

PreK to 2nd Grade Emphasis



Teacher Preparation Program



The University of Georgia

Department of Elementary and Social Studies Education
and
Child and Family Development



The University of Georgia

Department of Elementary and Social Studies Education
Department of Child and Family Development

Dear Prospective Student:

Thank you for your interest in the PreK-2nd Grade Emphasis Teacher Preparation Program. This joint program is administered jointly by 1) the department of Child and Family Development in the College of Family and Consumer Sciences and 2) the department of Elementary and Social Studies Education in the College of Education.

The purpose of the Pre-Kindergarten-2nd grade program is to develop exemplary teachers of young children for public or private settings. Upon completion of the program students receive a bachelor's degree in their major field (Education or Family and Consumer Sciences) with special emphasis in Pre-Kindergarten to Second Grade. The program prepares students for Pre-K to 5th grade certification from the State of Georgia as well as a math endorsement.

Enrollment in this program begins every three semesters. We expect groups to begin Spring 2009, Fall 2010, Spring 2012 and so on. Students interested in entering the Pre-K program Spring 2009 should complete this application packet and return it to Dr. Atilas no later than **February 22, 2008**.

This packet includes (a) the policy for selection, (b) an application form, (c) reference form, (d) a program advisement sheet and (e) information on the paraprofessional experience elementary education students (not the Child and Family Development students) must successfully complete as one of the entrance requirements.

Should you have additional question, e-mail Dr. Atilas at jatiles@uga.edu.

Sincerely,

Julia Reguero de Atilas, Ph.D.
Coordinator, PreK-2nd Grade Emphasis Teacher Preparation Program

JRA/sb

POLICY FOR THE SELECTION OF STUDENTS

PreK to 2nd Grade Emphasis Teacher Preparation Program

Admission to PreK-2nd Grade Emphasis Program is highly competitive. There are more students who wish to enter than there are available “slots” in the program. Therefore, the faculty select the most qualified students from the population of students who meet minimum requirements for admission to Teacher Education and entry into the professional sequence of courses and field experiences.

Minimum requirements for application include the following:

- Completion of Areas A and D of the core curriculum
- 2.75 GPA (overall, cumulative, and across areas A and D of the core curriculum)
- Passing scores on or exemption of GACE I (www.gace.nesinc.com). **The GACE I scores must be received by the program no later than the application deadline (February 22, 2008 for spring 2009 entry).** Applicants may exempt GACE I if they have earned a qualifying score on one of these tests: SAT (total score 1000), GRE (total score 1030), ACT (total score 43).

Eligible students (i.e., students who meet the minimum requirements and the application deadline) will be evaluated on the basis of the following:

- ***GPA in Areas A and D of the core curriculum.*** A grade of K assigned to exempted courses will be averaged as an A. Applicants who are transfer students must submit official transcripts.
- ***Essay.*** The essay will be completed in a computer lab in Aderhold Hall on a set date. Applicants will be expected to present their perspectives on teaching and a critical view of their qualifications for becoming a teacher. In reading the essays, evaluators will consider whether the student demonstrates the sort of knowledge and experience that would allow her or him to make a positive contribution as a teacher of children, the thoroughness of the student’s response to the essay prompt, the student’s ability to articulate ideas effectively, and the technical quality of the writing (as reflected in the structure of sentences, paragraphs, and the essay as a whole and in the more mechanical aspects of the writing).
- ***References.*** Applicants must submit three letters of recommendation (form included in this packet). In reading the letters, evaluators will consider, for each letter, the narrative evaluation of the student, the numerical rating the writer was asked to provide of the student, and the quality of the letter itself (as reflected the writer’s knowledge of the student, the extent to which that knowledge is relevant to the student’s potential as a teacher of children, and the specificity provided in the description of the student’s qualities).

Thirty students will be selected for the the prekindergarten to grade 2 emphasis, with half the slots in the emphasis being reserved for students from child and family development and the other half for early childhood education students.

Upon **ENTRANCE** to the program, the following conditions must be met:

- Completion of the following courses with a grade of C or better: CHFD 2950, EFND 2110, MATH 5001.
- Maintaining a 2.75 cumulative and overall GPA.
- No more than 8 semester hours remaining outside of Blocks.
- Admission to Teacher Education, including criminal background check (see UGA Undergraduate Bulletin).

In addition Early Childhood Education students must meet the following conditions:

- Successful completion of 50 hours of a documented preprofessional experience (including a positive evaluation from the mentor teacher).
- Submission of a preprofessional experience portfolio (journal and evaluation form). **Due December 1 for spring entry.**

In addition, Child and Family Development students must meet the following condition:

- Completion of the following courses: CHFD 2000 and CHFD 2100

As indicated by my signature below, I understand the policy for selection of students into the PreK-2nd Grade Emphasis Program.

