

# Peri-Anne Chobot, Ed.D.

drperiannechobot@gmail.com

## Letter of Introduction: Dr. Peri-Anne Chobot

Two years ago I climbed Mount Kilimanjaro in Tanzania and this past November, I hiked the Inca Trail in Peru. During each of these phenomenal life experiences I was reminded of the grit and determination that is necessary to achieve a goal. My current goal is to lead a school district that puts students first in both action and deed. It is with this in mind and after reading the Flagler County superintendent job summary statement and the district's **Strategic Plan** that I am excited to submit my application materials for consideration as the next **Superintendent for Flagler County Public Schools**. You will notice that I have bolded aspects of my experiences that directly align with the district's Strategic Plan in an effort to facilitate your review.

Throughout my career I have been laser-focused on establishing **innovative learning environments** that prepare students for the known and the unknown, in other words their unique futures. In most cases, this involved comprehensive change in order to achieve a truly student-first curriculum that included core-knowledge, performance standards, elements of **universal design, innovation, creativity, real-world problems and a global perspective**. I have not done this alone, it has been accomplished by **working collaboratively with district and building level teams through supervisory leadership, mentoring and coaching of principals and high quality instructional teams** that ensure increased student achievement, overall student success, and achievement of district wide goals.

I have been able to execute these change initiatives through **guided action research** and successful collaboration with all members of the educational community, within the public, non-public and private schools in which I have been the leader. It is therefore with great personal and professional pleasure that I present this letter of introduction.

As you will see from my experiences, I have over 33-years of experience working within urban public schools, non-public schools and traditional private schools, including targeted experience with students with learning differences, ADHD and bilingual populations. You will also see from my résumé that I have over 25-years of experience in a supervisory role working with teacher leaders and administrators to inform their practice through **data** as a means to increase student performance. **Through universal design, a Theory of Action, and collaborative practice I have been able to employ strategies that supported the school's strategic initiatives and increased student performance.**

I recently accepted a position as the President/Head of School for a small private college preparatory school in Washington, D.C., where I was hired "sight unseen" to execute a complete academic and financial turnaround. I have been the Head of School at Commonwealth Academy and the CEO and Head of School for The Kingsbury Center in Washington, DC., both schools with missions to support students who learn differently. The Kingsbury Center included a day-school for students with learning differences and ADHD; and tutoring, occupational therapy, physical therapy, speech and language pathology and diagnostic and psychological services divisions, which support the Center and the general community and Commonwealth Academy is a private day-school serving students with ADHD.

Prior to accepting the position in D.C., I was employed by The Wethersfield Board of Education in Wethersfield, Connecticut as an Administrator on Special Assignment after completing a year in the district as the interim principal of Charles Wright Elementary School. In my role, I was responsible for the district-wide implementation of Scientific Research-Based Interventions a data-driven response to intervention protocol, the development and **implementation of a district Developmental Guidance Curriculum K- 12**, the development and implementation of an action research based Teacher Supervision and Evaluation Plan and the supervision and evaluation of select teachers and the entire district guidance team.

I accepted this continuing interim contract after leaving Florida where I was working for Meritas International Schools based at The North Broward Preparatory Schools in Coconut Creek, Florida as The

Assistant Headmaster for Academic Affairs and The Dean of Faculty, **and traveling for the corporation to train teachers and Headmasters in their respective corporate schools.**

As The Assistant Headmaster for Academic Affairs and the Dean of Faculty, the scope of my responsibilities included complete oversight of the entire academic program, including but not limited to the development and **alignment of all curriculums, standards, benchmarks and assessment analyses.** I also developed a comprehensive **evaluation tool including a walk-through protocol.** I monitored the Atlas Rubicon on-line curriculum-mapping program and insured the accuracy and dynamic nature of each map from Pre-K 3 through to twelfth grade, including our wide-range of AP courses and during my last year at the school the school received approval to become an International Baccalaureate school.

**I directly supervised and mentored the Upper School Administrative Teams consisting of, the High School and Middle School Principals and Assistant Principals and the Lower Schools' Principals and Assistant Principals.** I worked very closely with all of these building-based principals on their professional goals, data collection for data-driven decision making, supervision, evaluation, teacher professional development and school achievement plans. I also supervised the College Advising Office, the Dean of our Lighthouse Point Academy program, a program that served as support for average to above average learners with defined learning disabilities and the Director of Guidance. In each case, I worked with each of these leaders to support the overall mission, vision, goals and strategic planning of The North Broward Preparatory Schools.

