

## 1: Bulletin - Home

*The MEd in Early Childhood Education exposes you to a range of skills including classroom teaching, curriculum planning, and research. The design of the degree program will prepare you as a teacher-researcher and help you use best practices to improve student learning.*

Please contact us so that we can discuss your objectives. Contact Testimonials "After bringing Mr. Kevin Raczynski to our school to work with our staff on writing we had multiple requests by teachers to bring him back to discuss rubric building. Our staff finds the training extremely valuable and useful. Raczynski does a phenomenal job with delivering professional learning to both students and teachers. His presentations are always engaging and provide teachers with best practices that can be implemented within the classroom. His enthusiasm for student learning is contagious. Talk to us about your short and long-term goals for students, teachers, and leaders. We are here to listen! What We Believe Professional learning that leads to effective teaching practices, supportive leadership, and improved student results is characterized by: Learning communities committed to continuous improvement, collective responsibility, and alignment of goals. Prioritized resources for educator learning which are monitored and strategically coordinated. Integrated theory, research, and models of adult learning aligned to intended outcomes. Alignment of outcomes for educator performance and student curriculum standards. Leaders who develop capacity and advocate and create support systems for learning. A variety of sources and types of data used to plan, assess, and evaluate learning. Applied research on change coupled with sustainable support for implementation of long term change. After graduating with a B. Upon earning a M. Barker received a Ph. His research interests are in the areas of assessment, specifically formative assessment and its impact on instruction, learning, and achievement. Jeff is interested in understanding how the results from those assessments are transferred to effective instructional practices and professional development. His research has also included students with learning disabilities and English Language learners. Jeff taught for over twelve years in both elementary and middle school and served as a school administrator in Gwinnett County Public Schools. Assistant Director Kay S. Kay is the Project Lead for the development, leadership and management of the Georgia Kindergarten Entry Profile as well as development of formative tools to support the transition to Georgia Milestones. She provides overall organizational leadership which includes customer relations with the Georgia Department of Education GaDOE and other parties, managing program quality, program management of contracts, allocation of staff resources, development of budgets and the development and sustainability of professional learning. In addition to overseeing the administration of national, state and local assessments, Ms. Elder has led the development of district interim assessments in the core content areas in grades , and integrated performance tasks in grades 4, 7 and 9. She has been instrumental in the implementation of the GaDOE Formative Instructional Practices modules in Gwinnett, and has provided assistance in the development of these modules and professional learning focused on assessment development. With 29 years of service in public education, Ms. Elder has also served as a primary grades teacher, assistant principal, Director of Elementary Summer School, and Coordinator of Assessment. Her research interests are in the areas of formative assessment, early childhood assessment and assessment innovations. After earning a B. Upon earning his M. In August , he joined the Georgia Center for Assessment full-time as a program coordinator. His main responsibilities included assessment design, development of rater training, and the monitoring of rater accuracy. Kevin received his Ph. His research concentrates on performance assessment, with a focus on rater training, rater accuracy, and rater cognition. Concurrently, he researches adolescent literacy. He has shared research-based literacy strategies with thousands of students and educators across Georgia, in a variety of subject areas. His work with studentsâ€”ranging in age from Kindergarten to university undergraduatesâ€”centers on close readings, gathering evidence, and writing clearly. Education Program Specialist Linda has been with the Georgia Center for Assessment since ; at that time, she had just retired after 30 years as serving as an educator, and most recently as the Director of Assessment in Gwinnett County. Upon graduating from the University of Georgia in , Linda began her teaching career in Gwinnett County. During her 18 years in the classroom, Mrs.

