

MAT IN ELEMENTARY EDUCATION PROGRAM HANDBOOK



Mary Frances Early
College of Education
UNIVERSITY OF GEORGIA

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PROGRAM OVERVIEW

The MAT in Elementary Education blends theory and practice grounded in our shared philosophy of critical pedagogy. Upon program completion, students will be expected to demonstrate teaching competencies related to habits of reflexive practice, integrating scholarship and research, engaging in professional collaboration, and appreciating diversity. These elements of thought and action are viewed as key to supporting critically informed and equitable teacher decision making. Our vision is to prepare teacher leaders who are capable of effectively serving culturally and linguistically diverse children, families, and communities. We equip our teacher leaders with the skills to provide child-centered, inquiry driven instruction ultimately intent on advocating for equity and access to high quality educational experiences for all.

PROGRAM FACULTY

The Elementary Education program's distinguished faculty are recognized nationally and internationally as teachers, researchers, and mentors with a range of experiences and prestigious research grants. The faculty are dedicated to supporting students in both their academic work and in their future careers.

[Morgan Faison](#), Clinical Associate Professor

[Cheryl Fields-Smith](#), Associate Professor

[Leslie Rech Penn](#), Clinical Assistant Professor, MAT Program Coordinator

[Elizabeth E. Saylor](#), Clinical Associate Professor

ACADEMIC REQUIREMENTS

The Master of Arts in Teaching program in Elementary Education at the University of Georgia is designed for individuals seeking initial teacher certification in grades PK-5. The Summer-to-Summer program (four semesters) is flexible, accessible, and designed with working adults in mind.. The program offers online and face-to-face courses in content areas such as language arts, social studies, mathematics, and science, as well as courses in

educational theory and practice; equity, access, and inclusion; bilingual reading strategies; integrating curriculum and assessment; culturally responsive teaching and environments; and critical arts-based pedagogies. The MAT program offers theoretically and clinically rich experiences in diverse environments that encourage teachers to develop their identity as thought leaders and agents of change.

Area of Certification

Educators certified in Elementary Education are certified to teach any specified Georgia curriculum course in a self-contained classroom in grades P-5 (GaPSC Rule 505-2-.55).

Program of Study

Current program of study information for the Elementary Education MAT degree can be found on [MAT in Elementary Education Program website](#).

Program Timeline

Term	Course	Course Title	Hours	Total
SUMMER I	EDEL 6040	Learning Ecologies I: Equity, Access, Inclusion	2	13
	EDEL 6045	Introduction to Elementary Ed Theory & Practice	2	
	EDSE 6020E	Inclusion of Students with Special Needs: PreK- 5	3	
	LLED 6010E	Survey of Reading Instruction Pre-K- 12	3	
	MATH 7001E	Arithmetic and Problem Solving	3	
	Important Dates/Deadlines/To-Dos: <ul style="list-style-type: none"> Attend MAT Orientation via Zoom Attend Pre-Service Certificate Session via Zoom Register with MyPSC Georgia Ethics Assessment (\$30) Tort & FERPA 			
FALL I	EDEL 6050	Learning Ecologies II: Integrated Curriculum & Assessment	3	15
	EDEL 6050L	Integrated Curriculum & Bilingual Literacy Strategies	3	
	LLED 7601	Literacy Strategies for Bilingual Learners	3	
	LLED 7320E	Writers and Writing Pedagogy, Grades P-8	3	
	EMAT 6420	Mathematics Methods for PreK - 8th Grade	3	
	Important Dates/Deadlines/To-Dos: <ul style="list-style-type: none"> Program Key Assessment #1 (completed by supervisor in EDEL 6050L) Submit Video Recorded Lesson & Reflection (completed in EDEL 6050L) Dispositions Assessment (completed by mentor teacher and supervisor in EDEL 6050L) 			

SPRING I	EDEL 7460	Internship	9	15
	ESOC 7420	Social Studies for the Young Child	3	
	ESCI 6420	Science for PreK – 8th Grade	3	
	<u>Important Dates/Deadlines/Notes:</u> <ul style="list-style-type: none">• Program Key Assessment #2 (completed by supervisor in EDEL 7460)• Intern KEYS evaluation (completed by mentor and supervisor in EDEL 7460)• Dispositions Assessments (2 completed by mentor, 1 university supervisor)• Child Abuse & FERPA training			
SUMMER II	EDEL 6060	Learning Ecologies III: Culturally Responsive Learning Environments	3	6
	EDEL 6070	Learning Ecologies IV: Arts-Based Peds in Elementary Education	3	
	TBD	Additional courses recommended after transcript review	0–6	
	<u>Important Dates/Deadlines/Notes:</u> <ul style="list-style-type: none">• MAT Exit Letter (completed during EDEL 6070)• GACE Content Assessment (\$193.00)• Official transcripts sent to GAPSC• Certification Meeting (facilitated by Ms. Kate Character)• COE Exit Survey• Graduate with MAT and certification in Elementary Education			

