

PreK to 2nd Grade Emphasis



Teacher Preparation Program



The University of Georgia

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



The University of Georgia

PreKindergarten to Second Grade Emphasis Teacher Preparation Program

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 fall 2010, spring 2012, fall 2013 and so on. **Students interested in entering the Pre-K program fall 2010 should complete this application packet and return it to Dr. Atilas no later than September 18, 2009.**

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. Melissa Landers-Potts at mlpotts@uga.edu or Dr. Julia Atilas at jatiles@uga.edu.

Sincerely,

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

POLICY FOR THE SELECTION OF STUDENTS

Pre-K to 2nd Grade Emphasis Teacher Preparation Program

Admission to the 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 selects the most qualified students from the population of students who meet minimum requirements for admission and entry into the professional sequence of courses and field experiences.

Minimum requirements for application include the following:

- Completion of Areas I and II of the core curriculum
- 2.75 GPA (overall, cumulative, and across areas I (foundation courses) and II (sciences) of the core curriculum)
- Passing scores on or exemption of GACE Basic Skills. **The GACE Basic Skills scores must be received by the program no later than the application deadline (September 18, 2009).** Applicants may exempt GACE Basic Skills 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 I and II 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 on campus 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 responses to the questions posed, 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).

30 students will be selected for 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. Please indicate (by circling) whether you want to enter the program as:

EDEC major CHFD major Either

Upon **ENTRANCE** to the program, all students must meet the following conditions:

- 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.
- Criminal background check (see <http://www.coe.uga.edu/students/admission.html>).

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 August 15, 2010.**

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 Basic Skills or proof of exemption, 3 letters of recommendation, and official transcripts (required only of non-UGA students)
- writing an essay

Application Package: The application package should be sent to Dr. Julia Atilas, Coordinator Pre-K to 2nd Grade Emphasis Program, The University of Georgia, Department of Child and Family Development, Family Science Center 2, Athens, GA 30602-3622, the package must be received by **September 18, 2009 5 PM.**

Preprofessional Experience: Early Childhood Education students should submit the journal and teacher evaluation that constitute the portfolio for the preprofessional experience to Dr. Julia Atilas at the above Family Science Center 2 address. The due date is **August 15, 2010.**

Essay: To schedule the writing of the essay, contact Ms. Joanne Allen <joallen@uga.edu>, between August 24 and September 11.

Summary of Important Dates by Semester of Program Entrance

August 24 to September 11, 2009	Essay scheduled by applicant
September 18, 2009	Application package received by program
August 15, 2010	Preprofessional portfolio received by program (Early Childhood majors only)

Please provide the information requested below; notification of acceptance or rejection will be sent to the address listed. Notifications will be sent by November 15.

Name: _____

Address: _____

Phone number: _____

E-mail address: _____

SS#: _____

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 to 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 to 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: _____

PREPROFESSIONAL EXPERIENCE JOURNAL

Early Childhood Education Majors ONLY

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 30602-7122
(706) 542-4244 [phone] (706) 542-4277 [fax]

Dear Mentor Teacher for the Preprofessional Experience:

Thank you for making your classroom and expertise available to a student who has applied to the Pre-Kindergarten – 2nd Grade Emphasis 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 Ms. Joanne Allen, Department of Child and Family Development, Family Science Center 2, Athens, GA 30602. 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 feel free to contact me.

Sincerely,

Julia Reguero de Atilas, PhD
Coordinator, PreK-2nd Grade Emphasis
Teacher Preparation program

EVALUATION OF STUDENT INTERN

Early Childhood Education: PreK-2nd Grade Emphasis Program

To be completed by mentor teacher and signed by principal/director

WE ENCOURAGE YOU TO SHARE YOUR EVALUATION WITH YOUR STUDENT INTERN.
THIS EVALUATION WILL BE SHARED WITH THIS 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 appropriate academic skills.	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 Ms. Joanne Allen, The University of Georgia, Department of Child and Family Development, Family Science Center 2, Athens, GA 30602.