



September, 2012

Dear MA/TCP or TCP Graduate Applicant,

Thank you for your interest in the Master of Arts with Teacher Certification Program (MA/TCP) or Early Childhood Teacher Certification Program (TCP) at the University of Rhode Island! All materials that you need to prepare a complete application are included in this Admissions Packet. They are as follows:

- Overview of Admissions Requirements, Advisement, and Decisions Process
- Admissions Testing Requirements: review carefully
- BCI check information
- Admission Portfolio Requirements (graduate)
- Admission Portfolio Rubric
- Forms A, C, and D (for Portfolio)
- Admission Interview Rubric
- Rhode Island Professional Teaching Standards (RIPTS)
- School of Education Diversity Vision

Please review the Admissions Packet with care; the materials provide a clear roadmap of admissions expectations for the School of Education. Remember to complete the online School of Education application as specified. If you are required to take the Praxis 1 Pre-Professional Skills Tests (PPST), it is especially important to *prepare thoroughly* and take them as soon as possible. Plan to attend a Portfolio Training Session for an overview of the admissions process and specific requirements, and to ask questions; the dates and locations are listed on the website. Keep in mind that if you have not had experience working with children or adolescents, it will be important for you to explore ways to do so prior to January. EDC 250 provides an excellent opportunity, along with volunteering in a school or after-school program.

Often students are apprehensive about the admissions interview. This is your opportunity to present yourself in person and express yourself. Despite any understandable nervousness, it is important to feel confident, review the Admissions Rubrics and the contents of your portfolio, and dress in a way that conveys respect (to yourself and to your interviewer).

If you meet the GPA and testing requirements to sign up for an interview, we look forward to receiving your application, and to meeting you. You are aspiring to a challenging and fulfilling career working with young people, and we hope to help you reach that goal.

With best wishes,

A handwritten signature in black ink, appearing to read "Annie G. Kammerer".

Annie G. Kammerer  
Director, Office of Teacher Education

**MA / TCP Admissions Application**  
**UNIVERSITY of RHODE ISLAND**  
**School of Education ~ Teacher Education Programs**

For graduate students, certification is offered in these areas: Early Childhood (PreSchool–2), Elementary (1–6), Secondary (7–12), and Music (K–12). The School of Education also offers the following certification extensions: Middle Level Education (5-8) and English as a Second Language. Adding one of these extensions to your Certification area expands your employment possibilities in a competitive market. Please read the following information carefully; it is provided to ensure that your application is complete and receives the earliest possible consideration.

**PREREQUISITES FOR APPLICATION ~ ADMISSIONS INFORMATION**

**Academic Requirements:**

Admission to the program is competitive among students who have obtained the specified academic standards.

**Graduate Students:** Graduate applicants must have a B.A. or a B.S. (Music students must have a B.A. or a B.M. in music) with an undergraduate GPA of 3.0 or above. Those with a GPA of 2.5 or above *may* be considered with sufficient evidence of academic potential (i.e., graduate coursework, professional experience). Most Secondary Education MA/TCP applicants have a B.A. or a B.S. in the content area they hope to teach (i.e. English, Math, History, French, Biology, etc.). See “Classes Recommended” for more information.

**Testing Requirements:**

*If your undergraduate GPA (or master’s degree GPA) is 3.0 or higher, no test scores are required at admission.* If GPA is 2.5 or above, students must submit passing scores on the Praxis I Pre-Professional Skills Tests (PPST) with application: 179 on the Reading and Math sections and 177 on the Writing section (composite score of 535 with no score more than 3 points below the cut). Students are exempt from taking the PPST tests if they earned a combined 1150 or higher on their SAT (math and critical reading sections only; minimum score of 530 on each); minimum ACT scores of 24 in reading and 20 in math; or a designated GRE composite score. Be sure to visit [New Test Scores Requirements](#) for important details about this requirement.

**HOW TO APPLY:**

1. Submit application materials between **January 21 and January 30, 2013** to Mrs. Janet Deignan, Office of Teacher Education, 701 Chafee Building, on campus as follows: Bring one copy of the School of Education Application Form, your PPST scores or computerized PPST scores (or SAT / ACT / GRE exemption scores), your BCI Check (more information in packet), and your college transcript(s). Unofficial transcripts are acceptable. At this time, you will also sign up for an interview. **Interviews will begin the week of February 4<sup>th</sup>, 2013.** Admission decision letters will be sent by early April.
2. Create an Admissions Portfolio (see specific instructions later in this document). Include a second copy of the SOE Application Form, your PPST or computerized PPST test scores (or SAT / ACT / GRE exemption scores) if required, and your college transcript(s) in your portfolio. *Please bring your Admission Portfolio with you to your interview.*
3. In addition to submitting the School of Education Application, you must complete a separate Graduate School Application Form for admission to URI’s Graduate School by **January 30<sup>th</sup>, 2013.** Elementary and Secondary applicants: Apply online at <http://www.uri.edu/gsadmis>; you will submit unofficial copies of all graduate and undergraduate transcripts and two recommendations (these are online only, and linked to your application). Please submit your RI residency form (for in-state tuition) to Mrs. Marsha Mott at the School of Education Office, 705 Chafee, Kingston, RI 0288. Other applicants, please visit the website above for specific instructions.

## Classes Recommended Prior to Application

Graduate applicants are often juggling many responsibilities, and may not have the opportunity to take any classes prior to official acceptance into a program. When circumstances permit, however, MA/TCP applicants often choose to take classes as non-matriculating students prior to application in January, and in the spring semester while awaiting an admissions decision. To do so, you will first need to complete a Non-Degree Application Form available on-line at Enrollment Services: <http://www.uri.edu/es/>. You will then be assigned an e-Campus user name and password, and have the ability to enroll in classes on line.

