

**Exhibition  
Of  
Readiness for Student Teaching**

By

**Javier Zapata**

Advisor: **Dr. George Stanic**

E-mail: [zapataj@clarke.k12.ga.us](mailto:zapataj@clarke.k12.ga.us)

Home Phone: 706-425-1961

Presentation date: **September 26, 2005**

### Completed Course Work

Number	Title	Instructor	Academic Term
EDEC 7020	Theory & Curriculum in ECE	Dr. Bisplinghoff	Maymester 2003
ELAN 7630	ESOL grades P-12	Dr. Matthews	Fall 2003
EMAT 6410	Mathematical Learning in PreK-grade 5	Dr. White	Fall 2003
EDEC 7010	Trends & Issues in ECE	Dr. Phillips	Spring 2004
EPSY 6010	Foundations of Human Development for Education	Dr. Knapp	Spring 2004
ELAN 7040	Language & Culture in Classroom	Dr. Cahnmann	Fall 2004
READ 6420	Literacy Development & Instruction in Early Childhood	Dr. Labbo	Fall 2004
EDEC 7500	Teacher Action Research	Dr. Bisplinghoff	Spring 2005
EDEC 8180	Research in Multicultural Teacher Education	Dr. Allexsath-Snider	Spring 2005
ESCI 6420	Science for Early Childhood	Dr. Tippins	Summer 2005
SPED 2000	Special Education	Dr. Fore III / Mr. Jones	Fall 2005

### Coursework planned to be taken

Number	Title	Instructor	Academic Term
EDIT 6150	Introduction to Computer-Based Education		Spring 2006
ELAN 7730	First & Second Language Acquisition		Spring 2006 (?)

## Area of Focus: Family Involvement in the Classroom

"It's a dance, a dance between teacher and student and parent and child and parent and teacher and so on. Knowing when to respond and when to let go and let them find out on their own is a dance, a subtle communication of letting each other know what our needs are and how we can help each other"

Interview, teacher (From Parent-school collaboration.  
Feminist organizational structures and school leadership.)  
Henry, 1996, p. 182

I believe that even before being conscious of it, when I decided to start my Masters in Early Childhood Education I had already decided my area of focus. It was my interaction with groups of children coming from different backgrounds and the relationships I was building with different members of their families that made me interested in dedicating my life to education. Then little by little, and as I have been acquiring more experience and reading more about it, I have learned to love it even with more passion.

My first intention was to dedicate my area of focus to "Multicultural Parent Involvement". Because of working at the Even Start Family Literacy Program mainly with Latino families I could see how difficult it was for these parents to connect and find their place in their children's schools. My intention was to learn and get some expertise in helping the Latino community to feel more integrated in the community. But I was struggling with the idea that there were other families in the Even Start program, not with Latino backgrounds, who were also struggling about finding their identity within their children's school. This made think that "multicultural" and "parents" were terms I should look at with a much wider eye. I was looking to focus on a more general idea of what was the background of that whole group of children in the classroom and who were the adults involved with their lives.

As I could confirm in ELAN 7040 (Lang. & Culture in the classroom) or in EDEC 8180 (Res. in Multicultural Teacher Ed.) defining multicultural is not easy. We need to see the uniqueness of each individual. Almost like having our own culture, our own background, and we need to learn to respect and value what each one of us can contribute to the whole group. I can see now the importance of that first exercise of introspection we did in our EDEC 7020. If we want to learn to understand others and value them we need to understand first where we come from. Later, this exercise greatly helped me all through my masters and my interactions with children. I have learned to look at who I am, my strengths and my weaknesses. Now I can be more conscious of how my own personality, my own culture can influence the way I interact and work with the students.

Regarding the term "parents" I also found the need to use a term that could be more inclusive of other adults. For instance, in some families, grandparents and other relatives or adults can play a very important role in the children's life, sometimes even more important than the biological parents. I believe "Family Involvement in the Classroom" reflects the diversity of family structures and lifestyles that must be accommodated in support of our children's education. Family Involvement in education can reflect different meanings: Reading a bedtime story; checking homework; getting involved in PTA; discussing our children's progress with teachers; voting in school board elections; limiting TV viewing on school nights; getting involved in governing the school, or simply asking our children everyday, "How was school today?." The main point is that children receive a clear message from a close adult that their schoolwork is important.