Name

Date

APPLICATION FORM

PreK-2nd Grade Emphasis Teacher Preparation Program

The process of applying to the PreK-2nd Grade Emphasis Program involves the following:

- submitting an application package, which includes this application form, the signed policy statement, an official report of GACE scores or proof of exemption, 3 letters of recommendation, and official transcripts (required only of non-UGA students)
- completing and documenting a preprofessional experience (for early childhood students)
- writing an essay

Application Package: The application package should be sent to Dr. Julia Reguero de Atilas, Program Coordinator, The University of Georgia, Department of Elementary and Social Studies Education, 629 Aderhold Hall, Athens, GA 30602-7177 or Department of Child and Family Development, Dawson Hall, Athens, GA 30602-3622, the package must be received by **February 22, 2008**.

Preprofessional Experience: The journal and teacher evaluation that constitute the portfolio for the preprofessional experience should be sent to Mrs. Freida Thornton at the above address. The due date is **December 1, 2008**.

Essay: To schedule the writing of the essay, contact Dr. Julia Reguero de Atilas by e-mail only (jatiles@uga.edu) **between January 15, 2008 and February 20, 2008**.

Please provide the information requested below; notification of acceptance or rejection will be sent to the address listed. Notifications will be sent by April 4, 2008.

Name: _____

Address: _____

Phone number: _____

E-mail address: _____

SS#: _____

Summary of Important Dates by Semester of Program Entrance

January 15-February 20	Essay scheduled by applicant
February 22, 2008	Application package received by program
December 1, 2008	Preprofessional portfolio received by program (Early Childhood Majors only)

REFERENCE FORM (Three Required)
PreK-2nd Grade Emphasis Teacher Preparation Program

Directions for the Applicant: Three people must recommend that you be admitted to the PreK-2nd Grade Emphasis Teacher Preparation Program of the University of Georgia. At least one of the three should be one of your teachers at the college or university level. Do not ask family members or close family friends to complete a recommendation. Provide each person from whom you request a recommendation a copy of this form (with your typed or printed name and signature) and an envelope (with *Recommendation for [Your Name]* typed on the envelope). All three recommendations should be turned in as part of the application.

Typed or printed name of applicant: _____

Signature: _____

Directions for the Person Completing the Recommendation: Please respond to the items below; then place this form (and your attached statement) in the envelope provided by the applicant, sign your name over the seal, and return the sealed and signed envelope to the applicant.

The PreK-2nd Grade Emphasis Teacher Preparation Program leads to certification to teach children in prekindergarten through grade 5. Being a teacher requires, among other things, a deep knowledge of subject matter, a profound understanding of children, a positive attitude toward all families regardless of their circumstances, and the kind of maturity and commitment that allows someone to arrive at school with enthusiasm at 7 a.m. and to work at home well into the evening on planning lessons. We expect our students to demonstrate in their college lives the kind of professional dedication required in their chosen career. Your complete honesty will therefore allow the best decision for both the program and the applicant. Above all, please keep in mind the children whose care and education will be entrusted to the person you are recommending, should she or he be admitted to the program.

1. On a scale of 1 to 10, with 10 being the best possible rating, how would you rate the potential of the applicant to become an exemplary teacher of children? _____
2. Attach to this form a statement that includes a description of your relationship with the applicant and any additional comments you wish to make. We would appreciate specific examples that demonstrate the applicant's character and accomplishments.

Typed or printed name of recommender: _____

Home or work address: _____

Phone number: _____

E-mail address: _____

Date: _____

Signature: _____

PRE-K to 2nd GRADE PROGRAM

GRADUATION AND PROGRAM REQUIREMENTS

- | | | |
|---|---------------------------------------|----------------------------|
| ___ Regents Reading | ___ US & GA Constitution | ___ Physical Education |
| ___ Regents Essay | ___ US & GA History | ___ Environmental Literacy |
| ___ Diversity Requirement | ___ Pre-professional exp. (EDEC only) | |
| ___ GACE I (or exemption: 1000 total on SAT, 43 verbal plus mathematics on ACT, or 1030 total on GRE) | | |
| ___ Technology req. (could be EDIT 2000 or Tech Bridges) | | |

Area A: Essential Skills (9 credits)

- | | |
|---------------------------|--|
| ___ 3 ENGL 1101 | English Composition I |
| ___ 3 ENGL 1102/1102M | English Composition II/Multicultural English Composition |
| ___ 3 MATH 1101 or higher | Mathematical Modeling |