**Secondary Education MA/TCP Applicants:** Typically, prospective applicants to the Secondary Education program are seeking certification in the major they completed as an undergraduate (Math, Spanish, Chemistry, English, etc.). Students who would like to complete the requirements in a given content area, and did not major in the area they wish to teach, however, are also welcome to apply. For these applicants, we recommend focusing on content requirements first, and then taking education classes prior to admission decision as time allows. Curriculum sheets that outline required content classes (Biology, History/Social Studies, English, etc.) are available at [Academic Specializations](#). First, do a preliminary match of your undergraduate courses to the curriculum sheet. Then contact the appropriate advisor (see below) to review your transcripts and confirm what content classes remain for you to take.

Suggested pre-admission classes for Elementary, Secondary, and Music Education applicants are listed below. If accepted into a program, these classes will count toward Certification Requirements.

Elementary	Secondary	Music
EDC 250	EDC 250	MUS 545
EDC 502 or 503	EDC 502 or 503	PSY 113
PSY 232 or HDF 200	EDC 512	(or equivalent)

### School of Education Advisors

(Phone 401-874-xxxx)

#### **Early Childhood**

Dr. Susan Trostle Brand: [susant@uri.edu](mailto:susant@uri.edu) ~ 2426

Phyllis Penhallow: [pcpen@mail.uri.edu](mailto:pcpen@mail.uri.edu) ~ 5171

#### **Elementary**

Dr. Peter Adamy: [adamy@uri.edu](mailto:adamy@uri.edu) ~ 7036

Dr. Sandy Jean Hicks: [sjhicks@uri.edu](mailto:sjhicks@uri.edu) ~ 5976

#### **Secondary**

**English:** Dr. Diane Kern: [dkern@uri.edu](mailto:dkern@uri.edu) ~ 9490

**Foreign Languages:** Dr. JoAnn Hammadou: [joannah@uri.edu](mailto:joannah@uri.edu) ~ 4712

**History/Social Studies:** Dr. David Byrd: [dbyrd@uri.edu](mailto:dbyrd@uri.edu) ~ 5484

**Math:** Dr. Cornelis (Kees) de Groot: [degrootc@mail.uri.edu](mailto:degrootc@mail.uri.edu) ~ 4149

**Sciences:** Dr. Jay Fogleman: [fogleman@mail.uri.edu](mailto:fogleman@mail.uri.edu) ~ 4161

#### **Music**

Susan Thomas: [stthomas@mail.uri.edu](mailto:stthomas@mail.uri.edu) ~ 2763

#### **Summer and Supplemental Advising**

If you have questions and are unable to reach an advisor above, please contact:

Mrs. Annie Kammerer: [agkammerer@uri.edu](mailto:agkammerer@uri.edu) ~ 5252

Mrs. Marsha Mott: [mmott@uri.edu](mailto:mmott@uri.edu) ~ 4068

## URI School of Education Overview of Admission Decision Process

Applicants will be evaluated in the four categories (I-IV) below. To apply, applicants *must* have a score of 3 (meets the standard) or above in categories I and II.

- 1) Categories III and IV will be scored according to the portfolio and admission rubrics provided in this packet. Applicants who receive a score of 3 (meets the standard) or above on *each* of the criteria (A-D) in categories III and IV will be recommended for admission.
- 2) Those with an average score of 3 in categories III or IV will still be *eligible* for admission. Serious and/or multiple deficiencies in any of the criteria (A-D) in these sections, however, may result in program faculty using professional judgment to deny admission.
- 3) Applicants whose final score is below a 3 will *not* be recommended for admission.

### I. General Academic Knowledge

<b>Score:</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Cum. GPA:</b>	2.5—2.99	3.0—3.49	3.50—4.0

### II. Test Results (\*\*PPST: Minimum admission cut scores are required; see Testing Requirements)

<b>Score:</b>	<b>3</b>	<b>4</b>	<b>5</b>
_____ <b>PPST</b>	535-537	538-542	543-570
_____ <b>SAT</b>	1150-1119	1200-1274	1275-1600
_____ <b>ACT</b>	44-47	48-52	53-72
_____ <b>GRE</b>	1100-1149	1150-1224	1225-1600

### III. Admission Portfolio (see rubric for details)

- A. Interpersonal and Communication Skills
- B. Academic Knowledge Base  
(evaluated in Sections I and II above)
- C. Work Experience and Community Service
- D. Multicultural / Diversity Awareness

### IV. Admission Interview (see rubric for details)

- A. Interpersonal and Communication Skills
- B. Academic Knowledge Base
- C. Work Experience and Community Service
- D. Multicultural / Diversity Awareness

## Preparing for and Taking the Praxis I / PPST (Pre-Professional Skills Tests)

1. The best strategy is to take these tests *early*: spring or summer of 2012. Review all pages of this document to see if you are required to take one or more of the PPST tests in Reading, Writing, and Math. (See next page for tips on preparing for the Praxis I.)
2. If yes, visit <http://www.ets.org/praxis/about/praxisi> for an overview. To register for *either* the Computer-based or Paper-based tests, go to <http://www.ets.org/praxis/register>.

### IMPORTANT:

- Applicants with disabilities who wish to request testing accommodations need to read the information provided by ETS at <http://www.ets.org/praxis/register/disabilities>; call **1-866-387-8602** with any questions. Be sure to seek assistance from the URI Office of Student Disabilities Services in Memorial Union *early*. Requests to ETS for accommodations take several weeks to process.
- *Praxis* tests are only given in English. If you are a test taker whose primary language is not English (PLNE), you may be eligible for extended testing time. For more information visit <http://www.ets.org/praxis/register/accommodations/plne> and print out required forms. For help with this process, contact Dr. JoAnn Hammadou: [joannh@uri.edu](mailto:joannh@uri.edu).

