

# PreK-4 & Mid-Level APPLICATION PACKET

## ADMISSION TO THE TEACHER EDUCATION PROGRAM



"It is the supreme art of the teacher to awaken  
joy in creative expression and knowledge."

-Albert Einstein

Department of Teaching and Learning

Website: <http://www.bloomu.edu/teaching-learning>

<http://bloomu.edu/coe-field-requirements>

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# TABLE OF CONTENTS

<b>Mission Statement</b> .....	<b>ii</b>
<b>Professional Beliefs</b> .....	<b>iii</b>
<b>Professional Dispositions</b> .....	<b>v-vi</b>
<b>PA Code of Professional Practice and Conduct for Educators</b> .....	<b>vii-ix</b>
<b>INTASC Standards</b> .....	<b>x</b>
<b>I. Application for Admission to Teacher Education Program</b> .....	<b>1</b>
<b>II. Other Pertinent Information for Successful Completion of the Teacher Education Program</b> .....	<b>2</b>
<b>A. Eligibility for Student Teaching</b> .....	<b>2</b>
<b>B. Exit Criteria</b> .....	<b>2</b>
<b>C. Probation</b> .....	<b>3</b>
<b>D. Forms</b> .....	<b>3</b>
<b>III. APPLICATION FOR ADMISSION TO TEACHER EDUCATION PROGRAM</b> .....	<b>4</b>
<b>A. Student Information Form</b> .....	<b>4</b>
<b>B. Two Recommendation Forms</b> .....	<b>5-6</b>
<b>C. Tuberculosis Form</b> .....	<b>7</b>
<b>D. Professional Membership Verification</b> .....	<b>7</b>
<b>E. Professional Observation/Participation Forms</b> .....	<b>8-30</b>
<b>F. Field Experience Diversity Requirements</b> .....	<b>31-34</b>
<b>G. Sample Resume</b> .....	<b>35</b>
<b>H. Attach Act 34, Act 114, Act 151 Clearances, and Basic Skills Test</b> .....	<b>36</b>
<b>I. Approval</b> .....	<b>37</b>

# **Bloomsburg University of Pennsylvania College of Education**

## **Vision and Mission Statement**

### **Vision**

The College of Education is dedicated to preparing passionate, knowledgeable, and creative professionals committed to academic excellence and social justice.

### **Mission**

Understanding strength lies in diversity, the College of Education places the well-being of learners first—fostering ethical and qualified professionals through education, scholarship, and service.

### **Performance Expectations for Candidates**

A professional educator is a reflective practitioner who is a knowledgeable and thoughtful facilitator of human growth and development. This professional cultivates in learners an ability to apply critical thinking to the solution of problems.

The professional displays a sense of empowerment through:

- The acquisition of a knowledge base
- The ability to see connections between theory and practice
- The use of technology for educational outcomes
- An understanding of a wide variety of strategies for accommodating the developmental readiness and learning style variations associated with all aspects of diversity
- An application of this expertise to the broader community
- Recognizing one's own heritage while honoring the diversity found in schools and communities

**At Bloomsburg University, College of Education, we believe effective educational professionals apply their knowledge, skills, and dispositions to:**

**1. Plan Coherent Practice and Pedagogy**

- 1.1. Demonstrate Knowledge of Discipline-Specific Content
- 1.2. Demonstrate Knowledge of Content-Related Pedagogy
- 1.3. Demonstrate Knowledge of Standards for Performance Outcomes
- 1.4. Demonstrate Knowledge and Recognition of the Diverse Needs and Interests of Learners
- 1.5. Design Effective Instruction and/or Service Using Internal and External Resources
- 1.6. Plan for the Effective Use of Volunteers and/or Other Professional to Enhance Learning

