Preschool to 3rd Grade (P-3) Early Childhood Education Teacher Preparation Program

The Preschool to Third Grade Early Childhood Education Teacher Preparation (P-3) program prepares students for a career in teaching young children. Course work for this program is designed to maximize in-classroom mentorship and to provide a broad range of exposure across preschool to 3rd-grade levels. This competitive program within the Child Development Specialization in the Human Development and Family Studies Department is approved by the New Hampshire State Board of Education. Reciprocity of the P-3 certification with other states varies, so students interested in teaching in others states should contact each state directly.

This program requires 68 credits of pre-approved departmental and supporting course work. Requirements and instructions for the application process for this program are detailed below. Students who wish to be considered for the P-3 Teacher Preparation Program must indicate their interest at the time of application to the major so that an appropriate plan of study can be arranged.

Application requirements
Juniors in the Child Development Specialization who have maintained a minimum overall GPA of 2.8, and a departmental GPA of 3.0 are eligible to apply. Please note that this is a competitive program with limited enrollment. Those accepted into the program must maintain this level of achievement throughout the program. Students must be prepared to have their own transportation for off-campus placements as needed.

Applications are available through the department website, and are due by February 15 of each year. Completed applications will be reviewed by the Child Development faculty. Admission decisions will be made by mid-March. Provisional admission may be given to those who have not yet taken and passed the PRAXIS Core Academic Skills for Educators test at the time of application in mid-February. Final admission will be given pending the submission of a passing PRAXIS test score by the last day of final exams at the end of the junior year (see additional certification information below).

P-3 Program Requirements (48 HDFS and 20 supporting course credits)

Core Foundation Courses
As with the Child Development Specialization, students must successfully complete the following required courses (36 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>HDFS 525</td>
<td>Human Development</td>
</tr>
<tr>
<td>HDFS 545</td>
<td>Family Relations</td>
</tr>
<tr>
<td>HDFS 623</td>
<td>Developmental Perspectives on Infancy and Early Childhood</td>
</tr>
<tr>
<td>HDFS 635</td>
<td>Teaching and Learning in Early Childhood Settings (56 classroom hours)</td>
</tr>
<tr>
<td>HDFS 708/709</td>
<td>Child Development Internship at CSDC (140 classroom hours)</td>
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<tr>
<td>HDFS 734</td>
<td>Curriculum for Young Children</td>
</tr>
<tr>
<td>HDFS 733</td>
<td>Supervising Programs for Young Children</td>
</tr>
<tr>
<td>HDFS 743</td>
<td>Families, Schools, and Community</td>
</tr>
<tr>
<td>HDFS 771</td>
<td>Observation and Assessment of Young Children</td>
</tr>
</tbody>
</table>
One Course in Statistics
Psych 402 – OR – SOC 502 – OR – HHS 540

Required P-3 Senior Year Internship Courses (12 credits)
The final phase of the P-3 Preparation Program is comprised of three courses including a culminating student teaching experience. Students are expected to follow the vacation schedule of their placement site and not the UNH Spring Break vacation schedule, and must have their own transportation to and from the placement site for both semesters. For students in the P-3 program, the internship serves as the senior capstone experience.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course Title (see course descriptions below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 785</td>
<td>2</td>
<td>Seminar for Student Teachers – Fall Semester</td>
</tr>
<tr>
<td>HDFS 786</td>
<td>2</td>
<td>Seminar for Student Teachers – Spring Semester</td>
</tr>
<tr>
<td>HDFS 788</td>
<td>8</td>
<td>Student Teaching of Young Children – Spring Semester</td>
</tr>
</tbody>
</table>

Other Required Courses for P-3 Preparation (20 credits)
These courses are subject to change to meet state certification requirements in subsequent years.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>4</td>
<td>Exploring Teaching (with placement in 1st, 2nd, or 3rd grade)</td>
</tr>
<tr>
<td>EDUC 741</td>
<td>4</td>
<td>Exploring Mathematics with Young Children (OR MATH 601 Exploring Math for Teachers)</td>
</tr>
<tr>
<td>EDUC 706</td>
<td>4</td>
<td>Introduction to Reading in the Elementary School (with practicum in 1st, 2nd, or 3rd grade)</td>
</tr>
<tr>
<td>EDUC 760</td>
<td>4</td>
<td>Introduction to Young Children with Special Needs</td>
</tr>
<tr>
<td>EDUC 703M</td>
<td>2</td>
<td>Teaching Elementary School Social Studies (with focus on 1st, 2nd, or 3rd grade)</td>
</tr>
<tr>
<td>EDUC 703F</td>
<td>2</td>
<td>Teaching Elementary School Science (with focus on 1st, 2nd, or 3rd grade)</td>
</tr>
</tbody>
</table>

Additional supporting courses as determined by student and advisor; please see Child Development Specialization list of supporting courses.