### The PPST is offered in a computer-based or paper-based format:

**Computer-based (CBT):** Many students prefer taking the test in this format, as they can choose an available date that works well in their schedule. To see a helpful 7-minute video about the test, visit [Welcome to Your Computerized Praxis™ Testing Experience](#). The best strategy is to take the computer-based test in spring semester prior to application in January, so if you need to re-take one or more of the tests, you will have plenty of time to attain a passing score. You may only take each test once every 30 consecutive days, not including the day of your test. The C-PPST tests in Reading (5710), Writing (5720), and Mathematics (5730) are composed of computer-delivered questions that require selecting a single or multiple responses, highlighting or reordering information, or providing constructed responses. Each testing session is 2 hours to allow time for tutorials on computer use, the test itself, and the collection of background for score reporting. Candidates can choose to take the Reading, Mathematics and Writing assessments as single tests, or as a combined test available in a single testing session with an optional 15-minute break. When you finish the Reading and Math sections, you will find out your score *immediately*; the Writing test is hand-scored, and will be available in about 2 weeks. The *latest date* to take the CBT Praxis tests is **January 12, 2013**. There are two CBT testing centers in Rhode Island:

Prometric Testing Center  
2346 Post Rd; Suite 104  
Warwick, Rhode Island 02886  
(401) 738-9172

Prometric Testing Center  
1300 Highland Corporate Drive  
Cumberland, RI 02864  
(401) 685-1560

**Paper-based (PBT):** The PPST tests in Reading (0710), Writing (0720), and Mathematics (0730) are each one hour long. The Writing test consists of a 30-minute multiple choice and a 30-minute essay section. The PPST is typically given on campus at URI in March, April, July, and November. Many other test sites are available in RI or out of state. Visit ETS online as noted above. (No walk-ins allowed.) The *latest possible* paper-based test date to meet the application deadline in January is **November 3, 2012** (register by October 4 without late fees). After that test date, the computer-based tests are the only option.

### Important—About Test Scores:

*Make sure to create a 'My Praxis' account online at the Praxis I PPST website.* **ALL** test takers, regardless of registration method, will access their score reports **online**. Computer-based test results will be available online in 10-15 days; Paper-based test results will be available online in a month plus 1 day. **Make sure to print a copy of your scores and save them to your hard drive! As of September 2012, scores are available on-line for 1 year (if taken prior, available for only 45 days!); after that, you have to pay to obtain them.** Please note: PPST scores are *not* sent to URI. Test takers may also print admission tickets (for paper-based testing only, except test takers requesting special accommodations); change personal information; and order additional score reports via their My Praxis account.

## Admissions Testing Requirements for Teacher Education Programs

(as required by the Rhode Island Department of Education)

University of Rhode Island School of Education

	Applying Fall 2011 and thereafter
Praxis 1 / PPST	Math 179 Reading 179 Writing 177  Composite (total) Score of 535 with no test score more than 3 points below the cut
SAT	Critical Reading score of at least 530 Math Score of at least 530  Composite (total) score in these 2 areas of at least 1150
ACT	24 Reading 20 Math
GRE	1100 Composite (800 scale test) With no less than 465 verbal and 584 quantitative
	300 Composite (170 scale test) With no less than 151 verbal and 147 quantitative

### Graduate Applicants only:

If you have an undergraduate cumulative GPA of **3.0** or higher, *no* admissions test scores are required.

### Resources to help you prepare for the Praxis 1 / PPST Tests

1. ETS Praxis I '**Tests at a Glance**' (free): These are available for both Computer- and Paper-based tests at <http://www.ets.org/praxis/prepare/materials/> and include sample test questions and test-taking strategies.
2. **Study Guides:** These are available for reference at the Curriculum Materials Library at the URI campus, or may be ordered new or used via the internet.
3. **EDC 279:** This is a URI 1-credit class specifically designed to provide target test prep for each of the PPST tests. The best time to register for this class is in the spring or summer prior to the January application cycle. EDC 279 is also offered in the fall semester.
4. **Anxiety Guide:** If you experience test-taking anxiety, the following may be helpful: <http://www.ets.org/Media/Tests/PRAXIS/pdf/01361anxiety.pdf> (on Praxis website).
5. **On-line Interactive tutorials:** These tutorials for the Reading, Writing, and Math tests may be purchased for \$39 per test at <http://www.praxistutorial.com/>.

# Praxis I / PPST: Exemptions, Explanations, and Examples

## \*For All Applicants to Teacher Education\*

### Do I need to take any of the PPST tests?

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If you have taken the SAT, ACT, or GRE tests, and your scores meet certain benchmarks, you may be exempt from part or all of the Praxis I/PPST.

#### If you have taken the SAT

To qualify for a whole or partial exemption, your SAT scores (**Critical Reading and Math scores only**) must meet the following requirements:

- If your total SAT score is *below* 1150, you **must** take **all three** PPST tests, regardless of your individual scores.
- If you have a total SAT score of at least 1150, and both individual scores are at least 530, you do *not* need to take any PPST tests.
- If your total SAT score is at least 1150, but your SAT Critical Reading score is below 530, you **must only** take the PPST test in *Reading*.
- If your total SAT score is at least 1150, but your SAT Math score is below 530, you **must only** take the PPST test in *Math*.