Through the different courses I have taken for my Masters I have looked for opportunities for developing work that would help me have a better understanding of how to make the family involvement of my students a reality. I was thrilled to see right with my first course, EDEC 7020, that Dr. Bisplinghoff (1995) already had written a book about the topic of family involvement; in READ 6420 I learned from Purcell-Gates (1996) about emergent literacy in home settings with

different SES; in EPSY 6010 I came across Baumrind's work about the influences of children's environments on their development and the importance of promoting parenting; or during my course of EDEC 7010 (Trends and Issues in ECE) I based my final research paper on Latino family involvement. From my conversations with Dr. Allexsath-Snyder, I learned about the concept of Funds of Knowledge developed by Moll (1996) and later about Goldenberg (2001) and the eco-cultural niches in children's development. In general, I feel my coursework has helped me to develop a good "starting point" for my future as a teacher focused on "Family Involvement".

We know how important it is that teachers evaluate what the needs and skills of the students are. When I first meet new children I want to find the differences to overcome to obtain equality. As Sonia Nieto (145, 2004) states: "equal is not the same: treating everyone in the same way will not necessarily lead us to equality; rather, it may end up perpetuating the inequality that already exists". But just as important is that schools and teachers evaluate the different needs of their children's families and the way they can be involved in their children's education. New parents in the schooling community might have different needs than others who are more experienced with the system. New families arriving from other countries or even from other states can find barriers like language or logistics that need to be overcome to feel part of their new community of learners. Providing the right support allows them to feel capable in their new community and get a sense of capability and build up their self-esteem. In my conversations with the parents of the children I work with I always find myself looking for what contribution they can bring to the classroom, what I see special in them that will make the classroom a richer environment. And there is always something to find. The responsibility we assume as teachers makes us forget what we have learned in our theory courses about making ourselves just facilitators of the knowledge that is flowing in the classroom, brought by the students and their families. It can create a certain insecurity in teachers when the structure of the class is driven on some occasions by the discussions or the interests of the students. In "The Courage to Teach", Parker J. Palmer (1998) states that for good teaching we need to go further in our inquiry than the traditional questions of "what" should we teach, "how" should we teach it and why". It is important to remember a fourth question: "Who is the self that teaches? How does the quality of my selfhood form—or deform—the way I relate to my students, my subject, my colleagues, my world? How can educational institutions sustain and deepen the selfhood from which good teaching comes?"

During my time working for the Even Start family literacy program, I used in my home visits a curriculum designed by Parents as Teachers. The main purpose of it is to bring to parents ideas and techniques to improve their relationship with their little ones and reinforce the concept that parents are the main teachers of their children. But I realized that this curriculum could be equally valid to use with the primary caretaker of those children, since we find that some of our children spend most of their day with an adult other than their parents. In my personal experience, coming from a big Spanish family, and also working closely with the Latino community, I have found the role of the grandparents as main caretakers of some of these children very interesting and valuable, including with them another important aspect of literacy: the oral tradition in the families. This is one of the areas of family involvement I didn't investigate and something I will in the near future.

Now, I am working as a Pre-K teacher at Barrow Elementary and I have as a goal to maintain a very close relationship with each family. Just a little more than a month of school has passed and I feel very comfortable when I speak with some of my parents, and grandparents, over the phone or during our interactions in PACT (Parents and Children Together) time. Of course, I can see there is so much to learn yet, especially directly from the families, but as a wise Chinese proverb says: "The journey of a thousand miles, starts with a single step."