**2. Create Inclusive Environments Conducive to Optimal Learning**

- 2.1. Demonstrate Belief that Everyone Can Learn
- 2.2. Establish Learning Environments Based on Mutual Respect and Rapport
- 2.3. Demonstrate an Understanding of How Cultural Identities Shape Professional Expectations and Practices
- 2.4. Demonstrate an Understanding of Cultural Similarities and Differences Through Instruction and/or Service to Optimize Learning
- 2.5. Differentiate Practices and Curricula to Ensure Fairness and Value Diversity
- 2.6. Establish and Communicate Clear Behavioral Expectations
- 2.7. Structure and Monitor Learning Environment to Support Academic, Interpersonal, and Emotional Performance Outcomes of Learners
- 2.8. Organize and Manage Instructional Environment

**3. Ensure Effective Instruction and Assessment**

- 3.1. Communicate Clear Learner Expectations, Content Explanations, and Guidance/Feedback
- 3.2. Engage Everyone in Varied Learning Activities and Resources
- 3.3. Monitor and Differentiate Relevant Instruction and/or Service to Meet the Needs of Learners
- 3.4. Provide Opportunities for Individual and Collaborative Problem-Solving through Critical and Creative Thinking
- 3.5. Design and Use Formative and Summative Assessments Congruent with Performance Outcomes of Learners
- 3.6. Maintain and analyze Data for Use in Monitoring Learner Progress and Differentiating Instruction and/or Service
- 3.7. Utilize Technology Effectively to Enhance Learning

**4. Exhibit Professionalism**

- 4.1. Demonstrate Decision-Making Aligned with Professional Ethical Standards
- 4.2. Participate in Reflective Inquiry for Professional Growth
- 4.3. Collaborate and Communicate with Colleagues, Families, and Community Members to Meet the Needs of Learners
- 4.4. Engage in Professional Growth Opportunities and Resources at Local, State, National or International Levels
- 4.5. Engage in School Initiatives, Activities, and Events to Enhance the Learning Community
- 4.6. Demonstrate Individual and Collaborative Problem-Solving Skills



## CONCEPTUAL FRAMEWORK

### Overview

A conceptual framework enables a unit to articulate and share with its professional community its way of seeing, thinking and being. This way of seeing, thinking and being encapsulates the sense of the unit across all unit programs. In addition, it sets forth the operational manner of the unit regarding what candidates should know (content knowledge) and be able to do (curricular, technological and pedagogical knowledge and skills), and the kinds of assessments and evaluation measures needed to produce the desired results in candidate's performance. (Dottin, xviii)

The Conceptual Framework of the Unit establishes an integrated vision for teaching, learning, professionalism and educator preparation at Bloomsburg University. It provides the foundation for the institution's philosophical underpinnings, beliefs and values as well as outlines the proficiencies we emphasize and our commitment to the preparation of effective education professionals. Additionally, it guides the planning, development and implementation of programs and ensures connections between coursework, field experiences, and student teaching and unit- wide assessment practices. The Conceptual Framework reflects our commitment to developing high professional standards, instilling candidates with the necessary skills for problem solving, preparing students to excel in collaborative professional settings, valuing the necessity of life- long learning, and preparing educators to work effectively with diverse populations. All initial teacher education programs focus on the development of the required knowledge, skills, and professional dispositions to ensure that candidates are prepared to meet all unit, state and professional standards at the completion of their program. Advanced Programs emphasize the same knowledge, skills and dispositions as described for Initial Programs, as well as those identified through application of the Rigor and Relevance Framework.

The faculty members of the Unit have also identified the core candidate proficiencies related to the expected knowledge, skills and dispositions for effective practice. In addition to this, Unit faculty members have identified the key professional dispositions that educators must possess to interact effectively with students, families, colleagues and communities. The emphasis on dispositions reflects the critical importance of professional behaviors and the high degree of value placed on developing professional attitudes, values and beliefs within the Professional Education Unit.