#### If you have taken the ACT

To qualify for a whole or partial exemption, your ACT scores must meet the following requirements:

- If your ACT Reading score is at least 24, your score is acceptable. If not, you **must only** take the PPST test in *Reading*.
- If your ACT Math score is at least 20, your score is acceptable. If not, you **must only** take the PPST test in *Math*.

#### Graduate Students Only:

- If your undergraduate cumulative GPA is 3.0 or above, you are *not* required to provide any test scores at admissions.
- If your cum. undergraduate GPA is *less* than 3.0 (minimum 2.5), you must provide passing scores on the PPST tests or the SAT, ACT or GRE as specified on chart.

### If I take one or more of the PPST tests, what are the scoring requirements?

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The Praxis I / PPST tests have individual *cut (minimum) scores*, and a *composite score*. The following are the *cut scores* for the tests:

Math **179** Reading **179** Writing **177**

- If you take either the **Reading** or **Math** PPST test due to an ACT or SAT exemption, you must earn *at least* the *cut score* for the test you take.
- If you are taking **all three** PPST tests (Reading, Math, and Writing) you must earn a **composite score** of 535 that is equal to the total of the three cut scores.

$$179 + 179 + 177 = \underline{535}$$

**Note:** It is permissible to achieve the composite score while having one or more individual scores **up to three points below the cut** for that individual test.

**Following are examples of acceptable and unacceptable scoring combinations, with cut scores in parentheses:**

- **Acceptable:** Math 176 (179)  
Reading 179 (179)  
Writing 182 (177)  
The composite score is 537, and the lowest score is 3 points below the cut.
- **Acceptable:** Math 181 (179)  
Reading 178 (179)  
Writing 176 (177)  
The composite score is 535, and two scores (reading and writing) are *fewer than* 3 points below the cut.
- **Not acceptable:** Math 176 (179)  
Reading 179 (179)  
Writing 177 (177)  
The composite score is 532, and it must be 535 or above. One or more of the tests would need to be retaken so that composite score is 535. Choose the best strategy for you.
- **Not acceptable:** Math 182 (179)  
Reading 174 (179)  
Writing 178 (177)  
The composite score is 534, and it must be 535 or above. The *Reading* test would need to be retaken for a score of at least 176 (3 points below cut).

## **BCI (Bureau of Criminal Identifications / Investigations) Check**

A current BCI must be submitted with your application to the School of Education. The BCI is valid for *one year* from date of issue. For example, if you had a BCI check in September of '12, it will still be valid for application in January of 2013. *(If this is your first BCI check at URI, you may also be able to use it for a spring semester 2013 practicum, as long as it will not expire prior to the end of the semester).*

The BCI check may take place at one of the following locations:

- 1) The Attorney General's office in Providence (\$5, payable by check only). To do the BCI in Providence, visit the Attorney General's office at 150 South Main Street in Providence. They are open from 8:30 to 4:30. Driving directions are available by calling 274-4400 and selecting that option. Make sure to bring a photo ID with your birth date. Parking can be tricky, so students sometimes go together and take turns. The AG's office will provide your letter to you before you leave.
- 2) CertifiedBackground.com. This option is convenient because you can get your BCI on-line for a fee of \$18. Please see the next page of this document for instructions and more details.
- 3) Your local police station in home town (price varies). Call ahead because some towns do not offer this service *or* it takes weeks to get the result. NOTE: South Kingstown Police Department does *not* do background checks for *any* student.

If you have questions, please call the Office of Teacher Education at 874-5930.

Thank you for your cooperation!





# CertifiedBackground.com

-----Student Instructions – Background Checks-----

## Background Check

### University of Rhode Island - School of Education

The above organization has chosen CertifiedBackground.com as an approved provider of background checks for students.

## About CertifiedBackground.com

CertifiedBackground.com is a service that allows students to order their own background check online. Information collected through CertifiedBackground.com is secure, tamper-proof, and kept confidential. The services performed by Certified Background are based on guidelines provided by your organization, so you know you'll get the information you need, all from one source. The results are posted on the CertifiedBackground.com website where the student, as well as the school, can view them.

## Ordering Instructions

1. Go to [www.CertifiedBackground.com](http://www.CertifiedBackground.com) and click on "Students."
2. In the Package Code box, enter the package code: **UB06**
3. Enter your payment information – Visa, Mastercard, or Money Order. Follow the online instructions to complete your order.

## Retrieval Instructions

Once your order is submitted, you will receive a confirmation email containing the password needed to view the results of your background check. To view your results, visit [www.CertifiedBackground.com](http://www.CertifiedBackground.com), enter your password in the area provided on the lower right side of the homepage, then enter the last four digits of your Social Security Number. Results are typically available in approximately three days, though some searches take longer so please allow adequate time when ordering. Your Department Administrator will automatically have access to your results. For A Summary of Your Rights Under the Fair Credit Reporting Act visit [www.ftc.gov](http://www.ftc.gov).