## Reference List

### **Books and Articles I have read related to my area of focus:**

- Allexaht-Snider, M. (1996). Windows into diverse worlds. The telling and sharing of teacher's life histories. *Education and Urban Society*, Vol. 29, No. 1, pp. 103-119
- Baumrind, D. (1993). The average expectable environment is not good enough: A response to Scarr. *Child Development*, 64, 1299-1317.
- Chrispeels, J. H. & Rivero, E. (2001) Engaging Latino families for student success: How parent education can reshape parents' sense of place in the education of their children. *Peabody Journal of Education*, v76 n2 p119-69.
- Delpit, L. (1995) *Other People's Children: Cultural Conflict in the Classroom*. New York: New Press
- Goldenberg, C., Gallimore, R., & Reese, L. (2001). Using Mixed Methods to Explore Latino Children's Literacy Development. Paper prepared for Conference on "Discovering Successful Pathways in Children's Development: Mixed Methods in the Study of Childhood and Family Life." MacArthur Foundation Research Network on Successful Pathways through Middle Childhood, Santa Monica, CA, January 26, 2001
- Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language and Society*, 11, 49-76.
- Hidalgo, N. (1993) Multicultural teacher introspection. In T. Perry & J. Fraser (Eds.). *Freedom's plow: teaching the multicultural classroom*. New York: Routledge.
- Keyes, C. (2002) A Way of Thinking About Parent/Teacher Partnerships. *International Journal of Early Years Education*, Vol. 10, No. 3, pp. 177-191.
- McDermott P. & Rothenberg J. (2000). Why urban parents resist involvement in their children's elementary education. *The Qualitative Report*, Vol. 5, No. 3 & 4.
- Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992, Spring). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31 (2).
- Moll, L. & González, N. (2004) Beginning where the children are. In O. Santa Ana (Ed.). *Tongue-tied: The lives of multicultural children in public education* (pp. 152 – 156). Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Nieto, S. (2004) *Affirming diversity: the sociopolitical context of multicultural education* (4<sup>th</sup> ed.) Boston: Pearson Education, Inc.
- Ogbu, J., & Simons, H. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology & Education Quarterly*, 29(2): 155-188.
- Osterling, J. P., Violand-Sanchez, E. & von Vacano, M. (1999, October) Latino families learning together. *Educational Leadership*, 64-68
- Peterson, K. (2002, January-February) Creating home-school partnerships. *Early childhood news*, pp. 39-45
- Plomin, R. & Daniels, D. (1987). Why are children in the same family so different from one another? *Behavioral and Brain Sciences*, 10, 1-16.
- Purcell-Gates, V. (1996). Stories, coupons, and the TV Guide: Relationships between home literacy

- experiences and emergent literacy knowledge. *Reading Research Quarterly*, 31(4), 406–428.
- Quezada, R. L., Diaz, D. M. & Sanchez, M. (2003, September-October) Involving Latino parents. *Leadership*, v33, n1, 32-34, 38.
- Ramirez, A. Y. (2003, June). Dismay and disappointment: Parental involvement of Latino immigrant parents. *Urban Review*, v35, n2.
- Reese, L. & Gallimore, R. (2000). Immigrant Latinos' cultural model of literacy development: An evolving perspective on home-school discontinuities. *American Journal of Education*, 108, 103 – 134.
- Scarr, S. & Weinberg, R. A. (1978). The influence of "family background" on intellectual attainment. *American Sociological Review*, 43, 674-692.
- Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development*, 63, 1-19.
- Shockley, B., Michalove, B. & Allen, J. (1995). *Engaging families connecting home and school literacy communities*. New Hampshire: Heinemann Portsmouth.
- Tan, A. (2004) Mother Tongue. In O. Santa Ana (Ed.). *Tongue-tied: The lives of multicultural children in public education* (pp. 169 – 173). Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Taylor, D. & Dorsey-Gaines C. (1988). *Growing up literate*. Portsmouth, NH: Heinemann.
- Tinkle, B. (2002). A review of literature on Hispanic/Latino parent involvement in K-12 education. University of Denver, Colorado.
- Valencia, R & Solórzano, D. (2004) Today's deficit thinking about the education of minority students. In O. Santa Ana (Ed.). *Tongue-tied: The lives of multicultural children in public education* (pp. 124 – 133). Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Weisner, T. (1984). Ecocultural niches of middle childhood: A cross-cultural perspective. In W. Andrew Collins, *Development during middle childhood the years from six to twelve* (pp. 335-369). Washington, DC: National Academy Press.

**Books and Articles I am planning to read to enrich my knowledge in this area of focus:**

- Ariza, E.N. (2002). *Cultural Considerations: Immigrant Parent Involvement*. Kappa Delta Pi Record, 38–3, 134-137
- Delgado-Gaitan, C. (1996). *Protean literacy: Extending the discourse on empowerment*. London: Falmer.
- Dickinson, David K. and P.O. Tabors (2001) *Beginning Literacy with Language*. Baltimore: Paul H. Brookes Publishing Co.
- Ladson-Billings, G. (1994) *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass
- Lawrence-Lightfoot, S. (2003). *The essential conversation: What parents and teachers can learn from each other*. New York: Random House.
- Swap, S. (1993) *Developing Home-School Partnerships*. New York: Teachers College Press.

Thurmbull, E. et al. (2001) *Bridging cultures between home and school*. Mahwah, NJ:  
Lawrence Erlbaum Associates, Publishers.

Valdes, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools*. New  
York: Teachers College Press.