A Note About Obtaining State Teacher Certification
Provisionally admitted P-3 teacher candidates are expected to submit a passing PRAXIS Core Academic Skills for Educators test score by the last day of the UNH Spring final exams of their junior year. All P-3 program teacher candidates are expected to take the PRAXIS II for ECE CONTENT (0022 or 5022) prior to graduation. PLEASE NOTE that without the required set of passing PRAXIS Core Academic Scores for Educators and PRAXIS II test scores, although students may graduate from UNH with a Bachelor’s degree in Human Development and Family Studies and have completed the P-3 coursework along with all student teaching requirements, they will not be eligible to apply for the New Hampshire State P-3 Teaching Certificate. This is a State of NH requirement; not a condition for graduation from UNH.
Information on the PRAXIS Tests is available at [www.ets.org/praxis](http://www.ets.org/praxis). After July 1, 2014, candidates for P-3 credentials will also need to provide passing scores for the Foundations of Reading test in addition to the PRAXIS II ECE: Content Knowledge exam. Information on Foundations of Reading is available at [http://www.nh.nesinc.com/](http://www.nh.nesinc.com/).
Any Education course taken for a teacher licensure requirement must be completed with a grade of B- or better. This applies to any courses from other departments that have been designated as equivalent to an Education course.

In order to fulfill a teaching contract with a public school district, a prospective teacher must be certified by the state in which he/she is to be employed. Certification by the state is not an automatic event upon graduation and must be initiated by the teacher candidate. If certification by the state of New Hampshire is desired, P-3 teacher candidates must complete and mail in the necessary forms which will be given to them at the end of the successful student teaching experience by the UNH Certification Officer. Issuance of a teaching certificate in many states is based upon the specific certificate received in the home state. If application is not made in a timely manner upon graduation, the teacher candidate is subject to any new requirements in place at the time of application.

P-3 Internship Course Descriptions
HDFS 785 is a fall semester seminar-based course intended to prepare students, as teacher candidates, for the student teaching experience in the spring semester. This course emphasizes students’ continued development as learners, researchers, and collaborators. Discussions and projects focus on the ways in which these three roles are developed within the classroom and school community. Students meet as a cohort in weekly/bi-weekly seminars on campus. Students should expect to spend a minimum of five hours per week in their assigned classroom (60+ hours) and become first aid/CPR certified. Other expectations for this course include, but not limited to, preparing a resumé, observing at other sites, attending professional conferences, starting a professional portfolio to document their achievement of professional teaching standards, and completing additional assignments and readings.

HDFS 786 and 788 provide the capstone student teaching experience in the spring semester of the senior year. Students should expect to spend a minimum of twenty-five hours per week (a minimum of 325+ hours total) in their assigned classrooms, gradually assuming increasing teaching responsibilities, culminating in the assumption of two to three lead-teaching weeks. Additional hours outside of actual classroom/program operation hours are expected for meeting and planning with cooperating teachers, preparing for teaching, and attending parent conferences and other school functions, as well as attending professional conferences. Seminars provide continued opportunity for reflection on students’ development as teacher candidates, reflecting on classroom practices, identifying teaching strengths and weaknesses, and planning for their first professional appointment as teachers of young learners. Students should be prepared to meet weekly after school hours, and to complete and present their professional portfolio to faculty and related professionals in the field.
Human Development and Family Studies
Early Childhood Education (P-3)
Teacher Preparation Program Application

Application deadline: February 15

A complete application packet includes:

☐ A completed Application for P-3 Teacher Preparation Program form.
☐ A copy of all undergraduate transcript(s).
☐ A copy of the PRAXIS Core Academic Skills for Educators test score if you have already taken it. If you have not yet taken the PRAXIS, include a note about WHEN you plan to take it.
☐ A professional résumé detailing your educational, work, and volunteer background.
☐ A letter of application (not to exceed three pages, doubled spaced, using 12-point font) which addresses:
  • Your reasons for wanting to teach young children and your beliefs about the teaching and learning process.
  • Why you want to be in this program and what aspects of this program attract you.
  • A summary of the relevant experience you have had working with young children, including volunteer and paid work, and how this experience has prepared you for teaching young children.
  • The characteristics that make you a strong candidate for this program and the assets that you bring to this program.
  • Personal qualities related to your role as a teacher that you feel need work the most, and why.
  • Your career goals/plans after graduation.
  • What your preferred placement for student teaching would be if you are admitted to the program, and why. Please note that placements will be in a pre-approved site.

☐ Three positive recommendations, using the attached recommendation form, from faculty and professionals who can attest to your:
  • Interest in and commitment to teaching young children.
  • Academic and analytical ability.
  • Interpersonal skills.
  • Communication skills (oral and written).
  • Reliability, flexibility, initiative and motivation.
  • Understanding of the principles of developmentally appropriate practice.
  • Relationship with children.
  • Potential for developing into an effective teacher of young children.

Submit ALL MATERIALS to Matty Leighton, 218B Pettee Hall, by February 15.
UNH Department of Human Development and Family Studies
Application for Early Childhood Education (P-3) Teacher Preparation Program

Due February 15 in Pettee Hall Room 218B

Name: ___________________________________ Date of Application: ____________________

Local Address: ____________________________________________

______________________________ Anticipated Date of Graduation: ______________

E-mail Address: ________________________________ Local Telephone: __________________

Coursework

NOTE: The P-3 Teacher Preparation Program requires 68 credits of departmental and supporting course work. Students are only allowed to take ONE other course in addition to the 10 credits of student teaching coursework during the capstone spring semester. Students may petition to take a second course if needed. Please mark next to each course the semester you have taken it (or plan to take it) and the grade you received. Also, please note that to obtain the New Hampshire P-3 Early Childhood Education Teaching Certificate, teacher candidates must submit passing scores from the PRAXIS II ECE test at the time of application to the State of NH for the teaching certificate.