# Bloomsburg University – College of Education Professional Dispositions

Professional Dispositions – Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions. (<http://www.ncate.org/public/glossary.asp?ch=4>)

The dispositions of the conceptual framework serve to represent the Unit's understanding of the attitudes and behaviors expected of educational professionals. These dispositions are modeled and encouraged by members of the Unit. Candidates are expected to demonstrate professional dispositions as a reflection of the values they hold.

## **Uphold Professional and Ethical Standards**

Honors the law and demonstrates professional integrity through behaviors that reflect national, state and institutional ethical standards.

- *Complies with university and school district policies and procedures (e.g., meets expectations, produces quality work, exhibits academic honesty, demonstrates good citizenship)*
- *Adheres to local, state and federal rules and laws (e.g., creates a safe environment for students, demonstrates ethical conduct, maintains professional relationships)*
- *Communicates with honesty and integrity (e.g., uses appropriate language, maintains confidentiality, treats all people with respect and dignity)*
- *Displays a professional demeanor (e.g., dresses appropriately, meets attendance expectations, actively participates in class)*
- *Adheres to all the professional standards, including the use of technologies (e.g., accesses authorized websites, uses personal electronic devices as appropriate).*

## **Embrace Diversity**

Candidates demonstrate fairness, empathy, and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal and emotional needs of ALL learners.

- *Exhibits fair treatment of others (students, colleagues, professionals, staff and families). (e.g. promotes social justice, exhibits fairness in assessing students' academic, social and emotional development, promotes respectful students' interactions with others)*
- *Interacts with sensitivity to community and cultural norms (race, ethnicity, age, gender, sexual orientation, ability/disability and social economic status)*
- *Values and responds to all aspects of a child's well-being (cognitive, emotional, psychological, social and physical)*
- *Utilizes a full range of differentiated instructional practices (e.g., considers students strengths, needs and experiences when planning instruction, uses flexible groupings for instruction, provides opportunities for all students to succeed)*

### **Engage in Collaborative Endeavors**

Candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive partnerships (with and between learners: students, families, colleagues, other school professionals and the global community) to support achievement of learning outcomes.

- *Meets professional expectations (e.g., seeks help in a timely manner, completes assignments on time, participates equitably in teamwork, is punctual, follows procedures for extensions)*
- *Considers and responds to multiple perspectives (e.g., incorporates professional feedback and constructive suggestions)*
- *Demonstrates kind, caring and respectful interactions with others (e.g., maintains emotional control, responds appropriately to actions and reactions of others, adapts to unexpected or new situations, acts from a positive frame of reference)*
- *Utilizes professional oral and written communication based on the purpose and audience (e.g., employs suitable tone of voice, and verbal and nonverbal expressions, uses grammatically correct sentences, exercises appropriate self-disclosure)*

### **Reflect and Problem Solve**

Candidates demonstrate the ability to make informed decisions through systematic reflection and problem solving. Critical and creative thinking is used for identifying and implementing strategies for improving academic, interpersonal and emotional learner outcomes.

- *Accepts responsibility for personal actions or decisions (e.g., shows an understanding of policies and procedures for professional behaviors and dispositions)*
- *Solves problems proactively (e.g., recognizes problems and seeks resolutions, collaborates and problem solves with others)*
- *Seeks clarification and assistance as needed (e.g., seeks and utilizes human and material resources)*
- *Engages in processes of continuous reflection based on relevant assessment data (e.g., utilizes systematic reflection processes for problem solving and modifying educational practices).*

### **Value Life-long Learning**

Candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- *Completes assigned tasks that demonstrate high personal and professional standards*
- *Seeks to keep abreast of new ideas, evidence-based practices, and understandings in the field to improve instructional practices and teaching activities (e.g., reads educational journals, attends professional meetings and conferences, engages in professional discussions with others)*
- *Demonstrates positive attitude toward learning through intellectual curiosity and participation in professionally-related experiences (e.g., actively participates in class activities and professionally-related associations, exceeds expectations for assignments, tasks and teamwork)*
- *Reflects upon teaching practices (e.g., identifies areas of strengths and needs, engages in professional development based upon self-reflection).*