**Websites related to my area of focus I use and plan to keep using:**

Family Involvement Network of Educators: <http://www.gse.harvard.edu/hfrp/projects/fine.html>

National Center for Family Literacy: <http://www.familit.org/>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org/>

Parents as Teachers: <http://patnc.org/>

## Field Experiences

Type of program	Responsibilities	Contact	Grade level	Date of Experience		Hours
				Start date	End date	
Even Start Family Literacy	Working with children age three to five during several hours a week. Mixed population including White, African American, Hispanic and Korean backgrounds. Organizing PACT (Parents and Children Together) activities and getting involved in some of the instructional routines prepared also by the main teacher in the classroom	Jan Stephens, director of the program  Or Suzanne Kennedy, Coordinator of the program	Pre-K	Nov-01	May-05	200+ hours
Even Start Family Literacy	Working with children age birth to 8 y.o. during home visits. On numerous occasions, during these home visits I had opportunities to work on a one on one basis with older siblings who needed help with their homework.	Jan Stephens, director of the program  Or Suzanne Kennedy, Coordinator of the program	Different grades	Nov-01	May-05	200+ hours
Chase Elementary	Volunteer with 2 <sup>nd</sup> and 3 <sup>rd</sup> grade ESOL classroom. Observing main teacher and Planning and implementing some lessons for these students.	Ms. Paine, classroom teacher	2 <sup>nd</sup> and 3 <sup>rd</sup> grade	Sep-03	Dec-03	20 hours
Chase Elementary	Mentor for a 5 <sup>th</sup> grade student. Spending time with him during his lunch and recess time to improve, mainly, behavioral problems.	Ms. Ballard Chase Social worker	5 <sup>th</sup> grade	Feb-04	May-04	10 hours
Chase Elementary	Volunteer with 3 <sup>rd</sup> grade students. Tutoring two Hispanic students.	Ms. Paine, classroom teacher	3 <sup>rd</sup> grade	Sep-04	April-05	20 hours
Barnett Shoals Elementary	Volunteer with 3 <sup>rd</sup> grade students. Tutoring a Hispanic student.	Ms. Brinley, classroom teacher	3 <sup>rd</sup> grade	Sep-04	Present	100+ hours
Barrow Elementary	Lead teacher for Pre-K classroom. Daily planning of activities and instructional work. Organizing weekly PACT activities	Mr. MacMillan, Barrow El. Principal	Pre-K	Aug-05	Present	150+ hours
Barrow Elementary	Coordinating twice a week Barrow Buddies reading time	Ms. McNeely, 5 <sup>th</sup> grade classroom teacher	Pre-K / 5 <sup>th</sup> grade	Just starting		Foreseen to have pairs of PreK/5 <sup>th</sup> grade twice a week/ 15 minutes.

## **Description of Field Experiences**

**Even Start Family Literacy Program:** I started working for the Even Start Program of Clarke County School District in November of 2001. I started as a Bilingual Child Development Specialist and my main responsibility was to pay home visits to the families participating in the program, as a facilitator for activities and ideas that could help parents to work in the different developmental domains of their children: language, intellectual, social-emotional and gross/fine motors development. Although during the visit I was focused on the youngest sibling (ages birth to 5 y.o.), very often I also got involved with the older siblings, helping them with their homework.

Also, every week I would work with the lead teacher of our Pre-K room to organize our PACT time (Parents and Children together time). During this time parents would join their children's room and an activity was organized to integrate parenting and instructional time in the classroom.

Every year there was an enrolment of 20 students in our pre-K classroom, with a mixed population varying among White, African American, Hispanic and Korean children. During my time working at Even Start I have had the opportunity to spend time on different parts of the daily routine of these children, organizing activities and games to help them in their learning.

**Chase Elementary:** In September of 2003 I started going weekly to Ms. Paine's ESOL classroom at Chase Elementary. Combining my lunch hour with another 30 minutes allowed from my program coordinator at Even Start, I was able to spend some time with her students. At first I just observed Ms. Paine's class management and instruction working around the different skills her ESOL students had. After some days of observation she allowed me to plan and deliver some lessons where I was able to experience the feeling of working with a bigger group of children of different ages and needs that my little ones at Even Start.

The following year I worked again with Ms. Paine's classroom. This time my work was working with two students whose English level was very low. Every week, during 45 minutes we worked on letters, rhyming words and writing basic English until the end of the school year 04-05.

**Barnett Shoals Elementary:** In September of 2004 I started working every week with another Hispanic child attending third grade. He was allowed to stay in the after school program until I would arrive at the school after my day of work and do some reading with him. With this child we work mainly on his comprehension skills and in techniques to improve his knowledge in other subject matters as he improves his reading skills. I am still looking for his main motivation to read and enjoy it. Although English was not the predominant language for this child he was not in need of receiving ESOL classes.