<table>
<thead>
<tr>
<th>HDFS Courses</th>
<th>Supporting Courses</th>
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<tbody>
<tr>
<td>Course</td>
<td>Semester</td>
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<tr>
<td>HDFS 525</td>
<td>_______</td>
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<tr>
<td>HDFS 545</td>
<td>_______</td>
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<td>HDFS 623</td>
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<td>HDFS 743</td>
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<td>HDFS 771</td>
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<td>Other(s):</td>
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Current overall GPA? ________________ Current departmental GPA? __________________

PRAXIS Core Academic Skills for Educators Score: Date taken: __________ Score: __________

Please attach a copy of your transcripts and PRAXIS Core Academic Skills for Educators score to this application. If you have not yet taken the PRAXIS test, please indicate: WHEN you plan to take it: __________

WHEN you will receive the scores: __________
A provisional admission may be given to qualified applicants at this first round of reviews. Final admission will not be granted unless a passing PRAXIS test score is received in the Human Development and Family Studies office by the end of the spring semester.

**Placement**

Please rank your placement preference if accepted in order from 1 – 5, with 1 being your first choice. Your preference for your student teaching placement as indicated below will be taken into consideration; however, the faculty reserves the right to determine the best match.

- [ ] Private kindergarten at CSDC
- [ ] Public kindergarten
- [ ] Private preschool at CSDC’s 4 - 5 year-old full-day program
- [ ] Public inclusive preschool program at a school district to be determined
- [ ] Public school 1\(^{st}\), 2\(^{nd}\), or 3\(^{rd}\) grade (please circle preferred grade)

**Recommendations**

Letters of recommendation have been requested from:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Relationship (i.e., Supervisor, Instructor, Employer, etc.)</th>
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**Experience**

List all relevant work and/or volunteer experience you have had working with young children (you may use the space provided below or attach a separate sheet to this application).

<table>
<thead>
<tr>
<th>Where</th>
<th>Dates</th>
<th>Position and Responsibilities</th>
<th>Age of Children</th>
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I certify that the information I have provided on this application is true and accurate.

Signature ______________________ Date ______________
Recommendation Form for the Human Development and Family Studies
Early Childhood Education (P-3) Teacher Preparation Program
218B Pettee Hall, Department of Human Development and Family Studies
University of New Hampshire
Durham, NH 03824

Name of Applicant: __________________________________________________________

Name of Referee: ___________________________________________________________

TO THE REFEREE:
Your cooperation in providing a candid evaluation of the above named applicant’s preparation for and potential for becoming a teacher of young children will be greatly appreciated. When you have completed this form, please sign and return it in a sealed envelope to the applicant, or mail it directly to:

Matty Leighton / P-3 Certification Program
218B Pettee Hall, Department of Human Development and Family Studies
University of New Hampshire
Durham, NH 03824

1. How long and in what capacity have you known this applicant?

2. In comparison with others with whom you have taught / worked, please rate the applicant on the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Unable To Judge</th>
<th>Average</th>
<th>Upper 50%</th>
<th>Upper 20%</th>
<th>Upper 10%</th>
<th>Upper 5%</th>
</tr>
</thead>
</table>
   A. Promptness       |     |   |           |           |           |         |         |
   B. Reliability      |     |   |           |           |           |         |         |
   C. Preparation/Commitment |     |   |           |           |           |         |         |
   D. Flexibility      |     |   |           |           |           |         |         |
   E. Relationship with Children |     |   |           |           |           |         |         |
   F. Understanding of Development |     |   |           |           |           |         |         |
   G. Appropriateness of Activities |     |   |           |           |           |         |         |
   H. Academic Ability |     |   |           |           |           |         |         |
   I. Analytical Ability |     |   |           |           |           |         |         |
   J. Written Communication |     |   |           |           |           |         |         |
   K. Oral Communication |     |   |           |           |           |         |         |
   L. Initiative and Motivation |     |   |           |           |           |         |         |
   M. Interpersonal Skills/Ability to Work with Others |     |   |           |           |           |         |         |
Please respond to the following questions in the space provided and/or attach a letter of recommendation that addresses these aspects of the candidate’s performance.

3. What are this applicant’s strengths?

4. What should this applicant continue to work on?

5. What is your view about this applicant’s potential for becoming a teacher?

6. Please check the category below that most accurately describes the applicant’s ability to successfully complete the P-3 program:
   - [ ] Highly recommend
   - [ ] Recommend
   - [ ] Recommend with reservation
   - [ ] I do not recommend this applicant

Referee’s Signature: ___________________________________________ Date: __________________
Position /Title: ___________________ Relationship to Applicant: ___________________
Address: ________________________________
Phone: ________________________________