Program Entrance Requirements

The Graduate School handles admission for all graduate programs at the University of Georgia, including those in the College of Education. The Graduate School website contains important details about the application process, orientation, and many other useful links to guide you through the process of attending UGA at the graduate level.

Minimum Eligibility Criteria

The MAT in Elementary Education accepts applicants for summer admission each academic year. Eligible applicants must have a bachelor's degree and a 2.5 or above on a 4.0 scale cumulative GPA.

Entrance exam requirements (i.e., GRE or MAT scores) are no longer required for application.

Application Procedure

Prospective students will apply for the Elementary Education MAT program through the [University of Graduate School](#). In the application, prospective students should submit the following:

1. Statement of Purpose
2. Current Resume
3. Unofficial transcripts

Deadline to Apply:

- Third Friday in February for Summer admission

Applications will be evaluated by a committee of MAT faculty members and notifications will be sent out each spring. Candidates whose undergraduate grades do not necessarily represent their future potential should use the essay portions of the application to make their case for admission.

Next Steps After Admission

Upon acceptance to the program, you will be asked to:

1. Attend an online orientation for new MAT students
2. Attend a pre-service session to complete the [GaPSC Pre-Service Application](#)
 - a. Authorization of background check
 - b. Completion of Georgia Educator Ethics assessment test code 360 (\$30)
 - c. Signed and notarized Verification of Lawful Presence (VLP) affidavit
3. Register for Summer I session

Program Exit and Certification Requirements

To graduate with their MAT in Elementary Education and be eligible for an Induction Certificate in Elementary Education, teacher candidates must complete the following:

✓	Complete the MAT Elementary Education program of study with satisfactory GPA and grades ¹ .
✓	Pass the Georgia Educator Ethics – (360) Assessment (\$30).
✓	Pass the GACE (Georgia Assessment for the Certification of Educators) Content Assessment in Elementary Education (\$193). ²
✓	Complete EDEL 7460: clinical practice/internship.
✓	Complete Program Key Assessments.
✓	Pass Dispositions Assessment (DISPS) and Intern Keys Assessment (KEYS?).
✓	Complete Child Abuse & FERPA Trainings (CA-FERPA).
✓	Complete MFECOE Exit Survey.
✓	Meet all applicable Graduate School requirements and deadlines for graduation.

Teacher Candidates should refer to the [Teacher Certification Checklist](#) for instructions related to applying for initial teaching certification.

RETENTION AND MEETING PROGRAM OBJECTIVES

In accepting admission into the Elementary Education program, it is understood that teacher candidates must demonstrate satisfactory progress and performance each semester to maintain program eligibility and enrollment.

¹ Teacher candidates must maintain an overall and cumulative 3.0 GPA, earn a grade of “C” or higher in all major courses, and earn a “B” or higher in EDSE 6020.

² The eligibility to take this assessment will be granted in the semester prior to your EDEL 7460: clinical practice/internship.

Professional Expectations

Being a teacher requires deep knowledge of subject content and instructional strategies, a profound understanding of children, and attitudes and dispositions indicating respect and equitable treatment of all children, families, teachers, administrators, and other school support staff. In accepting the invitation to enter the MAT Program in Elementary Education, teacher candidates sign a statement of commitment to adhere to ethical standards of practice as specified by the program and the Georgia Professional Standards Commission. A copy of this form is available in this handbook's [Appendix](#).

Ethical Expectations

Prospective teachers in Education programs at the University of Georgia must manifest the highest of professional standards. Such standards, which define the professional behavior of educators, have been written and adopted by the Georgia Professional Standards Commission as The Code of Ethics for Educators. The intent of the Code is to provide “guidance for protecting the health, safety and general welfare of students and educators, and ensure the citizens of Georgia a degree of accountability within the education profession.” Please be aware that admission to the program and/or student teaching will have no effect as to whether the Professional Standards Commission will certify an individual for teaching. The PSC conducts and evaluates criminal background checks without regard to such review by an educational institution or whether an educational institution has previously evaluated an individual.

