009

Name [Signature]
(Please print)

(Institution or firm) _____

Address [Signature]

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To Whom It May Concern,

January 25, 2009

I am writing this letter to recommend Jamie Asadorian as a candidate for graduate school. I have had both the opportunity and pleasure of working closely with Jamie over the past two years. I initially worked with Jamie in a kindergarten class at Asa Messer Elementary school in Providence, Rhode Island. Jamie was a long term substitute teacher and I was the Literacy Coach. This past school year Jamie was substituting in a second grade classroom at Webster Avenue School, also in Providence, and I was and currently am the Reading First Coach.

In the kindergarten classroom Jamie and I worked on writing workshop. As part of a Content Focused Coaching cycle, we met to discuss lesson plans, I modeled lessons and we debriefed the lesson afterwards. Jamie then took over the planning and allowed me to observe her instruction, and we debriefed her lessons. She did not hesitate to question and ask for clarification and always strived to make the best educational decisions for her students. She had a wonderfully warm and nurturing manner with her students and had a positive impact on them during her time at Asa Messer School. She attended common planning times, came prepared with appropriate materials, and actively engaged in conversations.

During her time at Webster Avenue School, Jamie tackled the challenge of an unfamiliar grade level and curriculum, but did so with earnest. She spent countless hours setting up a classroom and structural routine for the students, all while delving in to teacher's editions and units of study in order to prepare and conduct appropriate lessons. She organized a daily routine for her second grade students that provided them with a safe and orderly environment where the students could function. She created literacy centers where students could complete independent work while she was conducting small group guided reading lessons.

At both schools Jamie gained insight about the different types of assessments that were administered. She was willing to accept help to learn how to administer them and was comfortable in stating when she was ready to complete them on her own. She took great pride in reviewing the assessments and learning how to interpret results and make necessary adjustments to focus on what the results indicated and how best to proceed with instruction.

Jamie is a true professional and an asset in any school environment. She is a dedicated teacher and will make an extraordinary candidate for graduate school. It is with great pleasure to recommend Jamie for this opportunity.

Sincerely,



Lisa A. Vincent

Reading First Coach

JAN 27 2009

DAVID N. CICILLINE
Mayor

THOMAS M. BRADY
Superintendent



Asa Messer Elementary School
158 Messer Street
Providence, RI 02909
tel. 401.456.9401
fax 401.456.9486
Asa Messer Annex
245 Althea Street
Providence, RI 02909
tel. 401.456.9441
fax 401.453.8654

Asa Messer Elementary School

January 26, 2009

To Whom It May Concern:

I am writing this letter to recommend _____ former substitute in Grade K, for enrollment into your graduate program. As the principal of Asa Messer School, I had the opportunity to work with Jamie for over one and one half years. During that time, I found Ms. Asadorian to be professional, conscientious, and motivated.

Jamie was the quintessential Kindergarten teacher. Ms. Asadorian is kind but firm as she guides her students to achieve the academic standard. She taught not only the academic, but also the social and emotional. Her students respected and loved her.

Ms. Asadorian is professional. She self-assessed, accepted constructive criticism and always had the best interest of her students at heart. She willingly sought the advice of her peers and welcomed their input.

It is without reservation that I recommend Jamie Asadorian. If you have any questions regarding Ms. Asadorian's application, I would be happy to speak with you. Please feel free to contact me.

Sincerely,

Principal

MAR 27 2009

158 Messer Street • Providence • Rhode Island • 02909 • 401.456.9401 • Fax 401.456.9486

An Equal Opportunity Employer. The Providence School Department does not discriminate on the basis of race, age, sex, religion, sexual orientation, gender identity or expression, national origin, color, disability or veteran status. The district's mission is to enable every student to discover and develop his or her unique talents and to ensure that each student achieves high standards through the provision of a rigorous and challenging common core curriculum, strong parental and public support and engagement in the educational process, and robust recruitment and retention of the highest quality workforce, by providing leadership, professional development, support and inspiration to all employees.

DAVID N. CICCHINI
Mayor

THOMAS M. BRADY
Superintendent

Providence Schools

Webster Avenue Elementary School
191 Webster Avenue
Providence, RI 02909
tel. 401.456.9414
fax 401. 453 8661

February 5, 2009

To Whom It May Concern:

As an administrator I have had the opportunity and privilege to supervise during two long-term teaching assignments in Providence Public Schools. She first joined the Asa Messer faculty as a long-term substitute teacher in a regular education Kindergarten classroom from November 2005 through the remainder of that school year. At my request, Ms. Asadorian then served as a regular education second grade teacher at Webster Avenue School from November 2007 through the end of the school year in June 2008.

During each placement and without fail, Ms. Asadorian delivered effective instruction which allowed most of her students to achieve Kindergarten standards while at Asa Messer. Additionally, 71% of her second graders recently achieved proficiency or proficiency with distinction in Reading on the October 2008 NECAP assessments. She faithfully implemented the Balanced Literacy program as well as the *Investigations* curriculum. Following the workshop model, she taught daily reading and writing mini-lessons according to the current units of study and pacing guides. She also created and developed criteria charts and rubrics to facilitate student learning and assessment. Furthermore, Ms. Asadorian possessed strong classroom and behavior management skills and utilized these skills consistently and appropriately according to students' developmental stages.