Area B: Institutional Options (4-5 credits)

- | | |
|---------------|---|
| ___ 2-3 _____ | (CHFD 2100, SPED 2000 recommended for EDEC students; EDIT 2000 recommended for all) |
| ___ 2-3 _____ | |

Area C: Humanities/Fine arts (6 credits)

- | | |
|-------------|--------------------------------|
| ___ 3 _____ | (Foreign language recommended) |
| ___ 3 _____ | |

Area D: Science, Mathematics, and Technology (10-11 credits)

- | | |
|---------------|---|
| ___ 4 _____ | (Must be science course with laboratory) |
| ___ 3-4 _____ | (Science course with or without laboratory) |
| ___ 3 _____ | (Mathematics or technology course) |

Area E: Social Science (12 credits)

- | | |
|-------------|---|
| ___ 3 _____ | (HIST 2111 or 2112 recommended; satisfies GA/US history req.) |
| ___ 3 _____ | (POLS 1101 recommended; satisfies GA/US constitution req.) |
| ___ 3 _____ | (PSYC 1101 recommended; prerequisite for CHFD 2950) |
| ___ 3 _____ | |

Area F: Courses Related to Program of Study (18 credits)

- | | |
|-----------------------|---|
| ___ 3 EDUC(EFND) 2110 | Investigating Critical and Contemporary Issues in Education |
| ___ 3 ISCI 2001 | Life/Earth Science |
| ___ 3 ISCI 2002 | Physical Science |
| ___ 3 MATH 2008 | Foundations of Numbers and Operations |

EDEC majors only

- | | |
|-----------------------|--|
| ___ 3 EDUC 2120 | Exploring Socio Cultural Perspectives on Diversity in Educational Contexts |
| ___ 3 EDUC(EPSY) 2130 | Exploring Learning and Teaching |

CHFD majors only

- | | |
|-----------------------|-----------------------------------|
| ___ 3 CHFD 2100 | Development within the Family |
| ___ 3 CHFD 2950-2950L | Introduction to Child Development |

PREPROFESSIONAL EXPERIENCE

Early Childhood Education Partnership Program

Teacher preparation programs attempt to provide preservice teachers with as many quality experiences as possible within real classroom settings. These experiences help to make the complexity of classroom life more comprehensible. This experience may occur in a public school, in a private school, or in a licensed or state-approved program for 4-year-olds, such as Head Start or a Montessori program. While we encourage participation in a variety of early childhood settings including summer camps, tutoring, and after school programs, the early childhood education program requires an early field experience in the natural context of a school setting. The purpose of the experience is to have preservice teachers become familiar with the multiple roles of teachers and with the ways children view themselves as students. The preprofessional experience must constitute a minimum of 50 documented hours. We expect interns to work with children in activities that mentor teachers consider to be appropriate. The experience and knowledge gained by the interns will provide a foundation for the professional sequence of courses and field experiences in the program.

General Guidelines for the Preprofessional Experience

1. Before entering Block 1, students accepted into the program must spend a minimum of 50 hours of documented time in a prekindergarten, kindergarten, first-grade, second-grade, third-grade, fourth-grade, or fifth-grade **classroom**.
2. A sustained experience in one classroom over a consecutive time period is recommended, but not required.
3. It is the responsibility of the student intern to obtain a placement and to inform the principal and mentor teacher of the requirements. The student intern should also obtain information regarding the school's policy concerning a criminal background check.
4. The intern must complete a journal documenting the experience. In addition, an evaluation completed by the mentor teacher and signed by the principal must be received by the program. The intern should provide the teacher with a stamped, addressed envelope for the evaluation. All materials must be submitted to Mrs. Freida Thornton, The University of Georgia, Department of Elementary and Social Studies Education, 629 Aderhold Hall, Athens, GA 30602-7177.
5. The University of Georgia does not provide interns with liability insurance coverage. For information about how to obtain insurance coverage, please contact Anita Miller in the Office of Educational Field Experiences at (706) 542-1497.

PREPROFESSIONAL EXPERIENCE JOURNAL

Early Childhood Education Partnership Program

The purpose of the journal is to document the preprofessional experience. The journal should be typed on a word processor.

During your first week, take a tour of the entire building (preferably guided by a child) to get a sense of the atmosphere. Try to talk with several people in the school setting, such as the principal, a secretary, the media specialist, a special education teacher, a custodian, or a lunchroom worker. Ask them about their jobs and what is special to them about their school.