# **Pennsylvania's Code of Professional Practice and Conduct for Educators**

## **Section 1. Mission**

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

## **Section 2. Introduction**

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

## **Section 3. Purpose**

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

## **Section 4. Practices**

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and



parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment. (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

### **Section 5. Conduct**

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

### **Section 6. Legal obligations**

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

### **Section 7. Certification**

The professional educator may not:

(1) Accept employment, when not properly certificated, in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

### **Section 8. Civil Rights**

The professional educator may not:

(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

### **Section 9. Improper personal or financial gain**

(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

**Section 10. Relationships with students**

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

**Section 11. Professional relationships**

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce, or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations, or standards.

**InTASC Standards**  
**Interstate Teacher Assessment and Support Consortium (CCSSO, April 2011)**

<b>The Learner and Learning</b>
<b>Standard #1: Learner Development.</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
<b>Standard #2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
<b>Standard #3: Learning Environments.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
<b>Content</b>
<b>Standard #4: Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
<b>Standard #5: Application of Content.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking creativity, and collaborative problem solving related to authentic local and global issues.
<b>Instructional Practice</b>
<b>Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
<b>Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
<b>Standard #8: Instructional Strategies.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
<b>Professional Responsibility</b>
<b>Standard #9: Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
<b>Standard #10: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Source: Council of Chief State School Officers. (2011, April). Interstate teacher assessment and support consortium (InTASC) model core teaching standards: A resource for state dialogue. Washington, DC: Author.

## I. APPLICATION FOR ADMISSION TO TEACHER EDUCATION PROGRAM

The following pages contain the requirements for admissions to the Teacher Education Early Childhood and Mid-Level Education majors and other pertinent information for successful completion of the Teacher Education Program (Retention, Monitoring, Eligibility for Student Teaching, and exiting Teacher Education, Instructional Level I certification programs).

### Admission to Teacher Education Program

Students must submit a completed application packet to the faculty advisor by the time they earn 48 general credits. Transfer students with 48 credits or more must submit a completed application packet during their second semester at Bloomsburg University. The faculty advisor will review the packet, interview the student, and submit a recommendation to the department chairperson indicating that the student be admitted or not be admitted to the program. Enrollment in upper division teacher education coursework (300 and 400 level courses) is contingent upon admission to the teacher education program.

For admission to teacher education, students must:

1. Obtain current Pennsylvania Qualifying Scores for the Pre-Service Academic Performance Assessment (PAPA) test scores.
2. Possess an overall cumulative grade point average of 3.0.
3. Possess a grade of C or better in all professional education and specialization courses (the grade of C- [C minus] does not meet this criterion).
4. Complete six (6) semester credit hours or transfer credits in college level mathematics, and at least six (6) semester credit hours or transfer credits in English Composition (3 credits) and English Literature (3 credits) as part of the 48 credits for admission.
5. Successfully complete a 40-hour noncredit field experience that includes 30 hours in a diverse setting (see diversity requirements).
6. Submit two (2) recommendations from COE faculty.
7. Submit a Tuberculin Test (Date test administered, date read, and results administered within the last two years).
8. Possess professional liability insurance. The policy shall be a minimum of
9. \$1,000,000.00 per claim and \$3,000,000.00 aggregate (available through membership in SPSEA).
10. Submit a resume that follows the sample format.
11. Obtain current Act 34 (Request for Criminal Record Check), Act 114 (FBI/Federal Criminal History Record Check), and Act 151 (PA Child Abuse History Check) clearances. **(These documents are valid for one year from date issued.)**
12. Complete **48** credits.
13. The completed Application for Admissions (pages 4-18 of this document) must be reviewed and returned to the Staff Coordinator for Teacher Education Packets, [Angela McCabe](#), 570-389-5128.