Academic Expectations

In order to move from one block to the next, students must demonstrate:

- **Successful Completion of Coursework.** Students must pass all courses in a block with a “C” or higher. Students earning less than a “C” in one course or less than a “B” in EDSE 6020 will be removed from their cohort and given one semester to earn the appropriate passing grade. Upon passing, they will then join the next cohort and begin the next block in their sequence.
- **Minimum GPA Requirement.** MAT students must maintain a minimum overall and cumulative GPA of 3.0 or higher at all points in time in this program. Students with a

cumulative graduate course average below 3.0 will receive a warning letter from the Graduate School explaining the probation procedure. If a student's graduate course average is below 3.0 for two consecutive terms, the Graduate School will place the student on academic probation. The student must maintain a 3.0 graduate course average each semester while on probation. Probation status ends when the student's cumulative graduate course average reaches at least 3.0. If the semester graduate course average drops below 3.0 while on probation, the student will be dismissed from the Graduate School.

GENERAL PROGRAM POLICIES

The policies and procedures described in this section apply to all students enrolled in the Elementary Education program in the Department of Educational Theory and Practice.

Minimum Enrollment

Graduate students must register for a minimum of 3 hours of credit during any semester in which they use University facilities and/or staff time. A student who holds an assistantship must register for a minimum of 12 hours of graduate credit fall and spring semesters and 9 hours of graduate credit during the summer semester.

All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (Fall, Spring, Summer) until the degree is attained or status as a degree-seeking graduate student is terminated.

Leaves of Absence

A leave of absence provides a mechanism for students experiencing unusual circumstances to be exempt temporarily from the graduate enrollment policy. A leave of absence requires approval of the program's Graduate Coordinator and the dean of Graduate School. A leave of absence will be granted only for good cause such as serious medical and health-related issues, major financial and employment issues; pregnancy, childbirth, child care, elder care, and other significant family issues; and other major personal circumstances that interfere with ability to complete graduate study.

An approved leave of absence stands in lieu of registering for the minimum of three credits for each semester for which the leave of absence is granted. During a leave of absence, students may not use UGA facilities, resources, or services designed or intended only for enrolled students; receive a graduate assistantship, fellowship, or financial aid from the university; or take any UGA courses related to their program of study. An approved leave of

absence for any reason other than pregnancy, childbirth, adoption, or military duty does not stop the clock: time on leave counts toward any UGA, Graduate School, or program time limits pertaining to the degree being sought.

An approved leave of absence for pregnancy, childbirth, adoption of a child under the age of six, or military duty will not count toward time limits related to expiration of courses or candidacy governing a student's graduate degree. Both the duration of leave and extension(s) of time are subject to the overall limits of the prevailing Leave of Absence policy.

Course Attendance

As per the program statement of commitment, students are expected to attend all university classes. In the event that extraordinary circumstances prevent attendance, students should notify course instructors promptly. If a student misses more than 3 class meetings in any course (regardless of the reason), they may be dismissed from the program.

Email Communication

As you become involved in the local districts for student teaching, you may be assigned additional school email addresses. However, your UGA email address will serve as the primary point of contact with any person associated with this institution. Please be sure that you are checking your email regularly for updates.

Appeals

University of Georgia students have the right to appeal academic decisions. Usually the appeal goes first to the unit responsible for the decision, for example, grades to the faculty members who assigned the grades; department requirements to the department; college or school requirements to the school; university requirements to the Educational Affairs Committee. An unfavorable ruling at one level can be appealed to the successive levels. A faculty decision can be appealed to the department; a department ruling can be appealed to the college in which the instructional unit is located; a college-level ruling can be appealed to the Educational Affairs Committee; the Educational Affairs Committee ruling can be appealed to the President of the

University; and, except for grade appeals, the President's ruling can be appealed to the Board of Regents.

Students seeking to appeal an academic decision should begin by thoroughly reviewing and following the policies located on our College's [Academic Appeals website](#). Additional details on appeals of academic matters, including special provisions for appeals in academic dishonesty cases, can be obtained from the [UGA Academic Honesty site](#).

FIELD EXPERIENCE DESCRIPTIONS & GUIDELINES

Students enrolled in the Elementary Education program are placed in field experience settings each semester as part of their program of study as required by the Georgia Professional Standards Commission. Upon admission to a teacher education program, students must complete the following prior to entering the field:

Pre-Service Application

All students admitted to teacher education programs must apply for and receive a Pre-Service Certificate. Students will complete this application during Pre-Service Workshop with the Office of Academic Programs edPrep Team preceding their Program Orientation.