Ms. Asadorian is a motivated, self-starter who seeks out resources as necessary. She worked closely and openly with our reading and math coaches. Together they developed effective mini-lessons and team-taught lessons which supported the curriculum. She also always attended and participated in grade level planning meetings on a weekly basis. Moreover, she attended school-based professional development workshops for which her attendance was not required nor compensated. Ms. Asadorian earned the respect of her fellow colleagues and administrators through her dedication to both her students and her professional knowledge.

In closing, Jamie Asadorian was a welcomed addition to each school's faculty. She is a true professional who, although not permanently assigned, possesses the unique ability to positively contribute to the learning community of an entire school. Therefore, it is with great confidence that I recommend Ms. Asadorian for acceptance as a graduate candidate at Rhode Island College's Feinstein School of Education and Human Development.

Please contact me should you wish to further discuss Ms. Asadorian's professional qualifications.

Per a conversation with Dr. Kochanek, I am using this letter of recommendation as my Performance-Based Evaluation.

MAR 27 2009

DAVID N. CICILLINE
Mayor

DONNIE W. EVANS, Ed.D.
Superintendent

DANISE MISSRY
Principal

ALICIA JONES
Assistant Principal

Providence
Schools
OUR SCHOOLS. OUR FUTURE

Asa Messer Elementary School & Annex

June 9, 2006

To Whom It May Concern:

_____ joined the _____ in November 2005 as a long-term substitute teacher in a regular education Kindergarten classroom. As a teacher re-entering the field of education, Ms. Asadorian quickly and clearly demonstrated her teaching abilities.

Without fail, Ms. Asadorian delivered effective instruction which allowed most of her students to achieve Kindergarten standards. She faithfully implemented all daily Balanced Literacy components as well as the *Investigations* curriculum. Following the workshop model, she taught daily reading and writing mini-lessons according to the current units of study. She also created and developed criteria charts and rubrics to facilitate student learning and assessment. Ms. Asadorian possessed strong classroom and behavior management skills and utilized these skills consistently and appropriately.

Ms. Asadorian is a motivated, self-starter who seeks out resources as necessary. She worked closely and openly with our literacy and math coaches. Together they developed effective mini-lessons and team-taught lessons which supported the curriculum. She also always attended and participated in grade level planning meetings on a weekly basis. Additionally, she always attended school-based professional development workshops for which her attendance was not required. Ms. Asadorian promptly earned the respect of her fellow colleagues and administrators through her dedication to both her students and her professional knowledge.

In closing, Jamie Asadorian was a welcomed addition to our faculty. She is a true professional who contributed to the Asa Messer learning community. Therefore, it is with confidence that I recommend Ms. Asadorian for an elementary teaching position in your school.


Please contact me should you wish to further discuss Ms. Asadorian's professional qualifications.

Sincerely,

Assistant Principal

138 Messer Street • Providence • Rhode Island • 02909 • 401.456.9401 • Fax 401.456.9486

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STUDENT NAME	POST BACC (TEMPORARY)	CLASS	GS	UNIVERSITY OF RHODE ISLAND
IDENTIFICATION NUMBER	DEGREE OBJECTIVE	PRINT DATE	09/24/98	 THE OFFICE OF ENROLLMENT SERVICES KINGSTON, R.I. 02881
DATE OF BIRTH	SECOND PROGRAM	PAGE NO.	1	
PREVIOUS NAME	DEG CBL AND PROG.			