**David C. Barrow Elementary:** In August 2005 I was hired as the Pre-K teacher for Barrow Elementary. Although it has been only several weeks since I started this new job and it is still stressful to organize and plan our daily activities I feel very happy and fortunate to spend my day working for 20 children who are starting their experiences in school.

One of these activities I decided, together with a fellow teacher in 5<sup>th</sup> grade, is organizing "Barrow Reading Buddies". Twice a week students from 5<sup>th</sup> grade are going to be pair up with students from Pre-K. In these sessions, children will share picture books and read/talk about the topic. We will be using "cozy corners" in the hall, where the two students can sit and enjoy a short story during 15 minutes. While they read I move around the groups monitoring and facilitating help as needed.

**Other Field Experiences:** In Spain, I have worked as a tutor with children in elementary education having difficulty on concentrating and organizing concepts, especially in Math. Although, in this case, I haven't been supervised, the result of seeing these children improving their grades was a positive personal evaluation of the job done with them.

### **Reflecting about my Field Experiences: Ready or Not here I come...**

When in 1998 I decided, with my wife, to move from Spain to the United States I was afraid of the unknown future. When later on, I decided to change careers and go from Business to Education I was even more afraid, especially knowing that all of these changes were going to be done in a language I didn't feel I dominated. Now I can see I was afraid for nothing since this is the place in the community where I feel I belong. These field experiences I described above have given me the confidence to believe I can do a good job as a teacher, or better defined, as a "facilitator of the exchange of knowledge" in the classroom. I have to say that I see in this profession the challenge of working on a lot of things at the same time. And I know I have a long way to go to make of everyday a successful experience, but I think I need to learn to be more patient with myself and enjoy this never-ending process of learning that the teaching profession offers. Working at Even Start I have learned to see teaching from the different perspectives of the families. With my experiences at Chase Elementary and Barnett Shoals I have learned to value the personal relationships I can build with the children and also to observe the relationships among them. Now, working at Barrow and being in charge of twenty students everyday I am participating in a more intense experience. I can see a bigger image of the whole picture where, students, their families, other teachers and myself are the characters of the story.

**Department of Elementary Education**  
**Early Childhood Certification Option (ECCO) in the Master's Degree Program**  
**Field Experience**

Javier Zapata has submitted work conducted under your supervision as part of an application for student teaching to the Department of Elementary and Social Studies Education of the University of Georgia. The department would appreciate your verification that the work was performed and your judgment about the quality of the applicant's performance. Please respond to the following items.

1. What is the name and purpose of the organization for which the work was done?

The Clarke County School District's Office of Early Learning and Family Engagement, Even Start Family Literacy Program serves eligible parents and their 7 year old or younger children. The program strives to increase the literacy skills of each family member through an individually developed instructional program comprised of 4 components: High Quality Early Childhood Education, High Quality Adult Education, Parenting and PACT (Parent and Child Together) Time.

2. What was the nature of the work done?

Javier Zapata began working for the Even Start Program in November of 2001. His main responsibility was to organize home visits with the families participating in the program. During these home visits, he would use a curriculum designed by Parents as Teachers. The purpose of this curriculum was to facilitate activities and ideas that parents can use to help the development of their children in the different domains: language, intellectual, social-emotional and gross/fine motor development. The age of the targeted child during these home visits varied between birth to 5 years old. In a lot of these homes there were older siblings already attending regular school. He had the opportunity to work on numerous occasions with this other group of children, helping them with their homework on a one on one basis. On Wednesdays parents had what is called PACT time (Parents and Children together time). Another part of his responsibility was to help the lead teacher of the Pre- school room with the organization and delivery of an activity that would be done during this time in the children's classroom.

3. Over what time period and for approximately how many hours was the work done?

Javier worked in the Even Start program from November 2001 – May 2005. During that time he spent 200 + hours engaged in teaching and support activities.

4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

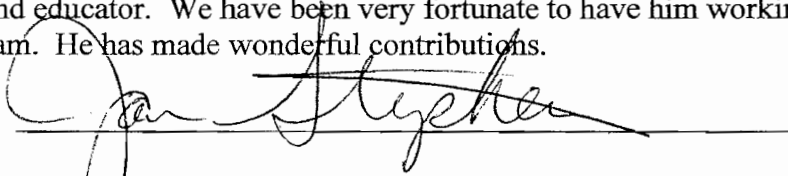
Over the past 4 years Javier has worked with hundreds of families. He served 20 children per year in the pre-school class 3.5 hours per week, and approximately 150 children per year in his home visitor position. The mixed population includes White, African American, Hispanic and Korean backgrounds.