I possess knowledge of current theory in curriculum development and implementation, and experience in using **data to make targeted decisions regarding student needs** and I know how to prescribe improvement plans using the data. I have used this understanding and subsequent practices to promote and then demonstrate academic excellence in teaching and learning. I have had teaching and administrative experiences in urban and suburban environments alike providing me with great perspective and experiences. I have instituted student-led performance conferencing and implemented the professional learning community (PLC) model as a means to use data to drive targeted action research that increased students' performance, as measured on standardized assessments. Once of the PLC's focused on **Project-based Learning (PBL).**

I have worked with the **community to establish partnerships** and connections that have led to great comprehensive support for the students that I served. I have also collaborated to develop contemporary and dynamic access to the **technologies that will drive the future.** This has included STEAM Labs, Robotic Engineering, Design Thinking and adaptive technology. I have most recently traveled to Chile to authenticate STEM instruction and created the STEAM rubric being used as the assessment tool for district and school implementation.

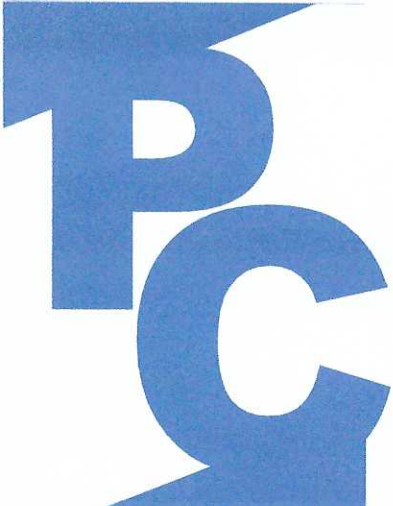
I have been both an instructor and a student in the virtual world as I completed my Educational Doctoral degree at Walden University and my dissertation entitled *"Using Instructional Leadership to Enhance Use of Multiple Intelligences in the Classroom"* was published and is available at Proquest for your review.

I have also worked in schools outside of the country, developing teachers and leaders and implementing standards for STEAM education, differentiation and best practices for special populations. Within all of these domains I have been able to coordinate processes and make effective decisions that meet the needs of all constituents. My current position and all of my previous teaching and administrative experiences make me extraordinarily well-suited to be the next **Superintendent for Flagler County Public Schools.**

Thank you in advance for your attention to my application materials. I would welcome the opportunity to share my complete portfolio and describe in greater detail my accomplishments. My cell phone is reached most easily by cell phone at (954) 540-6338 should you require any additional information.

Looking forward,

  
Peri-Anne Chobot Ed.D.



# Peri-Anne Chobot, Ed.D.

DRPERIANNECHOBOT@GMAIL.COM

## LEADERSHIP EXPERIENCE

Emerson Preparatory School/Emerson Institute, Washington, D.C. President/Head of School	2018 – Present
Commonwealth Academy, Alexandria, VA Head of School	2016 - 2018
The Kingsbury Center, Washington, D.C. CEO/Head of School	2010 - 2016
The Wethersfield Public Schools, Wethersfield, CT Administrator on Special Assignment – District K - 12	2009 - 2010
Charles Wright Elementary School Interim Principal – Grade K-6	2008-2009
North Broward Preparatory Schools, Coconut Creek, FL Assistant Headmaster for Academic Affairs/Dean of Faculty Dean of Faculty	2005-2008 2004-2005
Dr. James H. Naylor School, Hartford, CT Principal – Grades Pre-K – 8	2001 – 2004
Silvermine Elementary School, Norwalk, CT Principal – Grades K – 5	1999 - 2001
Holmes Wood Elementary School, Shelton, CT Principal – Grades Pre-K – 8	1996 - 1999
Assistant Principal - Grades Pre-K – 8	1995 - 1996

## TEACHING EXPERIENCE

Windham Public Schools, Windham, CT Taught bilingual students in grades two and three in a Sheltered English Classroom.	1988 - 1995
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## EDUCATION