## Admission Portfolio Requirements Graduate Applicants

<b>A. Interpersonal &amp; Communication Skills</b>	<b>B. Academic Knowledge Base</b>	<b>C. Work Experience &amp; Community Service with Children / Adolescents</b>	<b>D. Multicultural / Diversity Awareness</b>
<ul style="list-style-type: none"> <li>▪ SOE application form</li> <li>▪ <u>Form A</u>: Overview Statement</li> </ul> <p>(Oral communication skills will be evaluated in Interview)</p> <p>Please do <i>not</i> include a copy of your BCI in portfolio</p>	<ul style="list-style-type: none"> <li>▪ Unofficial transcripts from all institutions attended (undergraduate and graduate)</li> <li>▪ Copy of PPST, SAT, ACT, or GRE test scores</li> <li>▪ Letter of Recommendation from one of your instructors attesting to competence and enthusiasm for learning</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Letter of Recommendation from supervisor attesting to competence and enthusiasm for learning in a work/volunteer environment. (min. 1)</p> <p style="text-align: center;"><b>Note:</b> There is <i>no</i> Form B !</p>	<ul style="list-style-type: none"> <li>▪ Letter of Recommendation and / or Formal Evaluation from a supervisory person who discusses <i>in detail</i> your work with children or young people (min. 1)</li> <li>▪ Students who have taken EDC 250 or HDF 203, please include Formal Evaluation</li> <li>▪ <u>Form C</u> detailing experiences with reflection and RIPTS caption included</li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Form D</u> detailing experience with reflection and RIPTS caption included</li> </ul>

### Preparing your Admissions Portfolio:

- Admission Teams review many portfolios, so it is essential that you provide a neat, well-organized Admissions Portfolio.
- Forms A, C, and D are available in the Admissions Packet at <http://www.uri.edu/hss/education/applicants/index.html>.
- The required elements above are best presented in a 3-ring binder; a 1-inch binder should be sufficient.
- Please clearly label the front and spine of the binder with your name and the program you are applying to.
- Separate binder into 4 sections as designated above. You may choose to use sheet protectors for the materials (not required).  
If you do so, please be sure that all sides of the document are visible (i.e. each page of transcript, etc.) so that reviewer does not need to pull out any materials in order to see all the information you provide.
- Do *not* include your BCI in your portfolio; submit it to the Office of Teacher Education with your application materials.
- A sample generic portfolio is available for reference in the Curriculum Materials Library (1<sup>st</sup> floor of the URI library Kingston).
- Bring your Admissions Portfolio with you to your interview; do not submit prior to interview appointment.
- Please remember to collect your portfolio in Chafee 701 after you receive your admissions decision letter.

## **URI School of Education Admission Portfolio Rubric**

### **Writing Rhode Island Professional Teacher Standard (RIPTS) Captions (categories C and D)**

Captions are short statements that describe how the specified evidence in your portfolio is related to the RIPTS. Applicants should refer to a few of the key standards (1-10), and may reference indicators as well (i.e. 1.4) if applicable.

**Example:** This paper on autism spectrum disorders addresses RIPTS 2 (content knowledge) and RIPTS 4 (diversity of learners) as it demonstrates my commitment to learning about issues of diversity and how these issues impact children in schools. It made me think specifically about RIPTS 4.3: how to ‘develop alternative instructional strategies’ for students with autism, as well as those with other learning differences.

### **A. Interpersonal & Communication Skills**

**Required Evidence:** SOE Form A-Overview Statement

#### **5- Well Above Standard**

Statement reflects the following:

- Compelling focus on “teaching” and desire to work with children/adolescents in a school setting;
- A sophisticated and thoughtful understanding of the role of a teacher in the lives of children;
- Decision to become a teacher has evolved from compelling and varied life experiences;
- Sophisticated and thoughtful reference to academic experiences related to decision to become a teacher;
- Specifically references RIPTS and SOE Diversity Vision and directly relates to candidate’s life experiences;
- Mastery of mechanics and usage (i.e. no grammar and spelling errors; no inappropriate use of slang); clarity of writing and organization are exemplary

#### **4- Above Standard**

Statement reflects the following:

- Articulate focus on “teaching” and desire to work with children/adolescents in a school setting;
- A thoughtful understanding of the role of a teacher in the lives of children;
- Decision to become a teacher has evolved from compelling life experiences;
- Thoughtful reference to academic experience(s) related to decision to become a teacher;
- References RIPTS and SOE Diversity Vision;
- Mastery of mechanics and usage (i.e. one or two grammar and spelling errors; no inappropriate use of slang); clarity of writing and organization are noteworthy

#### **3- Meets Standard**

Statement reflects the following:

- Focus on “teaching” and desire to work with children/adolescents in a school setting;
- An appropriate understanding of the role of a teacher in the lives of children;
- Decision to become a teacher has evolved from appropriate life experiences;
- Reference to academic experience(s) relates to decision to become a teacher;
- Near mastery of mechanics and usage (i.e. one or two grammar and spelling errors; no inappropriate use of slang); clarity of writing and organization are acceptable

## **2- Approaches Standard**

Statement reflects the following:

- Weak or marginal focus on “teaching” and desire to work with children/adolescents in a school setting;
- A superficial or weak understanding of the role of a teacher in the lives of children/adolescents;
- Decision to become a teacher has not clearly evolved from life experiences;
- Little reference to academic experience as it relates to decision to become a teacher;
- Mechanics and usage are still developing (i.e. several grammar and spelling errors and/or inappropriate use of slang); writing and organization are sometimes confusing

## **1- Little Evidence**

Statement reflects the following:

- Little or no focus on “teaching” and desire to work with children/adolescents in a school setting;
- Little or no understanding of the role of a teacher in the lives of children/adolescents;
- No evidence that decision to become a teacher has evolved from life experiences;
- No reference to academic experience as it relates to decision to become a teacher;
- Poor mechanics and usage (i.e. numerous grammar and spelling errors and/or inappropriate use of slang); weak writing and organization

## **B. Academic Knowledge Base**

**Required Evidence:** 1) Academic transcripts from all colleges/universities attended; 2) Required Test Scores (Praxis 1/PPST, SAT, ACT, or GRE); 3) *Undergraduate applicants:* Letter of Recommendation from one of your instructors attesting to competence and enthusiasm for learning; *Graduate applicants:* Letter of Recommendation from one of your instructors OR Letter of Recommendation from supervisor attesting to competence and enthusiasm for learning in a work/volunteer environment. [Note: There is no Form B.]