FERPA and Tort Liability Forms

All students must complete both a FERPA and TORT form prior to being assigned their program field experiences.

- The FERPA form allows information about the student to be shared in order to make placements. This form must be renewed annually.
- Tort liability insurance covers expenses related to civil suits brought against education students for acts or omissions that occur while at a school. Insurance coverage usually lasts for a year. However, some organizations offer a two-year policy.

Students can expect to receive an email to their UGA email address from the Director of the Office of Experiential Learning with a link to complete each form.

Office of Experiential Learning (OEL) Field Experience Guidelines

The Office of Experiential Learning (OEL) has developed guidelines that are applicable to all students seeking a field experience (observation; practicum) or a clinical practice (student teaching; final internship) placement.

UGA program coordinators and course instructors are responsible for submitting placement recommendations. They take great care in selecting appropriate placements for each candidate. The field placement officials in OEL act solely upon the recommendations of program coordinators and course instructors. Candidates may discuss placement preferences with their program coordinators or course instructors, if allowed by their programs.

Candidates engaged in field experiences and clinical practices are representing the University of Georgia and the Mary Frances Early College of Education. Candidates are expected to demonstrate maturity and professionalism while on the university campus, at host sites, and in public settings.

The external partners who host our candidates in field and clinical settings and the professionals who serve as mentors to our candidates are providing an invaluable service. Please acknowledge their contributions to your professional development.

General placement guidelines include, but are not limited to, the following:

- Candidates must be currently enrolled at UGA during the semester in which a placement is sought.
- Candidates are not to attempt to arrange their own placements.
- Candidates may have to drive an hour or more one-way for a placement depending on the availability of placements.
- Candidates are required to notify OEL if they're currently employed by a school district.
- Candidates cannot be placed in schools where they have relatives employed.
- Candidates will be notified by OEL, via their UGA email address, when a placement is confirmed, which is the official form of communication between UGA students and UGA administrative personnel.
- Candidates may contact their cooperating teachers once they have been notified of a confirmed placement by OEL.
- Candidates should follow the schedule of their assigned school for holidays and in cases of inclement weather.
- Candidates adhere to the policies of the host site in which they are placed.
- Confirmed placements are final.

- Candidates are expected to be aware of, and abide by, the ethical guidelines of their profession. Teacher education candidates should review the [Georgia Professional Standards Commission \(GaPSC\) Code of Ethics](#).

Additional guidelines for candidates performing student teaching or a final internship include, but are not limited to, the following:

- Candidates are expected to complete all program-specific expectations as designated during the student teaching or internship experience

Further information related to the specific roles of the Teacher Candidate, Mentor Teacher, and University Supervisor can be found in the [OEL Placement Guidelines](#).

Professional Behavior

Conduct yourself professionally at all times, both on campus and in all field placements. This includes attendance; punctuality; dressing appropriately in schools; adhering to all program and school policies and procedures; and speaking/writing professionally in papers, emails, and face-to-face discussions, and any other form of interaction with professors, UGA staff, graduate teaching assistants, peers, classroom teachers, and P-12 students.

All interactions with P-12 students in all settings, whether directly related to UGA or not, should adhere to the highest professional standards as defined by the Code of Ethics for Educators issued by the Georgia Professional Standards Commission. Professional demeanor includes using a laptop computer only for academic purposes during class (e.g., not checking email, surfing the web, looking at Facebook/Instagram, etc.), turning off the ringer on your cell phone, putting away newspapers, etc.

Failing to adhere to these expectations for professional behavior and/or violating P-12 school policies will result in disciplinary action, up to and including dismissal from the program.

Name Tag

You will need to order a name tag for field experiences including practicum (EDEL 6050L) and student teaching (EDEL 7460). You must wear your nametag at all times when entering your

assigned schools. You can order online at the following website:

https://estore.uga.edu/C27063_ustores/web/store_cat.jsp?STOREID=153&CATID=563

Your name tag should include your name and your program. For example:

Leslie Penn
Elementary Education

Legal and Ethical Awareness

- Do not drive students in your car, accept invitations to their homes, or invite them to your house.
- Do not take or post pictures or videos of students unless you, a) have approval of the mentor teacher AND your UGA field instructor, b) the student has a signed media release on file.
- Be sure that any notes you send home to parents/guardians have been approved by and signed by your mentor teacher.
- Do not under any circumstances use corporal punishment or negative punishment that involves pushing or grabbing children by the arm, etc.
- For any negative consequences you give to students, involve your mentor teacher.
- Social media: You are not permitted to post pictures of your students on Facebook, Instagram, SnapChat, Twitter, or other social networking sites. Posting descriptions of your experiences during the practicum on these sites is also prohibited. Even if you don't use the names of students, teachers, or the school, there may be identifiers that enable others to figure out to whom you are referring.
- Keep all personal information about students and teachers confidential. Confidentiality applies to your conversations both in and out of your school.