5. On a scale of 1 to 10, with 10 being the best possible rating, how would you rate the quality of the applicant's performance? Please feel free to comment as well.

10

Javier is an outstanding employee and educator. We have been very fortunate to have him working with our families in the Even Start Program. He has made wonderful contributions.

Signature of supervisor:



Typed or printed name:

Jan Stephens

Position:

Director of Early Learning and Family Engagement  
Clarke County School District

Phone number and email address

706 357-5239 ext. 20453      stephenj@clarke.k12.ga.us

Date:

9/15/05

**Department of Elementary Education  
Early Childhood Certification Option (ECCO) in the Master's Degree Program  
Field Experience Verification and Evaluation Form**

Javier Zapata has submitted work conducted under your supervision as part of an application for student teaching to the Department of Elementary and Social Studies Education of the University of Georgia. The department would appreciate your verification that the work was performed and your judgment about the quality of the applicant's performance. Please respond to the following items.

1. What is the name and purpose of the organization for which the work was done?  
Chase Street Elementary School - Athens, Georgia  
ESOL (English to Speakers of Other Languages) Classroom
2. What was the nature of the work done?  
Javier observed in the ESOL classroom. He planned and implemented lesson plans about autumn. His lesson →
3. Over what time period and for approximately how many hours was the work done?  
September 2003 - December 2003      20 hours ESOL classroom  
September 2004 - April 2005      20 hours Tutoring
4. How many children were involved, how old were they, and what were their demographic and educational characteristics?  
In the ESOL classroom, there were eight second and third graders. All, but one student was Hispanic. There was one Japanese child. The students'
5. On a scale of 1 to 10, with 10 being the best possible rating, how would you rate the quality of the applicant's performance? Please feel free to comment as well.

Javier's performance rating is 10. He was excellent teacher in the ESOL classroom and a wonderful tutor. All of the students loved having "Mr. Javier" teach them.

Signature of supervisor:

Alyce L. Payne

Typed or printed name:

Alyce L. Payne

Position:

ESOL teacher

Phone number and e-mail address:

706-543-1081      paynea@clarke.k12.ga.us

Date:

9/12/05

2. plans were age-appropriate and ability-appropriate for the students in the ESOH classroom. The plans included hands-on activities, which incorporated reading and writing.

Javier also tutored two ESOH students. He taught basic English vocabulary to these students. He helped them with reading skills.

4. abilities were varied. There were two students born in the United States and four students who had lived in the United States for three years. There was one student who had limited formal schooling in Mexico and one was a newcomer from Japan.

The students Javier tutored were both from Mexico and in the fourth grade. One student was a newcomer, and the other student had limited formal schooling.

Department of Elementary Education  
Early Childhood Certification Option (ECCO) in the Master's Degree Program  
Field Experience Verification and Evaluation Form

Javier Zapata has submitted work conducted under your supervision as part of an application for student teaching to the Department of Elementary and Social Studies Education of the University of Georgia. The department would appreciate your verification that the work was performed and your judgment about the quality of the applicant's performance. Please respond to the following items.

1. What is the name and purpose of the organization for which the work was done?  
Barnett Shoals Elementary School - third grade - Ms. Brinley's class
2. What was the nature of the work done?  
Tutoring a third grade Hispanic child who is struggling with reading and language skills. Weekly sessions.
3. Over what time period and for approximately how many hours was the work done?  
Sept. 2004 - Present 100+ hours
4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

One nine-year old Hispanic child who has been experiencing language and reading difficulties. English was not the predominant language for this student & he did not qualify for ESOL services. \* See back

5. On a scale of 1 to 10, with 10 being the best possible rating, how would you rate the quality of the applicant's performance? Please feel free to comment as well.

Ten! Mr. Zapata has been faithfully supportive of this student's academic needs and social well being. The student's reading fluency, reading comprehension, and writing skills have steadily improved.

Signature of supervisor:

Christine A. Brinley

Typed or printed name:

Christine A. Brinley

Position:

Barnett Shoals 3rd grade teacher

Phone number and e-mail address:

357-5334 brinleyc@clarke.k12.ga.u

Date:

\_\_\_\_\_

\* Mr. Zapata based his work in English, using Spanish to support comprehension development when needed.

Department of Elementary Education  
Early Childhood Certification Option (ECCO) in the Master's Degree Program  
Field Experience Verification and Evaluation Form

Javier Zapata has submitted work conducted under your supervision as part of an application for student teaching to the Department of Elementary and Social Studies Education of the University of Georgia. The department would appreciate your verification that the work was performed and your judgment about the quality of the applicant's performance. Please respond to the following items.