## II. Other Pertinent Information for Successful Completion of the Teacher Education Program

### a. Eligibility for Student Teaching

All students seeking to complete their student teaching must continue meeting the retention requirements listed in Section 2 of this document. Approximately one year before the eligible student completes his/her student teaching, s/he is required to sign up and meet with the person/individual having the responsibility for the placement of student teachers

Eligibility for student teaching will be determined during the scheduling period prior to the student teaching semester. Student teaching eligibility is contingent upon:

- a. Completion of the admission to teacher education.
- b. An overall cumulative and area of specialization grade point average of 3.0.
- c. A grade of C or better in all professional education courses, specialty courses and appropriate methods courses specified by each teacher education certification program (the grade of C- (minus) does not meet this criterion).
- d. Continuation of professional liability insurance. The policy shall be a minimum of
- e. \$1,000,000.00 per claim and \$3,000,000.00 aggregate. This policy must remain in full force and effect for the duration of the practicum or student teaching assignment.
- f. Fill out Act 24 (Arrest/Conviction Report and Certification Form) [http://www.aiu3.net/uploadedFiles/HR\\_Strategic\\_Operations\\_and\\_Initiatives/Human\\_Resources/Resources\\_for\\_School\\_Districts/Miscellaneous/Act%2082%20Form.pdf](http://www.aiu3.net/uploadedFiles/HR_Strategic_Operations_and_Initiatives/Human_Resources/Resources_for_School_Districts/Miscellaneous/Act%2082%20Form.pdf) and obtain Act 34 (Request for Criminal Record Check), Act 114 (FBI/Federal Criminal History Record Check), and Act 151 (Child Abuse History Check) clearances that remain valid through the student teaching semester, and complete Act 126 (Mandated Child Abuse Reporting) through [www.reportabusepa.pitt.edu](http://www.reportabusepa.pitt.edu).
- g. Submit a Tuberculin Test (Date test administered, date read, and results) administered dated within one year.

### b. Exit Criteria

All students seeking to complete the Certification Instructional Level I programs in PK-4 or Mid-Level (Grades 4-8) must:

- a. Possess an overall GPA of 3.0 or higher.
- b. Complete all Required and Elective Education courses with a grade of "C" or higher.
- c. Complete all of the experiential requirements.
- d. Possess **updated** Act 34, Act 114 FBI/Federal Criminal History, and Act 151 clearances.
- e. Submit a Tuberculin Test (Date test administered, date read, and results) administered within the last two years.
- f. Complete both student teaching experiences with a grade of "C" or higher.
- g. File an application for graduation form at the proper time.
- h. File an Application for Certification form properly filled out with attached fees.
- i. Complete and **pass** all current Pennsylvania Qualifying Scores for the Pre-Service Academic Performance Assessment (PAPA) test scores or PRAXIS Core tests.
- j. Complete a student teaching portfolio.

### c. Probation

When a student's overall grade point average falls below a 3.0, s/he is immediately placed on departmental probation the following semester. Usually this occurs after courses for the preceding

semester have been selected. Thus, a student with a GPA below 3.0 may continue for one more semester to be enrolled in education courses. During the first semester on probation, every student is strongly advised to repeat courses in which the grade of C- or below was earned. This gives each student the best opportunity to raise his/her GPA to the required level. If the first semester probation student drops an education course that has been prescheduled, this course will not be reentered upon the student's schedule. Thus, when a first semester probation student drops an education course, it is gone. There will be no overrides. If a student earns the 3.0 GPA after their first semester on probation, s/he will have to be scheduled into education courses by the chairperson of the department on a "space available" basis.

Students, who do not improve their GPA to a 3.0 after two semesters, are dismissed. They are advised to seek another area of study. Any student may reapply when their GPA reaches 3.0 following the established application process. No student who has been on probation for two (2) semesters and has not earned a 3.0 GPA will be permitted to continue in education courses.

All students seeking the final exiting experience, student teaching, must have a 3.0 GPA and meet all the curricular and experiential requirements.