Mandatory Reporting of Child Abuse

The University of Georgia is committed to the safety and well-being of children and the prompt reporting of suspected child abuse or neglect. Accordingly, students are reminded that suspected abuse or any other illegal activity should be reported immediately to the proper school or volunteer organization authority, their University Supervisor, and the Dean's office

in the College of Education. Students should refer to the [MFE COE Mandatory Reporting of Child Abuse Policy](#) for further information and procedures.

Change of Placement Policy

Students across the College are placed in field experience or clinical settings as part of their programs of study. On rare occasions, a placement might not be conducive to the health or physical safety of a student. Although these concerns should first be addressed with faculty members and program coordinators, there is a possibility that a student does not perceive their concern to have been addressed. In that event, students can access the [change of placement request form](#). Students should refer to the [MFE COE Change of Placement Policy](#) for further information.

Safety in the Placement

While you are in your placement, you fall under the protection of the UGA anti-harassment and anti-discrimination policy, and also under the anti-harassment and anti-discrimination policies of the school system where you are completing your field experience. The University of Georgia is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, University System of Georgia policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community.

If you are the victim of harassment or discrimination, you are entitled to report this to the [Equal Opportunity Office at the University of Georgia](#).

Current Associated Program Costs

There various costs related to that students may incur while in teacher education programs in the College of Education. Please refer to the [Cost Analysis for Program Participation](#) for an idea of program and certification related costs so that appropriate preparation can be taken. This list is not complete and subject to change.

Elementary Education Grade Band Requirements

During the course of the program, all candidates will have an opportunity to work with children in each of the grade bands as required by the Georgia Professional Standards Commission.

The grade bands are PK-K, 1-3, and 4-5.

The Elementary Education MAT Grade Band Documentation form can be found in the Appendix of this document.

APPENDICES

UGA Policies and Services

These are key policies and services that apply to all University of Georgia students and are developed and approved through appropriate governance and administrative processes and maintained by the offices responsible for their implementation.

UGA Student Honor Code

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy, and procedures for handling cases of suspected dishonesty can be found on the [UGA Academic Honesty website](#).

UGA Disability Statement

If you plan to request accommodations for a disability, please register with the [Disability Resource Center \(DRC\)](#). The DRC can be reached by visiting Clark Howell Hall, by calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting [the Disability Resource Center website](#).

The Disability Resource Center's primary commitment is to assist the University of Georgia in educating and serving students with disabilities who qualify for admissions. While our mission is to ensure equal educational opportunities as required by the ADA and other legislation, the DRC strives to promote a welcoming academic, physical, and social environment for students with disabilities at UGA.

Disability Resource Center professional staff work directly with students to assess their individual disability-related needs and to develop appropriate plans for academic accommodations and services. In addition, the DRC houses three distinct services that have proven most helpful in accommodating a variety of student needs: the Test Accommodations Office for onsite classroom testing; the Assistive Technology Lab equipped with a variety of

programs designed for people with disabilities; and Alternative Media Services to assist students with print or reading disabilities by converting printed material required for courses into accessible formats.

UGA Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit the [Student Care and Outreach website](#). They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA also has several resources for students seeking mental health services (uhs.uga.edu/bewelluga/bewelluga) or crisis support (uhs.uga.edu/info/emergencies).

If you need help managing stress anxiety, relationships, etc., please visit [BeWellUGA](#) for a list of free workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

Mary Frances Early College of Education Policies

These are policies specific to all students enrolled in Mary Frances Early College of Education courses and programs and are governed and administered through MFECOE offices and units.

Waiver of Certification Information

On occasion, it may be necessary for a student to change their program of study to a non-certification route. Students must complete the [Waiver of Certification form](#) with the assistance of their academic advisor and program coordinator.