COURSE TITLE	COURSE CODE	CREDIT	MARK	GRADE	COURSE TITLE	COURSE CODE	CREDIT	MARK	GRADE	COURSE TITLE	COURSE CODE	CREDIT	MARK	GRADE
NON MATRICULATED		FALL	1997		INTERMED SPANISH II	SPA 104	3.0	B		SEM ERND 14.0 AVE	3.15			
COMPOSITION	HRT 101A	3.0	B+	1	SEM ERND 12.0 AVE	3.00				CUM ERND 105.0 AVE	2.60			
SEM ERND	3.0 AVE	3.30			CUM ERND 54.0 AVE	2.61				COL OF HUMAN SCI & SERVICES				SUM1 1997
CUM ERND	3.0 AVE	3.30			COL OF HUMAN SCI & SERVICES				FALL 1997	GROWTH/DEV IN INFANCY	HCF 404	3.0	B+	
ADMITTED FROM					FAMILY HOUSING	CMS 340	3.0	B+		SEM ERND 3.0 AVE	3.30			
WARRECK VET MEM H S	WARRECK		RI		PRE PROF FIELD EXPER	EDC 250	1.0	S		CUM ERND 108.0 AVE	2.62			
UNIVERSITY COLLEGE		FALL	1968		GEN NUTRITION	FSN 207	3.0	B		COL OF HUMAN SCI & SERVICES				SUM2 1997
FOON PRIN	SON 125	3.0	B+		LIFE-SPAN DEVELOP II	HCF 201	3.0	B-		FAMILY INTERACTION	HCF 430	3.0	B-	
AMERICAN LITERATURE	ENG 242	3.0	D		MARIAGE/FAMILY REL	HCF 330	3.0	B		SEM ERND 3.0 AVE	2.70			
INTR TO MUSIC	MUS 101	3.0	C		SEM ERND 19.0 AVE	3.00				CUM ERND 111.0 AVE	2.62			
BEGINNING SPANISH II	SPA 102	3.0	C		CUM ERND 67.0 AVE	2.67				TRANSFER CREDIT ACCEPTED FROM				
SEM ERND 12.0 AVE	1.58				COL OF HUMAN SCI & SERVICES				SPRG 1991	COMM COLLEGE OF RI				
CUM ERND 15.0 AVE	1.62				EDUCATIONAL MEASUREMENT	EDC 371	3.0	D			HCF 150	3.0		
UNIVERSITY COLLEGE		SPRG	1989		NUTR IN GROWTH & PREG	FSN 308	3.0	C+		TOTAL CREDITS ACCEPTED	3.0			
ETHICS	PHL 312	3.0	C		INTR WORK WITH CHILD	HCF 203	3.0	C+		COL OF HUMAN SCI & SERVICES				FALL 1997
GENERAL SOCIOLOGY	SOC 100	3.0	C+		FAMILY/COMMUNITY HLTH	HCF 357	3.0	C+		SUP STUDENT TCHG	EDC 484	12.0	S	
INTERMED SPANISH I	SPA 103	3.0	C+		SEM ERND 12.0 AVE	1.98				SEN IN TCHG	EDC 485	3.0	B+	
INTERPERSONAL COMMUN	SPE 108	3.0	A-		CUM ERND 79.0 AVE	2.59				INTR TO COUNSELING	HCF 450	3.0	B+	
SEM ERND 12.0 AVE	2.58				COL OF HUMAN SCI & SERVICES				FALL 1991	SEM ERND 16.0 AVE	3.30			
CUM ERND 27.0 AVE	2.21				CURS IN EARLY CHILDHO	HCF 301	3.0	C+		CUM ERND 132.0 AVE	2.68			
UNIVERSITY COLLEGE		FALL	1989		CHLD DEV-ADV COURSE	HCF 400	3.0	B+		BACHELOR OF SCIENCE				
HUMAN ORIGINS	APG 201	3.0	C+		BEH PR PERS DIS	PSY 254	3.0	C+		DEGREE CONFERRED 12/31/92				
INTR AM/EGUC	EDC 102	3.0	B-		SOCIAL PSYCHOLOGY	SOC 204	3.0	B-		MAJOR/ HUMAN DEVELOPMENT AND FAMILY				
TOP IN MATH	MTH 108	3.0	B+		SEM ERND 12.0 AVE	2.65				STUDIES				
GEN PSYCH	PSY 113	3.0	B-		CUM ERND 91.0 AVE	2.52				NON MATRICULATED				FALL 1997
COMPARATIVE RELIGION	PLS 111	3.0	C		COL OF HUMAN SCI & SERVICES				SPRG 1992	EDUC SPEC NEED STUD				3.0 B+
SEM ERND 15.0 AVE	2.65				PRIMARY SCHOOL PRACT	EDC 350	1.0	S						
CUM ERND 42.0 AVE	2.37				TCHG OF READING	EDC 424	3.0	B-						
COL OF HUMAN SCI & SERVICES		SPRG	1991		METH/NAT PRTY SCH TCH	EDC 486	3.0	B						
PSYCH OF LANG	EDC 312	3.0	A		EMERGENT LITERACY	EDC 429	1.0	A						
DEVELOPMENTAL PSYC	PSY 232	3.0	B-		EARLY CHILDHOOD PRACT	HCF 303	3.0	B+						
THRD PERSONALITY	PSY 235	3.0	C+		FOUN OF HEALTH	HLT 123	3.0	B+						

ADP14 UNIT 05	PROGRAM 1 GS 992 NON	CUM LATIVE EXP	INC.	NR	TRANSFER CREDIT	QUALITY POINT AVERAGE	CR.	PS	AVE	CREDITS EARNED
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DESCRIPTION OF MARKS AND OTHER SYMBOLS: A+ Superior, A Good, C+ Fair, D- Low grade passing, S - Satisfactory, P - Passing, course taken under Pass-Fail grading system. **W** - Withdrawn, **U** - Unsuccessful. **NC** - Non-Credit, **NR** - No Record. **W** - Withdrawn without a grade. **W** - No work submitted. **NR** - No mark reported. * - Course taken under Pass-Fail grading system. **MS** - Missed. * - A completed grade report. **S** - Course not included in earned grade-point quality point average. **CR** - Calculated. **S** - Course received earned credits, but not included in GPA calculation. **A** - Course not included in earned credits, but included in GPA calculation. **Qual Point Average** is calculated on all courses for which a grade is reported.

TRANSCRIPT SHALL BE ONLY FUNDED BY SEAL AND SIGNATURE OF ENROLLMENT SERVICES ARE AFFIXED