#### d. Forms

Forms for Certification Instructional Level I programs are available on campus and online:

- a. A copy of the Application for Admissions packet and program guides are available at the department website, [www.bloomu.edu/teaching-learning](http://www.bloomu.edu/teaching-learning) under "Student Resources".
- b. **Act 34 Clearance** forms are available online at <https://epatch.state.pa.us/>. **Act 151 Pennsylvania Child Abuse History Clearance** may be completed online at <https://www.compass.state.pa.us/cwis/public/home>. **Act 114 FBI/Federal Criminal History Record Check** registration is available online at <https://www.pa.cogentid.com/index.html>
- c. Tuberculosis testing can be provided by the University Health Center or your family physician.
- d. Application for Student Teaching from the Student Teacher Coordinator.
- e. Application for graduation available at the Registrar's Office, 150 Student Services Center.
- f. Application for Certification available in the office of the Dean in the College of Education located in McCormick.
- g. Pre-Service Academic Performance Assessment (PAPA) test information is available online at [www.pa.nesinc.com](http://www.pa.nesinc.com). Praxis Core Academic Skills for Educators test information is available online at <https://www.ets.org/praxis/about/core/>.

**Special note:** This booklet is designed as a guide. It does not replace the University catalog, The Pilot, University policy, or University approved guidelines. Each student is required to visit with their advisor, assistant chairperson, or chairperson on all matters impacting upon their successful program completion. This department is not responsible for any errors or acts of omissions committed unknowingly. All parties have a duty to ensure adherence to academic standards and policies.

**\*\*All students are reminded that this booklet serves as one of your first professional documents in your portfolio at Bloomsburg University. Utmost care should be taken to avoid spelling errors and careless work.\*\***

### III. APPLICATION FOR ADMISSION TO TEACHER EDUCATION PROGRAM

#### A. Student Information Form

(Please print legibly)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

BUID#: \_\_\_\_\_

Home Address:

\_\_\_\_\_

University Address:

\_\_\_\_\_

Local/Cell Phone #: \_\_\_\_\_ Home Phone #: \_\_\_\_\_

BU Email Address:

\_\_\_\_\_@huskies.bloomu.edu

I have received the packet of Admission Materials and intend to follow the curricular and experiential requirements for:

Area of Concentration: \_\_\_\_\_

My status is: (check one)

\_\_\_\_\_ An entering freshmen student

\_\_\_\_\_ A transfer student from another college or university

College or University: \_\_\_\_\_ Number of credits transferred: \_\_\_\_\_

\_\_\_\_\_ A transfer student from another department

Specific Department: \_\_\_\_\_ Number of credits accepted: \_\_\_\_\_

Welcome to the Department of Teaching and Learning. Our faculty and staff are dedicated to assisting students in their quest towards one of the greatest professions: TEACHING! This application packet has been developed as a guide to assist students in completing of all requirements for admission to the College of Education and monitoring of progress to successfully graduate as a Pennsylvania Certified Early Childhood or Mid-Level Teacher. Students are assigned an advisor in the Department of Teaching and Learning related to their content area of specialization. The advisors are to assist students; however, responsibility lies with the student to meet with an assigned advisor each semester and fulfill all admission requirements. Do not hesitate to ask questions for clarification.

**B. Recommendation Form Completed by a Professor in the College of Education**

Student Name:

Date:

Directions: Read each statement and circle the numeral that best describes the candidate.

Scale: 1=Very Poor 2=Poor 3=Fair 4=Good 5=Excellent NA=Not Applicable

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. Communication Skills: (overall performance on a daily basis) | 1 | 2 | 3 | 4 | 5 | NA |
| a. Oral   | 1 | 2 | 3 | 4 | 5 | NA |
| b. Written  | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Accepts Constructive Criticism:                              | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Dependability:   | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Punctuality:   | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Poise:   | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Self-Control:  | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Sense of Humor:  | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Initiative:  | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Ability to work with others:                                 | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Attitude:   | 1 | 2 | 3 | 4 | 5 | NA |

How long have you known the applicant?