Ed.D. Administrator Leadership for Teaching and Learning, Walden University, Minneapolis, MN  
 6th Year in Education Administration, University of Connecticut, Storrs, CT  
 M.A. Bilingual/Bicultural Education, University of Connecticut, Storrs, CT  
 B.S., B.A. Education/Spanish, Eastern Connecticut State University, Willimantic, CT


## VOLUNTEER WORK

CRi – Community Residences Incorporated 2016 – present  
 Acting President of the Board of Directors and Chair of the Governance Committee

## STRENGTHS

- Data-driven
- Innovative
- Possibilities
- Student-first
- Leadership development
- Possess Integrity
- Problem solver
- Collaborative
- Joyful

### CONTACT

 6488 Wesley Lane,  
Elkridge, MD 21075

 954-540-6338

### SUMMARY

An innovative, student-centered school leader who has successfully collaborated with the board, faculty, staff and the community at-large to provide the highest quality teaching and learning experiences for diverse learning communities.

February 16, 2019

To Whom It May Concern:

Thank you for the opportunity to write a letter of reference for Dr. Peri-Anne Chobot.

I have had the pleasure of working with Dr. Chobot over the last 10 years in three unique schools in the greater Washington, D.C. area. My professional relationship with Dr. Chobot began with her appointment as the CEO/Head of School at The Kingsbury School in Washington, D.C. in July 2010 and our professional relationship continues in her current role as the CEO of Emerson Preparatory School. At the time of our first meeting, I was an elementary special education teacher at The Kingsbury School. Under Dr. Chobot's guidance, coaching, and leadership I developed leadership skills along with skills in my areas of expertise to achieve many professional goals, eventually joining the leadership team at The Kingsbury School. Post retirement, I tutor students with learning differences and act as a consultant specializing in academic assessments and educational data analysis. I hope that my perspectives as a faculty member, a leadership team member and an independent consultant provide a clear picture of Dr. Chobot as the ~~unwavering, transformer, and passionate leader that you seek~~.

With her unwavering "student-first" philosophy, Dr. Chobot's focus is on the success of all students as witnessed not only through her words but through her actions at each of the schools. Following are just a few examples of the many initiatives that Dr. Chobot brought to The Kingsbury School. With these initiatives and the addition of many other programs there was a rapid and seamless transformation of the school and a necessary shift from an adult-centered environment to a prominent "student-first" school under Dr. Chobot's leadership.

Dr. Chobot quickly recognized the need to propel the 75-year-old school program into the 21<sup>st</sup> century, putting the latest technology into the hands of all the students from preschool through high school. This included not only the changes to the building's infrastructure and the acquisition of the technology, but also ongoing training for the students and faculty to ensure high quality instruction and individualization to best meet the needs of each student. This successful technology roll-out relied heavily on feedback from the students and evaluation of relevant data.

The quality of the instruction and students' academic growth was assessed, measured, and analyzed through Dr. Chobot's development of an intensive data collection system and the consistent analysis of the data by the administration and faculty under her guidance. Best practices in instruction and research-based curricula were also added to the school program. Dr. Chobot endorsed action-research projects, professional learning communities and high quality, relevant professional development for all faculty members to further ensure the academic and personal success of every student.

In every setting which I have observed Dr. Chobot interacting with students, families and staff, what is most striking and impressive, is her astounding ability to recognize, encourage and enhance students' strengths. She connects with students not only through sincere empathy, but with honesty and reality, promoting true growth in students' thinking and maturity. She recognizes each student's special gifts and acknowledges their individual challenges. With her guidance, students learn to think for themselves and problem solve with confidence. Dr. Chobot makes personal connections with each student, at times providing counsel that the students would not otherwise receive due to their circumstances. Parents welcome and appreciate her advice, as they recognize her profound understanding of their child.

Dr. Chobot is an exceptional leader. She will inspire the faculty, staff and other stakeholders in any educational setting with her vast knowledge of the educational field, not to mention her knowledge, interest and passion for a wide range of topics. And most importantly, she will motivate and encourage the students.

I enjoy being a part of any community in which Dr. Chobot is involved and without doubt, I know that she will be a valued leader in any institution. It is with great pleasure that I write this letter for your use and I would be more than happy to provide additional information as needed. Please feel free to reach out to me.