1. What is the name and purpose of the organization for which the work was done?

David C. Barrow Elementary School - educate children in grades PK-5.

2. What was the nature of the work done?

Mr. Zapata is the lead teacher for our Prek class. He is responsible for planning instructional activities, teaching, communicating with parents, and planning weekly parent (PACT) activities.

3. Over what time period and for approximately how many hours was the work done?

August 05 - present - daily 7:20-3:20+ ; over 150 hours

4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

Mr. Zapata is responsible for 20 Pre-K children, ages 4-5. The children vary in their educational & demographic background. The majority of the students are Caucasian, with 4 from other ethnic backgrounds. The students are a bright group, as a whole.

5. On a scale of 1 to 10, with 10 being the best possible rating, how would you rate the quality of the applicant's performance? Please feel free to comment as well.

10 - Mr. Zapata is an excellent addition to our staff; he is energetic & enthusiastic, and his love of children is evident at all times. He interacts well with staff members, parents, and administrators.

Signature of supervisor:

Ellen M. Sabatini

Typed or printed name:

Ellen M. Sabatini

Position:

Assistant Principal

Phone number and e-mail address:

706-543-2676 / sabatini@clarke.k12.ga.us

Date:

9.16.05

Department of Elementary Education  
Early Childhood Certification Option (ECCO) in the Master's Degree Program  
Field Experience Verification and Evaluation Form

Javier Zapata has submitted work conducted under your supervision as part of an application for student teaching to the Department of Elementary and Social Studies Education of the University of Georgia. The department would appreciate your verification that the work was performed and your judgment about the quality of the applicant's performance. Please respond to the following items.

1. What is the name and purpose of the organization for which the work was done?

Barrow Elementary School in Athens, GA

2. What was the nature of the work done?

A collaborative effort between a 5<sup>th</sup> Grade teacher (J. McNeely) and the Pre-K teacher (J. Zapata) to enhance reading skills, motivate both

3. Over what time period and for approximately how many hours was the work done?

We started the "reading buddies" on August 24, 2005 and we will continue all year (05-06) - twice a week for 10-15 minutes each

4. How many children were involved, how old were they, and what were their demographic and educational characteristics?

I have 15 below-grade-level 5<sup>th</sup> grade readers who all need positive reading experiences! They are 10 and 11 years old, and from many different demographic backgrounds = 3 white males, 3 black males, 1 Hispanic male, 1 white girl, 5 black girls, 2 Hispanic girls. They will all get a chance to

5. On a scale of 1 to 10, with 10 being the best possible rating, how would you rate the quality of the applicant's performance? Please feel free to comment as well.

\* Absolutely a 10! Javier is a magnificent facilitator - he makes this 5<sup>th</sup> Grade - Pre-K partnership possible. I am unable to monitor the students (no parapro or collaborator), but he fits it in to his busy schedule. The children are learning and loving it!

Signature of supervisor:

Jane McNeely

Typed or printed name:

Jane McNeely

Position:

5<sup>th</sup> Grade Teacher - Reg. Ed.

Phone number and e-mail address:

706/543-2676 mcneelyj@clarke.k12.ga.us

Date:

9/15/05

the 5<sup>th</sup> graders and the Pre-Kers to enjoy reading more, <sup>to</sup> develop positive ways for older and younger elementary-age children to relate to one another and learn from each other, and to focus the activity on reading skills.

partner with Pre-K readers that Mr. Zapata chooses - at least twice this year. Mr. Zapata chooses picture books for the partners to read together and talk about - usually a theme related to whatever the Pre-K is doing at the time.

## **Philosophy of Teaching**

I believe it is important to recognize that working as an educator is a responsibility and a privilege.

I believe that teaching is also a learning experience from other professionals, from our students, and from their families.

I believe it is important to be informed of new techniques and methods to teach and still have confidence and faith in what is already known. Teaching as is learning is a life-long process.

I believe in active learning

I believe in the importance of transmitting confidence to the students, teaching them to be independent and constructivist thinkers, where the teacher is just a facilitator of the knowledge floating in the classroom.

I believe in the participation of the community in the classroom as a richer way to teach.

I believe parents or the closest adults to a child should be the first teachers and the most important providers of meaningful experiences.

I believe that grandma's stories are the best and are those which children may remember for the rest of their lives.

I believe in the responsibility of the teacher to respect differences and help the students to understand that diversity enhances learning.