Video Permission Forms & Picture Permission Forms (English)

Date: _____

To: Parents & Guardians

Topic: Video Permission Form

From: _____ Teacher Candidate
_____ Cooperating Teacher
_____ School

I am a candidate in an initial teacher preparation program at the University of Georgia. As part of my experience in your child's classroom either as a pre-clinical field experience or as a student teacher, I am observed by a University of Georgia instructor. To assist in minimizing the number of additional people in classrooms, one way that the university instructor can conduct an observation of my instruction is through observation of a recorded session. Although the video recordings involve both me and various students, the primary focus is upon my instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. The videotaped lesson will be used for me to reflect on my teaching practice and will be loaded in a secure, password-protected electronic course management system. Also, I may submit samples of student work as evidence of my teaching practice, and that work may include some of your child's work. No student's full name will appear on any materials that are submitted.

Faculty, cooperating teachers, and/or current or future teacher candidates associated with the program at the University of Georgia and faculty or staff may see my video and student work samples. These materials will be viewed only under secure, password-protected conditions, never posted on publicly accessible websites, and will never reveal identities of children, schools or districts.

This form continues on the next page and will be used to document your permission for you or your child's participation in these activities.

Please complete and return to school on or before:

**Video Permission Form
Minor Child**

Student Name:	
<p>I am the parent/legal guardian of the child named above. I have received and read your letter regarding the UGA student's instructional observation.</p> <p>_____ I DO give permission to include my child's image on video recordings as he or she participates in class and/or to reproduce samples of student work that my child completed as part of classroom activities. No full student names will appear on any materials submitted by the teacher candidate.</p> <p>_____ I DO NOT give permission.</p>	
Parent/Guardian Signature:	Date:

Video Permission Form For students 18 years of age or older	
Student Name:	
<p>I am 18 years of age or older. I have received and read your letter regarding the UGA student's instructional observation.</p> <p>_____ I DO give permission to include my image on video recordings as I participate in class and/or to reproduce samples of student work completed as part of classroom activities. No full student names will appear on any materials submitted by the teacher candidate.</p> <p>_____ I DO NOT give permission.</p>	
Parent/Guardian Signature:	Date:

Video Permission Forms & Picture Permission Forms (Spanish)

Fecha: _____

Para: Padres o Tutores

Tema: Formulario de autorización para grabaciones de video

De: _____ Candidata/o a maestra/o
_____ Maestro colaborador
_____ Escuela

Soy candidata/o en un programa de preparación de maestros iniciales en la Universidad de Georgia. Estoy realizando parte de mi experiencia de campo preclínica como una maestra practicante, en la clase de su hijo, donde un instructor de la Universidad de Georgia me observa. Para ayudar a minimizar el número de personas adicionales en la clase, el instructor universitario realizará una observación de mi instrucción a través de una sesión grabada. Aunque en las grabaciones de video estamos involucrados estudiantes y yo, el enfoque principal está en mi instrucción, no en los estudiantes de la clase. Durante la grabación, su hijo puede aparecer en las grabaciones de video. La lección grabada la utilizaré para reflexionar sobre mi práctica como maestra y se cargará en un sistema electrónico seguro y protegido por contraseñas. Además, puedo enviar muestras del trabajo de los estudiantes como evidencia de mi práctica como maestra, y ese trabajo puede incluir parte del trabajo de su hijo. El nombre completo de los estudiantes no aparecerá en los materiales que se envíen.

Miembros de la facultad, maestros colaboradores, actuales candidatos a maestros y futuros candidatos en el programa y el personal de la Universidad de Georgia pueden ver mi video y muestras del trabajo de los estudiantes. Estos materiales solo se verán en condiciones seguras y protegidas con contraseñas, nunca se publicarán en sitios de internet ni se revelarán las identidades de los niños, escuelas o distritos.

Este formulario continúa en la página siguiente y se utilizará para documentar su permiso para que usted o su hijo participen en estas actividades.

Por favor complete y regrese este formulario a la escuela a más tardar el __

Por favor complete y regrese este formulario a la escuela a más tardar el:

Formulario de permiso de video para hijos menores de edad
Nombre del estudiante:

<p>Soy el padre o tutor legal del niño mencionado anteriormente. He recibido y leído su carta sobre la observación de instrucción del estudiante de UGA.</p> <p>_____ SI DOY permiso para incluir la imagen de mi hijo en grabaciones de video mientras él o ella participa en la clase y / o para reproducir muestras del trabajo que mi hijo completó como parte de las actividades de la clase. Los nombres completos de los estudiantes no aparecerán en ningún material enviado por el candidato a maestro.</p> <p>_____ NO DOY permiso.</p>	
Firma del Padre / Tutor:	Fecha:

<p align="center">Formulario de permiso de video para estudiantes de 18 años o más</p>	
<p>Nombre del estudiante:</p>	
<p>Tengo 18 años o más. He recibido y leído su carta sobre la observación de instrucción del estudiante de UGA.</p> <p>_____ Yo DOY permiso para incluir mi imagen en grabaciones de video mientras participó en la clase y / o para reproducir muestras de mi trabajo completado como parte de las actividades de la clase. Los nombres completos de los estudiantes no aparecerán en ningún material enviado por el candidato a maestro.</p> <p>_____ Yo NO DOY permiso.</p>	
Firma del Padre / Tutor:	Fecha:

Elementary Education Program Policies and Forms

This section contains policies and forms specific to students admitted to and enrolled in the Elementary Education M.A.T. program.