Sincerely,

Janice Ginsberg  
[janice.ginsberg@gmail.com](mailto:janice.ginsberg@gmail.com)  
240-277-3581

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August 2015

Dear Sir or Madam:

I write this in support of the skills and accomplishments of Peri-Anne Chobot, Ed.D., during her tenure as CEO and Head of School at The Kingsbury Center, Inc., Washington, D.C. My perspectives on Peri-Anne are from two points of view. First, I am the parent of a special needs student who graduated from Kingsbury in June 2014. Second, I served on the Board of Trustees at Kingsbury from May 2009 through June 2015. During my final year on the Board I served as President. During my tenure, the Trustees hired Dr. Chobot.

My experience with Peri-Anne is broad in scope. For the purpose of this letter, I focus on three significant areas that I believe highlight her talents and dedication. First, I will offer thoughts on Peri-Anne's essential attention to the Kingsbury students. Second, I will provide views on her dedication to data-driven decision making. Finally, I will share some of Peri-Anne's innovative thinking and the action steps taken to implement that thinking.

As an institution dedicated to serving children and young adults with learning disabilities, Kingsbury is first and foremost committed to the students. Peri-Anne embraced this ethos and preached it constantly. As CEO, she always chose to review the Individual Education Plan (IEP) of every student (average 190) at Kingsbury. While she certainly has a competent and diligent staff of IEP managers, Peri-Anne nonetheless believes that these documents were at the core of the individualized program of services that each child was receiving and she wanted to personally internalize the details of these documents.

Peri-Anne's focus on the students is not only about data. It is in fact the stories she shares that offers the most vivid insights of her relationship with the students. While her stories are always part of her CEO report to the Board, it is her public stories at each graduation ceremony that are the most memorable ones. During her tenure at Kingsbury, Peri-Anne made it a point to speak directly to and about each graduating senior as part of the commencement. Her specific and poignant tale about each person gave the graduation event the feeling of a family gathering. The stories demonstrate not only Peri-Anne's knowledge of each student's gifts but her personal hopes for them in their next phase of life.

Data and detail are paramount with Peri-Anne. This determination to rely on data in decision making was like a breath of fresh air at Kingsbury. Conjecture, anecdote, and speculation was insufficient for action. The Board needed clear evidence to set a direction and Peri-Anne's charge to her staff was the development of a rigorous standard of data collection, analysis, and evaluation. Her trend analysis on enrollment was essential to the strategic planning process by

the Trustees. The year-over-year reporting on the progress of a totally-reinvented tutoring division validated the Board's decisions to transform that aspect of the Kingsbury Center's operations. Finally, the quality of data collected as part of the Independent Schools accreditation process (completed in 2013) required a serious commitment of time, talent and determination.

No institution can long survive, much less thrive, without innovating programs and practices. Peri-Anne brought her own ideas to Kingsbury and nurtured new ideas up. Technology represents a significant area for innovation. At the time of this letter, the entire student body at Kingsbury Day School is equipped with a personal handheld device — iPad, mobile smartphone, or tablet. Further, each device can be customized for the unique needs of each student and with the technology tools that are most useful. Tied to this roll out of enhanced technology tools was the addition of an Innovation Lab for students to help them work more effectively with technology. Overall, this deployment was done on a cost-efficient basis making good use of grant funds and rebates.

The HOPE program at Kingsbury (High School Options Program) represents another innovations and also connects back to a focus on students. HOPE is a post-high school initiative operated in partnership with the Office of the State Superintendent of Education (OSSE). It serves young adults who have left school without securing a high school diploma. Adults are eligible up though age 22. HOPE addresses the needs of youth who fell through the cracks of the educational system. These are nearly always youth with some learning disability. HOPE began in the 2013 academic year with 6 students. By school year 2015, the enrollment has tripled. Helping young adults returning to school to gain a full-fledged high school diploma by making use of the established resources at Kingsbury has been an unparalleled success. It was not a field the Trustees were initially inclined to pursue. However, Peri-Anne saw the virtue and the wisdom in the effort and compiled the relevant data. Today we deem this effort both highly desirable and highly effective.