I believe in the importance of a meaningful multicultural environment in the classroom where different cultures are defined with more detail than just using what is found at the tip of the iceberg.

I believe equal does not lead us to equality.

I believe that abilities and talents differ among individuals, and each student and family has something valuable to contribute.

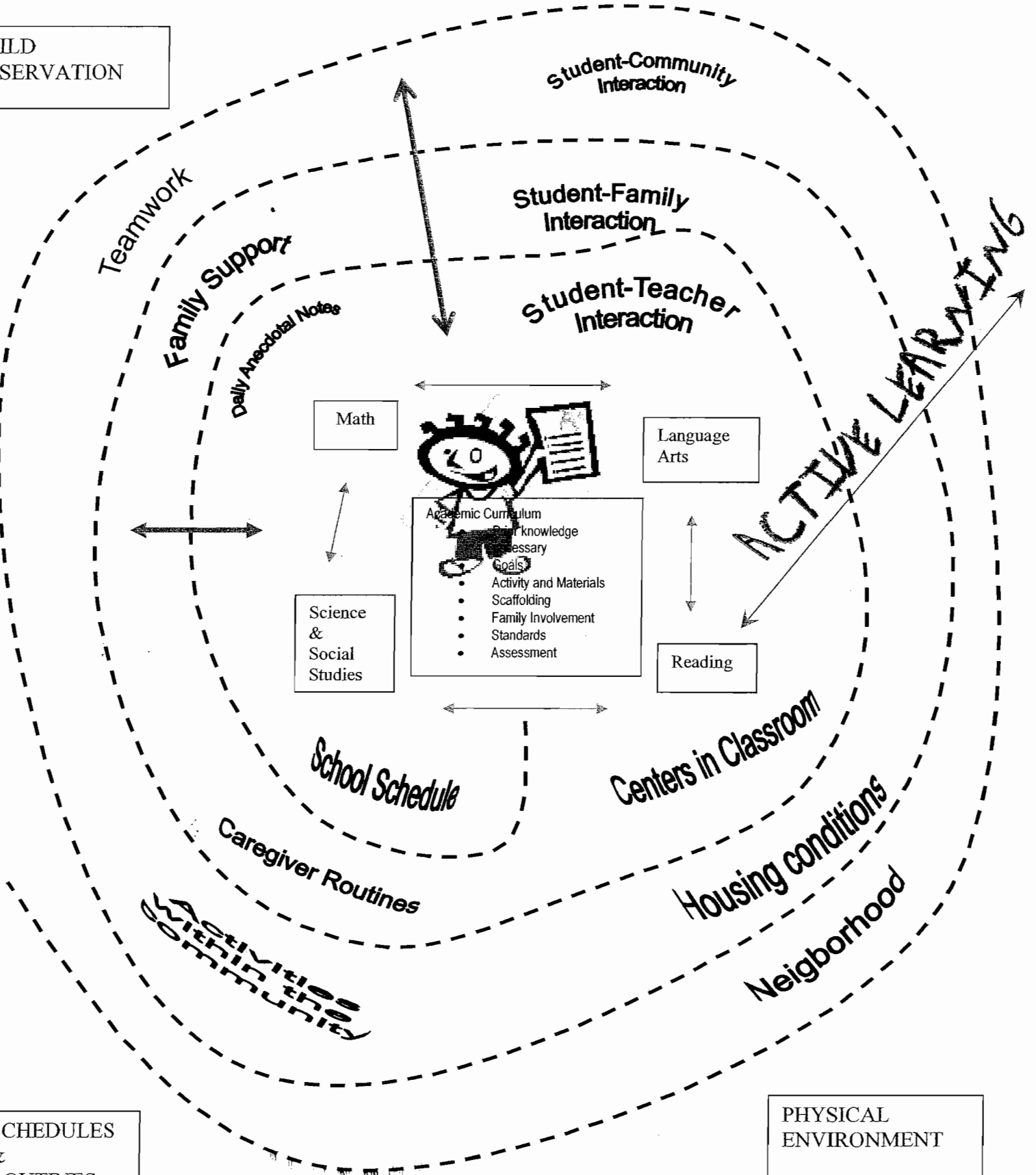
I believe students need to feel in their classroom as part of a family, where relationships are based on respect and where they can discuss ideas freely.

I believe that if someone reads you pictures books as an adult you can be transported again to a happy childhood.

# Teaching Template:

ADULT-CHILD INTERACTION

CHILD OBSERVATION



SCHEDULES & ROUTINES

PHYSICAL ENVIRONMENT