## **C. Work Experience & Community Service with Children and/or Adolescents**

**Required Evidence:** 1) SOE Form C with reflection and RIPTS caption; 2) Letter of Recommendation and/or Formal Evaluation Form (e.g. EDC 250, HDF 203)

### **a) SOE Form C:**

## **5- Well Above Standard**

- SOE form C and reflection indicate that candidate has had meaningful and long-term interaction with children/adolescents in a school and community setting.
- RIPTS caption is included and directly relates to candidate’s work experience and community service with children and adolescents.

## **4- Above Standard**

- SOE form C and reflection indicate that candidate has had meaningful and long-term interaction with children/adolescents in a school and/or community setting;
- RIPTS caption is included.

### **3- Meets Standard**

- SOE form C and reflection indicate that candidate has had meaningful interaction with children/adolescents in a school and/or community setting;

### **2- Approaches Standard**

- SOE form C and reflection indicate that candidate's interaction with children/adolescents in a school or community setting has *only* been short-term.

### **1- Little Evidence**

- SOE form C and reflection indicate that candidate has had little or no meaningful interaction with children/adolescents in a school or community setting.

### **b) Letter of Recommendation or Formal Evaluation:**

#### **5- Well Above Standard**

- Letter of recommendation and/or formal evaluation form affirms in detail candidate's exceptional strengths in working with children / adolescents.

#### **4- Above Standard**

- Letter of recommendation and/or formal evaluation form affirms in detail candidate's strengths in working with children / adolescents.

#### **3- Meets Standard**

- Letter of recommendation and/or formal evaluation form affirms in some detail candidate's strengths in working with children / adolescents.

#### **2- Approaches Standard**

- Letter of recommendation and/or formal evaluation form is brief and lacking convincing detail concerning candidate's strengths in working with children/adolescents.

#### **1- Little Evidence**

- Letter of recommendation and/or formal evaluation form is brief and does not affirm candidate's strengths in working with children/adolescents, or is not included.

### **D. Multicultural / Diversity Awareness**

**Required Evidence:** SOE Form D with reflection and RIPTS caption.

#### **5- Well Above Standard**

- SOE form D and reflection indicate that candidate has had exceptionally meaningful life experiences that have informed his/her understanding of diversity.
- RIPTS caption is included and directly relates to candidate's understanding of diversity.

#### **4- Above Standard**

- SOE form D and reflection indicate that candidate has had varied life experiences that have informed his/her understanding of diversity.
- RIPTS caption is included.

### **3- Meets Standard**

- SOE form D and reflection indicate that candidate has had life experiences that have informed his/her understanding of diversity.

### **2- Approaches Standard**

- SOE form D and reflection indicate that candidate has had little life experience that has informed his/her understanding of diversity.

### **1- Little Evidence**

- SOE form D and reflection indicate that candidate has had little to no life experience pertaining to diversity.

Form A  
URI School of Education  
Interpersonal & Communication Skills  
**Overview Statement**

Applicant Name: \_\_\_\_\_

**Directions for Writing the Applicant Overview Statement:**

1. This is an opportunity to develop a clear well-written statement (500 words) about why you wish to become a teacher, and to summarize your academic and life experiences related to this goal.
  
2. Please relate your beliefs, strengths and experiences to the Rhode Island Professional Teaching Standards (RIPTS) and the Diversity Vision (both documents found in application packet). Refer to 3 to 5 RIPTS by specific number and title in your statement. Refer specifically to the URI Diversity Vision (Disposition, Knowledge, and Skill) using at least one example.

Form C  
 URI School of Education  
 Work Experience & Community Service with Children / Adolescents

**Directions to applicant:** Please fill out this form to give the Admissions Review Team a clear idea of your experience. Your experience may be paid or un-paid, in a school or community setting. Use as many of the 4 spaces as necessary to describe your experiences. Emphasis should be on longer term experiences in which you had a positive interaction with children / adolescents. Please list *most recent* experience first. Include an additional form if needed, but please write only one reflection. Key in RIPTS caption below your reflection (instructions on page 1 of Portfolio Rubric). In your portfolio, include formal evaluation from any field experience you have completed (i.e. EDC 250, HDF 203).

**Your Name:**

	<b>Specific Setting</b> (School, Camp, YMCA, etc.)	<b>Age Group of Children/ Adolescents</b>	<b>Duration</b> (ex: 3 hours per week: 9-25-08 to 11-25-08)	<b>Recommendation or Evaluation Form attached?</b> (minimum 1)
<b>1</b>				
<i>Brief description of your responsibilities:</i>				
<b>2</b>				
<i>Brief description of your responsibilities:</i>				
<b>3</b>				
<i>Brief description of your responsibilities:</i>				



Form C  
URI School of Education  
Work Experience & Community Service with Children / Adolescents

<b>4</b>				
	<i>Brief description of your responsibilities:</i>			

**Reflection:** *What have you discovered about children and/or adolescents and how they learn from these experiences?* Please respond in a maximum of 250 words in space below.

Include your RIPTS Caption here:

Form D  
 URI School of Education  
 Multicultural / Diversity Awareness

**Directions to applicant:** Please fill out this form to give the Admissions Review Team a clear idea of your experience relating to diversity (ethnicity, race, socioeconomic status, gender, learning and physical exceptionalities, language, religion, sexual orientation, and geographic area). Possible sources for such experiences (paid or un-paid) include—but are *not* limited to—an academic course with diversity focus (EDC 250, RLS 111, AAF 247, etc), family history/upbringing, study or travel abroad, work experience in diverse setting; volunteer experience at Special Olympics, multi-cultural fairs, or enrichment programs.