In conclusion, I rate Peri-Anne as an excellent CEO and Head of School at Kingsbury. I enjoyed working with her and believe that she has brought a wealth of talent to her tasks at Kingsbury. Her passion and intellect will prove valuable to any institution.

Yours sincerely,

James A. Brooks  
Washington, D.C.  
jabrooksjr@gmail.com



December 21, 2017

To Whom It May Concern,

It is with the utmost pleasure that I write this letter of reference for Dr. Peri-Anne Chobot.

I have had the honor and privilege of working with Dr. Chobot in her role as Head of School at Commonwealth Academy (C/A) since November 2016. During this time, Dr. Chobot and I collaborated to transform the educational technology (edtech) and innovation program at C/A from an essentialist model into a cutting-edge case study for best practice. Her guidance, expertise, professionalism, and mentorship has been among the greatest I have ever experienced. I would confidently trust Dr. Chobot's transformational leadership in any organizational context.

My first meeting with Dr. Chobot was electric; her personality and professional outlook quickly demonstrated her passion and command for innovating across education to reach all ages and stages of learners. Dr. Chobot does not simply have a career in education; she carries with her a lifelong love of learning, teaching, and bringing out the greatest potential in both students and faculty alike. She teaches professional empathy by demonstrating it and always prioritizes the people and mission of her institution above all else. These qualities even extend to community and parent engagement where her personality has been the single-most critical factor in C/A's recent success in drawing the additional funding sufficient to transform its technology and innovation program.

Dr. Chobot is a consistently successful change agent. Her pedagogical philosophy is grounded in the latest research and data while exhibiting a commanding expertise in traditional educational methods. For example, Dr. Chobot quickly observed a gap in C/A faculty's formal training in curriculum mapping, personalized learning, and documenting student outcomes. She immediately researched, planned, and implemented curriculum creation professional development and deployed a curriculum mapping tool to gather curricular maps/lessons. Simultaneously, she ensured support in complementary soft-skill development for faculty in their curriculum development through hiring relevant professionals to work collaboratively with students and teachers. The synthesis of modern and time-tested methodologies, combined with her extraordinary collaboration and communication skills, have made her a catalyst for wide-ranging institutional growth and success.

As an innovator, Dr. Chobot charges the people around her to look at pedagogy and school process with a constructive, analytical lens. She asks her staff, faculty, and fellow administrators to observe, test, and, where necessary, refine areas of education to better student outcomes and learning. Dr. Chobot's approach instigated an organizational mindset of creativity, growth, and innovation at C/A. Dr. Chobot finds the balance between traditional educational practices (that work) and new innovative approaches. For example, Dr. Chobot quickly observed that the faculty at C/A had received no formal training in curriculum mapping, personalized learning, and documenting student outcomes. She provided her faculty with curriculum creation professional development, and introduced a curriculum mapping tool to gather curricular maps/lessons. To further support faculty in their curriculum development, she hired an ADHD Coach and Occupational Therapy Coach to work collaboratively with students and teachers as well as expanded the speech development program at C/A.





Dr. Chobot is a transformational leader; she views everyone in her community through a holistic lens and works to ensure their mental and physical health. For example, Dr. Chobot launched a school-wide healthy eating campaign. All members of the community were given the opportunity to watch food revolution documentaries and participate in curating and choosing healthy lunch options for the school year. She also introduced yoga and meditation as part of teachers' professional development days.

Dr. Chobot prioritizes and exhibits visionary leadership. When she joined, C/A did not have designated leadership at the division level (i.e. high, middle, and lower school divisions). She helped coach and prepare three longstanding faculty at C/A who had shown high-quality leadership potential to step into the roles of Division Directors. Under her mentorship, the three Directors have succeeded in collaborating with their respective faculty to innovative curricula and introduce a culture of teamwork while interfacing directly with families to ensure students receive the highest quality of education.