Calhoun taught Kindergarten through ninth grade in all content areas. In , Linda had become an Assistant Principal in Gwinnett County where she worked specifically with assessment, curriculum, and professional learning. Calhoun completed her Master of Education M. She has always enjoyed working with teachers to make connections between assessment and instruction. Program Coordinator Tracy S. Her role includes project management, budget development, professional development, and developing customer relationships. In her 16 years of service in public education, Ms. Robertson taught grades K special education in self-contained, resource, and collaborative settings. Through these varied experiences, Ms. Robertson has developed a skill set that highlights her ability to identify and support the goals and objectives of a K assessment program. She has also worked to build strategic alliances with district and school level leadership that have resulted in a cohesive assessment program. Prior to moving to Georgia, Stephanie earned a B. During this time, Stephanie taught the undergraduate course in Educational Psychology and also served as a tutor and life skills coach at Academic Success, a program that works to provide individualized academic, social, emotional, and career support to post-secondary students with learning disabilities. While pursuing her doctorate degree, Stephanie led a tutoring program at a nearby elementary school that primarily focused on early literacy. Her main responsibilities included item and test development, creating and delivering training materials and webinars, and supervising the process for scoring and reporting. Stephanie went on to receive a Ph. Her research has focused on investigating the processes involved in vocabulary acquisition, reading comprehension, and other higher-order cognitive skills in diverse student populations, including students with learning disabilities and students from low socioeconomic communities. Her publications include topics such as investigating the longitudinal relationship between reading fluency and reading comprehension skills in second grade children as well as an in-depth review on the research and practice of using accommodations during high-stakes testing. Most recently, she investigated the validity of the lexical diversity measure, D, as a fair and valid form of vocabulary measurement in African American kindergarten children compared to standardized measures of vocabulary which have been shown to exhibit bias in this population. Hartley has coordinated logistics for various scoring projects, including state writing assessments in grades 5, 8, and 11, as well as science and social studies content assessments. Heather has assisted in the delivery of, and the scoring for, the , , Pearson Benchmark Project Administrations Grades 3-HS within the following content fields: Hartley has developed products which promote student learning and integrate projects across departments. She has created several in-house training materials, including an interdisciplinary writing style guide, an organization-wide calendar, and a quality assurance procedural document specific to the Georgia Student Growth Model reports. Hartley is charged with assuring all documents are aligned with Georgia Department of Education guidelines. Hartley has provided educational services consultation and administration for the past fifteen years. She has served in pivotal roles that promote learning: In each of these roles, Laura used skills as a professional learning facilitator to raise awareness, train, and support teachers, local school administrators, and district leadership on research-based practices that support student achievement. Most recently she led Gwinnett County Public Schools in establishing a cohort model of delivery that trained principals, assistant principals, and district leaders in the concepts and application of Formative Instructional Practices. Action Research, and Teacher as Researcher.

## 2: MEd in Early Childhood Education - University of Georgia College of Education

*The Division of Curriculum and Instruction supports evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the State-adopted standards in support of a balanced curriculum for the whole child.*

Education at the garden enriches the curriculums of schools across the state of Georgia. A variety of professional development opportunities for educators are also offered throughout the year. Adventure Packs The Garden Adventure Packs provide self-guided field trip options for youth leaders and home school groups. Each pack contains maps and supplies for hands-on science activities, plant hunts and forest explorations to be completed in different areas of the garden. The Garden Earth Adventure Pack is tailored for pre-K to sixth grade students and focuses on the importance of plants, soil and water. The Rainforest Adventure Pack is suited for all ages and includes hands-on activities in our Tropical Conservatory. Programs must be completed within three hours. For more information or to make a reservation, contact our education department at [orbwboone@uga.edu](mailto:orbwboone@uga.edu). Home School Programming One of our newest offerings for students and parents is our home school series. With curriculum geared towards elementary school science objectives, this series connects youth to the natural wonders that surround us. Students meet with our education staff once a month to explore concepts involving our gardens, trails, streams and wildlife. Monthly instruction will vary, but students can expect to participate in hands-on activities, such as picking vegetables, building bird feeders, testing stream ecology and more. Field Trips Garden field trips are available during the school year on Tuesday through Friday mornings. Each field trip option includes hands-on activities to guide learners through our gardens, collections and natural areas. All field trips are correlated to the Georgia Performance Standards and include pre- and post-trip activities. We currently offer eight field trips to choose from. Programs are tailored for students in pre-K through 12th grade and range from 1. For more information on field trips available, [click here](#). To reserve and pay for your trip, [click here](#). For questions, contact our education department at [orbwboone@uga.edu](mailto:orbwboone@uga.edu). Any student in grade K-5 enrolled in a public, private or home school association is eligible to participate. Posters must portray Georgia non-game not legally hunted, trapped or fished wildlife interacting with plants. Artwork is judged at the local school level in four divisions: Winners of these local contests are mailed to the garden for entry in the state-level competition. Updated rules, guidelines and entry deadlines are posted each November. For more information, [click here](#). The education staff has worked closely with the research and conservation staff at the Garden to develop this program. The professional development component for educators emphasizes rare plants, threatened habitats and conservation biology as a training ground for science education.