Use as many of the 4 spaces as necessary to describe your experiences. Emphasis should be on longer term experiences. Please list *most recent* experience first. Include an additional form if needed, but please write only one reflection. Key in RIPTS caption below your reflection (instructions on page 1 of Portfolio Rubric).

**Your Name:**

	<b>Specific Setting</b>	<b>Age Group of Children/ Adolescents or Other</b>	<b>Duration</b>  (ex: 3 hours per week: 9-25-08 to 11-25-08)
<b>1</b>			
<i>Brief description of your responsibilities:</i>			
<b>2</b>			
<i>Brief description of your responsibilities:</i>			
<b>3</b>			
<i>Brief description of your responsibilities:</i>			

Form D  
URI School of Education  
Multicultural / Diversity Awareness

<b>4</b>			
	<i>Brief description of your responsibilities:</i>		

**Reflection:** *As an aspiring teacher, how did these experiences influence your understanding of diversity?* In your response (250 words or less), please refer to the “Diversity Vision” found in this Admissions Packet.

Include your RIPTS Caption here:

**URI School of Education**  
**Admission Interview Rubric**

**A. Interpersonal and Communication Skills**

(In this category, score is based on overall performance in interview)

**5- Well Above the Standard**

- Enthusiasm for children and teaching profession clearly apparent and pervasive; upbeat and positive; eagerly comments on work with children;
- Responses to questions appropriate, unique, and engaging;
- Professional dress; professional demeanor (e.g. engaged listener, respectful, tactful, eager to engage in discussion; self-reflective);
- Excellent interview skills;
- Mastery of grammar and syntax; no slang; integrated professional language throughout interview

**4- Above the Standard**

- Enthusiasm for children and teaching profession apparent;
- Responses to questions clear and appropriate;
- Professional dress; professional demeanor (e.g. engaged listener, respectful, tactful, eager to engage in discussion; self-reflective);
- Good interview skills; few if any problems;
- Mastery of grammar and syntax; no use of slang; some use of professional language

**3- Meets the Standard**

- Demonstrated some enthusiasm for children and teaching profession;
- Responses to questions may have a few problems but generally were appropriate. Didn't need much if any restating or rephrasing;
- Appropriate dress (clean and neat); Demeanor was respectful and tactful;
- Adequate interview skills although some weaknesses apparent (e.g. may use lots of 'ums and like' but otherwise skills are good);
- Near mastery of grammar and syntax; little use of slang

**2- Approaches Standard**

- Superficial or weak enthusiasm for children and the teaching profession;
- Although responsive, many answers to questions were inaccurate, vague, lacked detail, and/or were irrelevant. Required restating or rephrasing of questions, which generally elicited a more complete, although not necessarily more accurate or relevant, response; integrated some knowledge, content or experience in response;
- Dress was inappropriate or demeanor was unprofessional;
- Weak interview skills;
- Inconsistent use of standard grammar and syntax; some use of slang; little use of professional language

## 1- Little Evidence

- Little or no enthusiasm for children and the teaching profession (e.g. appears to be just going through the motions, apathetic);
- Unresponsive to some questions even when questions were repeated or rephrased; many responses were confusing, inaccurate, vague, lacked detail, and/or irrelevant; failed to integrate knowledge, content or experiences;
- Dress was inappropriate or unkempt (e.g. clothing torn, unclean, wrinkled, revealing; poor grooming); unprofessional demeanor (e.g. came late to interview without notification; ate, drank or chewed gum; argumentative and/or disrespectful);
- Poor interview skills (e.g. fidgeted, lacked eye contact, slouched; mumbled, disorganized responses and/or lost track of conversation, etc.);
- Many errors in grammar and syntax (e.g. incorrect tense, lacked noun-verb agreement, word choice), pervasive use of slang; lacked use of professional language

**NOTE:** In the following categories (B,C and D), scores will be based on responses to specific questions that will be asked during the interview. Responses will be scored with on a 1-5 scale as follows: 1-Little Evidence, 2-Approaches the Standard, 3-Meets the Standard, 4-Above the Standard, or 5-Well Above the Standard.

## **B. Academic Knowledge Base**

- 5- Discusses both academic strengths and weaknesses as they relate to their teaching; is able to give specific examples of ways they would utilize strengths or remediate weakness; the answer includes reference to educational research and theory
- 4- Discusses both academic strengths and weaknesses as they relate to their teaching; is able to give specific examples of ways they would utilize strengths or remediate weakness
- 3- Discusses both academic strengths and weaknesses as they relate to their teaching
- 2- Discusses academic strengths or weaknesses (not both) as they relate to their teaching or discusses both, but doesn't relate to their own teaching
- 1- Discusses academic strengths or weaknesses

## **C. Work Experience/Community Service with Children and Adolescents**

- 5- Describes experiences in relation to their decision to become a teacher, and specifically relates experiences with children/adolescents to their own knowledge about teaching; response includes reflection on student learning or development.
- 4- Describes experiences in relation to their decision to become a teacher; specifically relates experiences with children/adolescents to their own knowledge about teaching
- 3- Describes experiences in relation to their decision to be a teacher
- 2- Describes why they want to be a teacher without connecting to experiences with children/adolescents
- 1- Describes experiences, but not in relation to their decision to be a teacher.