Dr. Chobot is a logical, organized, and highly responsible leader. During her first year at C/A she initiated and executed a system and procedure to guarantee a three year school licence with the Commonwealth of Virginia Department of Education. This process has and will ensure that the school is able to function as a registered school in Virginia. In conjunction with this long-term effort, she has worked closely with the school's admission team to develop a robust student admission recruitment and retention cycle. Her work includes addressing individual family needs, greater marketing and communications targeted at current and prospective families, and training faculty to further develop school-wide approaches that are student-centered and data driven. As a result, C/A has increased its enrollment from 165 (prior to Dr. Chobot's arrival) to 180 students (maximum capacity set by city ordinance) within her first year at C/A. The school is on schedule to enroll 180 students again for the 2018-2019 school year.

Dr. Chobot's deep knowledge of education, experience, leadership skills, and innovative-mindset make her both an exceptional educational leader and a unique pleasure with whom to work. She transforms school environments not only to meet and exceed the needs of her students but also her faculty and staff through forward-thinking value growth and learning opportunities. She inspires her community to lead and support one-another. Dr. Chobot's exemplary background, paired with her collaborative and transformational leadership skills will make her an immediately vital asset to any program or institution. I am certain that she will bring to it the enthusiasm, dedication, and vision that she daily imparted upon her team at C/A.

Please contact me if you would like to discuss Dr. Chobot and her achievements in greater detail.

Sincerely,

Urvi Morrison  
CEO and Founder, Strategic EdTech (SET)  
urvi@strategicedtech.com  
301.978.1919



Urvi's Notes:

- healthy food revolution
- instituted a curriculum mapping process and tool
- created a sense of community and collaboration through team building activities throughout the year
- encourages and promotes innovative thinking and ideation amongst all staff and faculty
- encourages and promotes effective and innovative technology integration
- hired and recruited exceptional educational leaders (division directors)
- maintains regular and consistent communication with all C/A stakeholders
- student first
- data driven
- added occupational therapy
- expanded speech
- Restructured the leadership
- Created an admission recruitment and retention cycle
- ADHD Coach
- created systems and procedures that guaranteed a 3-year license with the VDOE The commonwealth of Virginia department of education

TRANSCRIPT OF ACADEMIC RECORD

**Student ID:** A00050073  
**Record of:** Peri-Anne Chobot  
 4011 E West Hwy  
 Chevy Chase, MD 20815-5914

**Date Issued:** 22-FEB-2019  
**Date of Birth:** 27-NOV  
**SSN:** [REDACTED]  
**Former Names:**

**Issued To:** Peri-Anne Chobot  
 Parchment:21939014

Degree Received: Doctor of Education  
 Date Conferred: 24-APR-2011  
 Program: Doctor of Education  
 Major: Education  
 Minor: -  
 Specialization/Conc: Admin Ldrshp for Tch Learning  
 Program GPA: 4.00  
 Program Status: Degree Received  
 Doctoral Study: Using Instructional Leadership to  
 Enhance Use of Multiple Intelligences in  
 the Classroom

2007 Summer Sem 04/30-08/19  
 CRSE CMP CODE COURSE TITLE Ahrs EhRs PTS GRD R  
 \*EDA 8021 Leading Communities of Pract 6.00 6.00 24.00 A  
 TERM: Ahrs:6.00 EhRs:6.00 GPA-Hrs:6.00 QPts:24.00 GPA:4.00

2007 Fall Sem 09/04-12/23  
 CRSE CMP CODE COURSE TITLE Ahrs EhRs PTS GRD R  
 \*EDA 8025 Quantitative Research 6.00 6.00 24.00 A  
 TERM: Ahrs:6.00 EhRs:6.00 GPA-Hrs:6.00 QPts:24.00 GPA:4.00

INSTITUTION CREDIT:

2006 Summer Sem 05/01-08/20  
 CRSE CMP CODE COURSE TITLE Ahrs EhRs PTS GRD R  
 \*EDA 8001 Foundations of Doctoral Study 6.00 6.00 24.00 A  
 TERM: Ahrs:6.00 EhRs:6.00 GPA-Hrs:6.00 QPts:24.00 GPA:4.00

2008 Spring Sem 01/02-04/20  
 CRSE CMP CODE COURSE TITLE Ahrs EhRs PTS GRD R  
 \*EDA 8031 Leading for Social Change 6.00 6.00 24.00 A  
 TERM: Ahrs:6.00 EhRs:6.00 GPA-Hrs:6.00 QPts:24.00 GPA:4.00