## 3: Curriculum and Instruction

*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.*

This is an advanced professional program which can only be added to a level four or higher renewable Professional certificate in any field. The educator can apply and be admitted to the program with an Induction certificate; however, in order to add the new field and received a certificate upgrade, the candidate must hold a level four or higher renewable Professional certificate. Program Info Attendance Requirements There are no on-campus attendance requirements for this program. Teachers enrolling in this program must be in a classroom setting with students a minimum of 20 hours per week per semester. This requirement can be fulfilled by being a classroom teacher or classroom volunteer. Students must have access to Webcam software and hardware to enable remote classroom observation and conferencing. Financial Aid Resources Funding a graduate or professional education is a challenge for many students. The primary source of information for such opportunities is the academic department or professional school in which the student is enrolled or plans to enroll. The Office of Financial Aid can offer student loans to graduate students. To apply for loans, please follow the steps below: Review your online invoice and pay balance due by the published fee payment deadline. Learning Resources This program is delivered through a course management system that provides built in content and communication tools. Students have frequent contact with the professor and fellow students through the online courses – through discussion boards, email, and presentation areas. Each professor sets expectations on timing and frequency of interaction. Faculty guide all stages of course work and interact often with students. In-service teachers seeking additional professional development find this form of anytime, anywhere interaction to be essential to their needs for flexible learning. The online program provides free technical support for online learners through the University System of Georgia Online Support Center. Textbook information will be provided in individual course listings. All program participants have access to GALILEO, a web-based world class virtual library with extensive online database access and full text e-documents. Upon program entry, students will receive orientation documents with instructions for accessing library resources and services provided by their admitting institutions. Program Prerequisites Students must have access to Webcam software and hardware to enable remote classroom observation and conferencing. Students are required to acquire campus-specific portfolio assessment software. Additional course specific software may be required. Special Enrollment Issues Students enrolled in the program will use the online courses to conduct all work, including team functions, exams, discussion posts, and case studies. Students also have access to academic resources, such as an online library. No face-to-face or group online meetings are required. The courses combine text materials, case studies, online team projects and assignments, as well as discussions and written project work. Grades may be based primarily on reports, exams, assigned case studies, and participation in course and team activities. Special Program Requirements The semester-length courses begin and end on specific dates. Assignments are due as assigned. Other activity and work deadlines will be published in the course syllabi. There typically are no required synchronous class sessions. Some courses will require classroom observation and conferencing via Webcam. Transfer Policies A degree program student is required to complete a minimum of nine credits from the degree granting institution. Degree program courses are freely transferable among the collaborating institutions. Degree students may transfer up to nine graduate credits from non-collaborating institutions if the credits were earned at a state approved teacher education program. Transfer credits must be approved by the advisor of the degree granting institution. To see the tuition rate for a specific semester for this program, select Online Programs on the following Web site:

## 4: Robotics Video Tutorial for Teachers

*UGA Cooperative Extension is a collaboration between Georgia county governments, the USDA, and the University of*

*Georgia's colleges of Agricultural & Environmental Sciences and Family & Consumer Sciences. The mission of UGA Cooperative Extension is to extend lifelong learning to the people of Georgia through unbiased, research-based education.*

## 5: University of Georgia

*The University of Georgia is located in Athens, Georgia approximately 70 miles northeast of Atlanta. Courses for the MPA program are offered on campus in Athens and at the University of Georgia Gwinnett Campus at Sever Road, Lawrenceville, Georgia.*

## 6: Professional Learning | Georgia Center for Assessment

*The short-term adult program in agricultural education exists to provide learning opportunities for individuals who are engaged or interested in agriculture and have special needs or concerns not met by other available means which can be addressed in two to twelve hours of class instruction.*

## 7: Georgia Special Education Certification & Requirements

*The UGA Extension School Garden Resource Center, launched Oct. 1, offers teachers in kindergarten through eighth grade lesson plans that use school gardens to teach the curriculum prescribed in the Georgia Performance Standards.*

## 8: Georgia Standards - ELA Frameworks, Lesson Plans & Matrices

*The following (6) curriculum models were also approved but are considered proprietary in that they are exclusively developed and available for the programs that use them: Early Innovators (formally The Journey Preschool Curriculum, La Petite Academy Child Care, Inc.), Life Smart Curriculum (Tutor Time Learning Centers, LLC).*

## 9: [www.enganchecubano.com](http://www.enganchecubano.com) - Official Site

*The Georgia Mathematics standards are designed to achieve a balance among concepts, skills, and problem solving. They provide clear expectations for curriculum, instruction, assessment, and student work.*

*How to buy stocks the smart way Beginning Guitar for Adults The Amphora Pirates The Super-Duper Sleepover Party (Full House Michelle) Elder, A. T. Western panorama: settings and themes in Robert J. C. Stead. The comprehensive treatment approach Staring at Janaes legs Hugo Schwyzer Stitch by Stitch a Guide to Equine Saddles Cognitive perceptual considerations Colin Wilson Component-Based Software Quality Markstrat online by StratX Smelting of Iron Ore and the Forging of Blades Drive by daniel h pink The City and the Railway in Europe (Historical Urban Studies) Mirrors and images Mind and supermind Opportunities in research and development careers Cambridge a level chemistry textbook William kelleher storey writing history a guide for students Fragrance of sweet-grass Dungeons and dragons monster manual 2 4th edition Uncle Sams church Muscular motion and intellectual faculties. Putins rise to power : how the KGB seized power in Russia WordPerfect made perfectly easy Music in prekindergarten Diffusion and osmosis worksheet Carcinogen risk assessment Bagbucket and Rags (Reading 2000 Storytime) Ten Skills You Really Need to Succeed in School Wilfred owen anthem for doomed youth analysis Shadows of Ecstasy Stories for Eight Year Olds Transmission systems for communications The economics of land reclamation in the United States Great American Humorists The forms of imagination Super smash bros wii u manual The food and life of Oaxaca, Mexico Ancient formal logic.*