Take notes throughout the experience in whatever form you choose. The journal itself should be organized into the following four sections:

SECTION 1: Describe the setting.

Community and School Description

- Type of community (rural, urban, etc.)
- Demographics of the community population
- Number of students, administrators, teachers (categorized by grade level and specialty), aides, and other support staff in the school
- Resources available to children and teachers at the school

Class Description

- Organization of the room
- Demographic and developmental characteristics of the children
- Classroom management plan

SECTION 2: Describe the environment through the eyes of the children.

Choose four children, two boys and two girls, who are different in terms of race, ethnicity, or socioeconomic level. At least two of the four should be children for whom school seems to present problems. Using a pseudonym when identifying anyone, write a day's diary for each of the four children in which you imagine you are the child and describe how you experience school. Consider experiences in the classroom, in the cafeteria, in the media center, on the playground, etc. Through the eyes of the child, give a sense of the child's friendships, curiosity, motivation to complete work, interactions with the teacher, ability to follow rules, and feelings about himself or herself as a learner and as a person.

SECTION 3: Describe the environment through the eyes of the teacher.

In the voice of the classroom teacher with whom you are working, discuss her various tasks, daily routine, challenges, and rewards.

SECTION 4: Describe and evaluate the experience through your own eyes, the eyes of a prospective teacher.

Discuss the perspectives you have gained about the functioning of schools and classrooms and about the lives of teachers and children. How has what you learned affected your thinking and feelings about becoming a teacher?



The University of Georgia

Department of Elementary and Social Studies Education
629 Aderhold Hall
Athens, GA 30602-7177
(706) 542-4244 [phone] (706) 542-4277 [fax] (706) 542-8122 [fax]
www.coe.uga.edu/esse

Dear Mentor Teacher for the Preprofessional Experience:

Thank you for making your classroom and expertise available to a student who has applied to the early childhood education program of the University of Georgia. The purpose of the preprofessional experience is to have prospective teachers become familiar with the multiple roles of teachers and with the ways children view themselves as students.

We expect the student intern to work with children in activities that you consider to be appropriate. The experience and knowledge gained by the intern will provide a foundation for the professional sequence of courses and field experiences in the program.

The intern must spend a minimum of 50 hours in the classroom and must complete a journal documenting the experience. In addition, we are asking you to complete an evaluation of the intern's experience and send it to Mrs. Freida Thornton, Department of Elementary and Social Studies Education, 629 Aderhold Hall, Athens, GA 30602-7177. The intern should provide you with a stamped, addressed envelope to submit the evaluation.

We appreciate your interest in the future of our profession. If you have any questions or concerns, please contact Freida Thornton (freida@uga.edu).

Sincerely,

Ronald L. VanSickle
Department Head

Freida S. Thornton
Program Coordinator II/Partnership Liaison
freida@uga.edu

RLV/FST/sb

EVALUATION OF STUDENT INTERN

Early Childhood Education Partnership Program

To be completed by mentor teacher and signed by principal/director
 WE ENCOURAGE YOU TO DISCUSS YOUR EVALUATION WITH THE STUDENT INTERN.
 THIS FORM WILL BE SHARED WITH THE STUDENT AT A LATER DATE.

Student Intern _____
 Site _____
 City/State _____
 Time in Site (50 hrs. minimum) _____ Grade Level _____
 Mentor Teacher _____
 Principal/Director _____

Please rate the intern on each item according to the following scale:

5 = Outstanding	2 = Poor
4 = Very Good	1 = Unacceptable
3 = Acceptable	NA = Not applicable

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Demonstrates promptness and punctuality in agreed upon responsibilities. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Follows school policies in an acceptable manner. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Shows interest in becoming involved and assisting in the classroom. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Communicates effectively with everyone: students, mentor teacher, principal, other teachers, and staff. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Demonstrates an interest in working with children. | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Demonstrates enthusiasm for the teaching profession. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Demonstrates acceptable communication skills. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Demonstrates understanding of school subject matter. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Seeks advice or assistance. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Accepts constructive criticism. | 1 | 2 | 3 | 4 | 5 | NA |
| 11. Uses suggestions and feedback effectively. | 1 | 2 | 3 | 4 | 5 | NA |

Use this space to make comments on the student intern's experience in your classroom.

How do you feel about this intern continuing in teacher education?

Good _____

Neutral _____

Doubtful _____

Mentor Teacher signature

Date

Principal/Director signature

Date

The mentor teacher is requested to return this evaluation form to Mrs. Freida Thornton, The University of Georgia, Department of Elementary and Social Studies Education, 629 Aderhold Hall, Athens, GA 30602-7177.