2006 Fall Sem 09/05-12/24  
 CRSE CMP CODE COURSE TITLE Ahrs EhRs PTS GRD R  
 \*EDA 8011 Leading to Promote Learning 6.00 6.00 24.00 A  
 TERM: Ahrs:6.00 EhRs:6.00 GPA-Hrs:6.00 QPts:24.00 GPA:4.00

2008 Summer Sem 04/28-08/17  
 CRSE CMP CODE COURSE TITLE Ahrs EhRs PTS GRD R  
 \*EDA WAL 8035 Qualitative Research 6.00 6.00 24.00 A  
 \*EDU WAL 8080 Doctoral Study Companion 0.00 0.00 0.00 S  
 TERM: Ahrs:6.00 EhRs:6.00 GPA-Hrs:6.00 QPts:24.00 GPA:4.00

2007 Spring Sem 01/02-04/22  
 CRSE CMP CODE COURSE TITLE Ahrs EhRs PTS GRD R

2008 Fall Sem 09/02-12/21

RESI 2001 Introductory Residency 3.00 3.00 0.00 S  
 TERM: Ahrs:9.00 EhRs:9.00 GPA-Hrs:6.00 QPts:24.00 GPA:4.00

\*EDU WAL 8090 Doctoral Study Intensive 6.00 6.00 0.00 S  
 TERM: Ahrs:6.00 EhRs:6.00 GPA-Hrs:0.00 QPts:0.00 GPA:0.00

\*\*\*\*\* Institution Information \*\*\*\*\*

\*\*\*\*\* Institution Information \*\*\*\*\*

RAISED SEAL IS NOT REQUIRED

*Devon Edmund*

Devon Edmund, Registrar

TRANSCRIPT OF ACADEMIC RECORD

**Student ID:** A00050073  
**Record of:** Peri-Anne Chobot  
 4011 E West Hwy  
 Chevy Chase, MD 20815-5914

**Date Issued:** 22-FEB-2019  
**Date of Birth:** 27-NOV  
**SSN:** ██████████  
**Former Names:**

**Issued To:** Peri-Anne Chobot  
 Parchment:21939014

2009 Spring Sem 01/05-04/26

CRSE	CMP	CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
*EDA	WAL	8090	Doctoral Study Intensive	6.00	6.00	0.00	S	

TERM: Ahrs:6.00 Ehrs:6.00 GPA-Hrs:0.00 QPts:0.00 GPA:0.00

2010 Spring Sem 01/04-04/25

CRSE	CMP	CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
EDAD	WAL	8090	Doctoral Study Intensive	6.00	6.00	0.00	S	

TERM: Ahrs:6.00 Ehrs:6.00 GPA-Hrs:0.00 QPts:0.00 GPA:0.00

2010 Summer Sem 05/03-08/22

CRSE	CMP	CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
EDAD	WAL	8090	Doctoral Study Intensive	6.00	6.00	0.00	S	

TERM: Ahrs:6.00 Ehrs:6.00 GPA-Hrs:0.00 QPts:0.00 GPA:0.00

2010 Fall Sem 09/07-12/26

CRSE	CMP	CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
EDAD	WAL	8090	Doctoral Study Intensive	6.00	6.00	0.00	S	

TERM: Ahrs:6.00 Ehrs:6.00 GPA-Hrs:0.00 QPts:0.00 GPA:0.00

2011 Spring Sem 01/03-04/24

CRSE	CMP	CODE	COURSE TITLE	Ahrs	Ehrs	PTS	GRD	R
EDUC	WAL	8090	Doctoral Study Intensive	6.00	6.00	0.00	S	

TERM: Ahrs:6.00 Ehrs:6.00 GPA-Hrs:0.00 QPts:0.00 GPA:0.00

\*\*\*\*\* Cumulative Totals \*\*\*\*\*

	Completed	hrs	Earned	hrs	Qnts	PTS	GPA
INSTITUTION	81.00	81.00	42.00	168.00	4.00		
TRANSFER	0.00	0.00	0.00	0.00	0.00		
OVERALL	81.00	81.00	42.00	168.00	4.00		

\*\*\*\*\* End Of Transcript \*\*\*\*\*

RAISED SEAL IS NOT REQUIRED

*Devon Edmund*

Devon Edmund, Registrar