EDEL Statement of Commitment

Being a teacher requires deep knowledge of subject content and instructional strategies, a profound understanding of children, and attitudes and dispositions indicating respect and equitable treatment of all children, families, teachers, administrators, and other school support staff. In accepting the invitation to enter the teacher preparation program in Early Childhood/Elementary Education, I understand and commit to adhere to ethical standards of practice as specified by my profession and the Georgia Professional Standards Commission (<https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

In my campus courses and field experiences, I will commit myself to standards of conduct expected of all teaching professionals. I will attend all my university classes and field experiences at assigned school(s) for all required sessions of the field experience. I understand that field experiences may be up to 1 hour from campus and that I will provide my own transportation or arrange carpooling with a peer. In the event extraordinary circumstances prevent my attendance, I will actively and promptly notify my course instructors and school-based personnel of my absence. I agree to arrive on time to every class and field experience, to follow standards of dress required by my assigned field placement, to be fully prepared to take on any assigned tasks, to interact with all adults and children in an ethical, courteous, and respectful manner.

As part of my commitment to upholding ethical standards, I will respect the rights and privacy of children, families, teachers, administrators, other students, and faculty/staff and treat confidential information appropriately. As a student in the College of Education, I understand I am expected to uphold values of diversity, equity, and inclusion. These values include being mindful of the unique intersections of privileges and oppressions I hold and how these influence my interactions with others. Verbal comments and/or social media postings that are discriminatory or prejudicial (e.g., racist, sexist, anti-LGBTQ+, ableist, classist) in nature will not be tolerated and could lead to my dismissal from the program.

With regard to social media, I understand posting pictures of minor children from my field placement sites or Experience UGA is immediate grounds for dismissal from the program. I will make thoughtful decisions about my involvement in group texts and online groups that I create or that are created by my peers.

I understand I will not only be evaluated on my academic performance, but also on my professional dispositions. I am aware that I must demonstrate proficiency or exemplary performance on all evaluative measures on the Dispositions Assessment; failing to do so may result in dismissal from the program. I also understand I am required to read, embrace, and enact The Code of Ethics for Educators adopted by the Georgia Professional Standards Commission (<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>). I will also familiarize myself with the contents of the MFECOE Guide to Field Experience:

https://doc-00-5s-docs.googleusercontent.com/docs/securesc/ep1hihf8j43r46mk73csg2pc2ge042l1/ubgcm923s6fvch92ta8v826hhmghkoaj/1644262275000/07054996617855814212/12041209269300780526/1fLJOnnIqB_FOAr78IUbybGf77c_OEenO?authuser=0&nonce=n4emjms4c6rls&user=12041209269300780526&hash=05h9ob51td8voul7oqf8ge69nbnmu88

EDEL MAT Exit Letter

Comprehensive Exam

The EDEL MAT Exit Letter is the graduate exam that concludes the MAT Comprehensive Assessment Process. All graduate students in the College of Education must complete a comprehensive exam as a graduation requirement. You will complete this requirement as part of your coursework for EDEL 6060, the last course in your program of study.

The MAT Exit Letter will define understandings developed through your coursework and field experiences as it relates to the five pillars of the MAT program; 1) *reflexive practice*, 2) *scholarship and research*, 3) *collaboration*, 4) *appreciation of diversity*, and 5) *the development of your identity as a thought leader and agent of change*. The Exit Letter is due by Monday, July 10, 2023. You will be uploading this letter to your EDEL 6060 eLC site during your final course of the program with Dr. Saylor.

Outlined below are the five thematic threads within the MAT program: *reflection, scholarship and research, collaboration, appreciation of diversity, and identity as a thought leader and agent of change*. These elements of thought and action are viewed as key to supporting informed and meaningful teacher decision-making throughout a professional career. The Exit Letter should be 4-5 pages in length with 12-point font and 1 inch margins. Your references page will not be counted in the page limit and you should not exceed the page limit.