**D. Multicultural and Diversity Awareness**

- 5- Identifies a minimum of three categories of diversity likely to be encountered in a classroom; discusses how classroom diversity impacts teaching and learning based on their own knowledge and experiences; provides specific personal examples to illustrate their points, and identifies possible effective teaching strategies or interventions
- 4- Identifies a minimum of three categories of diversity likely to be encountered in a classroom; discusses how classroom diversity impacts teaching and learning based on their own knowledge and experiences, and provides specific personal examples to illustrate their point
- 3- Identifies a minimum of three categories of diversity likely to be encountered in a classroom; discusses how classroom diversity impacts teaching and learning based on their own knowledge and experiences
- 2- Identifies fewer than three categories of diversity likely to be encountered in a classroom; does not discuss how classroom diversity impacts teaching and learning, or does so without reference to their knowledge and experience
- 1- Identifies no categories of diversity and/or demonstrates inappropriate understanding of, and attitudes towards diversity

## THE RHODE ISLAND PROFESSIONAL TEACHING STANDARDS (RIPTS)\*\*

### **1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.**

*Teachers...*

- 1.1 know their discipline/content areas and understand how knowledge in their discipline/content area is created, organized, linked to other disciplines, and applied beyond the school setting
- 1.2 reflect a variety of academic, social, and cultural experiences in their teaching
- 1.3 use a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement
- 1.4 exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students
- 1.5 facilitate student involvement in the school and wider communities

### **2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.**

*Teachers...*

- 2.1 know their discipline/content areas and understand how knowledge in their discipline/content area is created, organized, linked to other disciplines, and applied beyond the school setting
- 2.2 design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island's learning standards
- 2.3 select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas
- 2.4 engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding
- 2.5 represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives

### **3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.**

*Teachers...*

- 3.1 understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning
- 3.2 design instruction that meets the current cognitive, social and personal needs of their students
- 3.3 create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class

### **4. 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...*

- 4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
- 4.2 use their understanding of students (e.g., individual interests, prior learning, cultural background, native language, and experiences) to create connections between the subject matter and student experiences
- 4.3 seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students where appropriate
- 4.4 make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP's), or other approved school-based individualized learning plans (ILP's)

**5. Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.**

*Teachers...*

- 5.1 design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills
- 5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives
- 5.3 make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem
- 5.4 engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence
- 5.5 use tasks that engage students in exploration, discovery, and hands-on activities

**6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.**

*Teachers...*

- 6.1 use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained
- 6.2 establish a safe, secure and nurturing learning environment that supports the active engagement of all students
- 6.3 provide and structure the time necessary to explore important concepts and ideas
- 6.4 help students establish a classroom environment characterized by mutual respect and intellectual risk-taking
- 6.5 create learning groups in which all students learn to work collaboratively and independently
- 6.6 communicate clear expectations for achievement that allow all students to take responsibility and advocate for their own learning

**7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.**

*Teachers...*

- 7.1 work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement
- 7.2 develop relationships with students and their families to support learning
- 7.3 understand the role of community agencies in supporting schools and work collaboratively with them as appropriate

**8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.**

*Teachers...*

- 8.1 use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counter examples) to engage students in learning
- 8.2 use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote student learning
- 8.3 use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school
- 8.4 emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction
- 8.5 seek knowledge of and demonstrate sensitivity to the particular communication needs of all students



**9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.**

*Teachers...*

- 9.1 select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments
- 9.2 identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted
- 9.3 systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement
- 9.4 provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning
- 9.5 use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals
- 9.6 maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues
- 9.7 use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals

**10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.**

*Teachers...*

- 10.1 solicit feedback from students, families, and colleagues to reflect on and improve their own teaching
- 10.2 explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning
- 10.3 take responsibility for their own professional development and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers
- 10.4 take responsibility for learning about and implementing federal, state, district and school initiatives to improve teaching and learning

**11. Teachers maintain professional standards guided by legal and ethical principles.**

*Teachers...*

- 11.1 maintain standards that require them to act in the best interests and needs of students
- 11.2 follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families
- 11.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities
- 11.4 interact with students, colleagues, parents, and others in a professional manner that is fair and equitable
- 11.5 are guided by codes of professional conduct adopted by their professional organizations

\*\* Indicator numbers added to aid faculty and students in referencing specific elements beneath the standards.

# School of Education

## Diversity Vision

The University of Rhode Island's Teacher Preparation Programs view the documented low achievement levels of students of color, language minority students, students from poverty backgrounds, and students with disabilities, and the marginalizing of diverse cultural groups as educational injustices. In response, we assume the moral responsibility of preparing all teachers to meet the needs of diverse learners.

Informed by this knowledge base, we collaborated on a vision that defines diversity and identifies the dispositions, knowledge, and skills our teacher candidates must possess to meet the needs of an increasingly diverse student population.

### Definition

Diversity is differences among groups of people and individuals including ethnicity, race, socioeconomic status, gender, learning and physical exceptionalities, language, religion, sexual orientation, and geographical area.

### Dispositions

- High expectations for all students
- Assumption of responsibility and self-efficacy for high level student achievement
- A sense of equity characterized by equality of opportunity and achievement
- Respect and appreciation for diversity
- To seek world views different from one's own
- Advocacy for empowerment of diverse students
- A commitment to social justice and advocacy of diverse students

### Knowledge

- Cultural and individual strengths of diverse learners
- Informed and nuanced view of cultural labels
- Informed knowledge of parents and primary caretakers of diverse students with emphasis on their strengths and commitment to children
- Structural roadblocks that impede success for diverse learners
- Impact of stigma associated with disability labels and segregated educational environments
- The significance and role of community groups to diverse cultural groups

### Skills

- Use cultural and individual strengths as a basis for learning so as to operate from a "Strength" rather than a "Deficit" paradigm
- Engage diverse learners
- Implement differentiated instruction
- Support English language learners
- Convene parental, community, and other relevant personnel to support the diverse learner