Links should be evident between inquiry-supported, student-centered curriculum development, teacher professionalism and continued professional learning, and student learning in your classroom-based work. Use examples-tell us stories from your experiences in the field and coursework to ground your explanation of the understandings you have developed during your MAT program and why those are important to you. This letter should adhere to the format for a formal letter. [Dear MAT Faculty Advisory Committee].

Reflexive Practice

The essence of a professional teacher is thoughtful deliberation and problem solving. This program stresses the role of reflection on what you have learned and asks you to consider the

implications of your new understanding on your future work as educators. Coursework encourages critical examination of assumptions that schools and teachers make about what counts as acceptable goals, methods, and solutions in education. As a teacher, reflexive practice facilitates the ability to devise new ways of teaching and to interpret experiences from a fresh perspective, rather than adhering only to tradition.

Scholarship and Research

Scholarship and research play a pivotal role during courses and field experiences in the MAT program. Students are engaged with research in a variety of classroom contexts at the university and in public schools. Various methodologies of reading, interpreting, designing, conducting, and writing about research are incorporated into all aspects of our process. In addition to developing understandings of specific bodies of research in teaching and learning, students are engaged in independent and/or collaborative inquiry projects. These projects are used to develop each prospective teacher's ability to understand, interpret, and analyze the teaching and learning process in a scholarly and site-based cycle of inquiry.

Collaboration

Reflection, scholarship and research support dynamic and informed professional collaboration. While involved in the MAT program, students have many opportunities to work collaboratively to expand their understandings and refine their practice. "Community" is a key conceptual framework for the program.

Appreciation of Diversity

Diversity is defined broadly to include race, ethnicity, religion, linguistic diversity, social class, gender, exceptionalism, and sexual orientation. The MAT program reflects the importance of recognizing diversity by developing the knowledge, skills, and dispositions necessary to help all students, including those with exceptionalities, to engage with high standards of learning. "Looking at student work" in course and fieldwork settings helps us refine these understandings.

Identity as a Thought Leader and Agent of Change

Please conclude your exam with a review of how your coursework and field placements in this program have helped you to develop your identity as a thought leader in program and school communities and an agent of change in the field of elementary education.

EDEL MAT Graduation Ceremonies

Teacher candidates graduating from the MAT program in Elementary Education have two options for attending a graduation ceremony, both held in the Fall of their graduating year:

Graduate School Commencement

The Graduate School Commencement ceremony held at Stegeman Coliseum, is a large ceremony for conferral of graduate degrees and has room for multiple guests. To register for the Graduate School Commencement ceremony, you must apply for graduation in Athena in August of your graduating year. Commencement registration and instructions are sent out via email to students each semester. For more information, contact Linda Dunbar, ldunbar@uga.edu.

Mary Frances Early College of Education Convocation

The Mary Frances Early College of Education Convocation ceremony is a smaller ceremony for conferral of bachelors, masters, and specialists degrees and held at the Performing Arts Center each fall. This ceremony typically allows for 4 guests. To register for the COE convocation ceremony you must apply for graduation in Athena in August of your graduating year. Convocation registration and instructions are sent out via email to students each semester. For more information, contact Scarlett Cown, coeconvocation@uga.edu.

Students may attend either or both of these ceremonies. For students working on endorsements or in extended or part-time programs, please contact your advisor for further information. Dates and details change every semester so please check your email often.

Elementary Education Master of Arts in Teaching Grade Band Documentation

Student Name (print):

Grade Band (PK-K, 1-3, or 4-5)	Description of Activity (observation, lesson planning, etc.)	Placement District and School	Mentor Teacher Name, Email Address & <u>Wet</u> Signature	Mentor Teacher Certificate Number	Dates of Placement	Progress Monitoring Notes (Student Progress, Changes, Completed, etc.)

GaPSC Rule 505-3-.01

Field Experience Requirements: The program shall assure field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of pre-Kindergarten through fifth grade children in all three age groups (PK-K, 1- 3, and 4-5), and in a variety of settings that offer elementary education. The indicators are as follows:

1. Observe and participate under supervision of qualified professionals in a variety of settings and grade levels in which children are served (such as public and private settings, centers, schools, and community agencies);
2. Work effectively over time with children of diverse ages (preschoolers, or school-age), with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems;
3. Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practica experiences (totaling at least 300 clock hours) in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities; and
4. Analyze and evaluate field experiences, including supervised experiences working with parents, and supervised experiences working with interdisciplinary teams of professionals.