In what capacity (describe):

Person making the recommendation:

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

School Address: \_\_\_\_\_

Office Telephone: \_\_\_\_\_ Home or Cell #: \_\_\_\_\_

Would you recommend hiring this person to teach your children?    Yes            No            Call me

Additional Comments:



**B. Recommendation Form Completed by a Professor in the College of Education**

Student Name:

Date:

Directions: Read each statement and circle the numeral that best describes the candidate.

Scale: 1=Very Poor 2=Poor 3=Fair 4=Good 5=Excellent NA=Not Applicable

- |   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 1. Communication Skills: (overall performance on a daily basis) | 1 | 2 | 3 | 4 | 5 | NA |
| a. Oral   | 1 | 2 | 3 | 4 | 5 | NA |
| b. Written  | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Accepts Constructive Criticism:                              | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Dependability:   | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Punctuality:   | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Poise:   | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Self-Control:  | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Sense of Humor:  | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Initiative:  | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Ability to work with others:                                 | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Attitude:   | 1 | 2 | 3 | 4 | 5 | NA |

How long have you known the applicant?

In what capacity (describe):

Person making the recommendation:

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

School Address: \_\_\_\_\_

Office Telephone: \_\_\_\_\_ Home or Cell #: \_\_\_\_\_

Would you recommend hiring this person to teach your children?    Yes            No            Call me

Additional Comments:

**C. Tuberculosis Examination Form (valid for two years)**

(Attach forms below)

**D. Professional Membership Verification**

Evidence of professional liability insurance. The policy shall be a minimum of \$1,000,000.00 per claim and \$3,000,000.00 and aggregate. (PRP 3810) Liability insurance is available through membership in SPSEA (forms available in the department office or online at [www.psea.org](http://www.psea.org)).

**Attach copy of proof of insurance or SPSEA membership.**

## 40 Hour Professional Field Experience Department of Teaching and Learning

### INTRODUCTION

One of the main requirements prior to student teaching is the completion of the 40 hour non-credited field experience. Enclosed are the specific tasks that you are to complete. Be certain to review the entire packet to better understand the requirements. If you have any questions, do not hesitate to ask your advisor.

The required field experiences need to be completed as follows:

**Total 40 hours: Must get DIVERSITY sheet(s) signed: see last page of packet!**

We strongly recommend that you have three different experiences all in public schools. The observations may not be part of a summer work program, i.e. playground supervision. We recommend spending time in a (1) high school, (2) middle school, and (3) elementary school.

When you are ready to begin your 40 hours, please contact the principal or director of the center before you arrive. It is a good practice to call or write a letter explaining the nature and purpose of your visits. Take copies of your Résumé, Act 34, Act 151, Act 114 FBI/Federal Criminal History Record Check, Tuberculosis test, and University identification the first day you arrive. Once you enter the building, sign in at the office and receive the necessary approvals before going to the classroom/level. Once you arrive at your classroom/center, introduce yourself to the teacher and provide him/her the documentation you carry.

Take the observation packet with you to record your observations, write reflections, and obtain signatures. Upon entering the school, proceed directly to the office, introduce yourself and sign in. Follow all procedures set by the principal during your visit.

**Remember: You are making an impression on future colleagues and potential future employers! Represent yourself and BU professionally and responsibly! This means dressing professionally (slacks, knee-length skirts, button-up shirts, blouses, ties, closed-toe shoes, etc.) and refraining from using your cellphone in the classroom.**

You are to work closely with the teacher you are assigned. The teacher will more than likely have you work with them, correct papers, update bulletin boards, teach mini- lessons, and other tasks. You need to openly accept those responsibilities and also complete the tasks for each observation outlined. Upon completion of each observation, obtain the signature of the principal or teacher.

Upon completion of the 40 hours, complete the final reflection/evaluation, make a photo copy of the signature page, share your packet with your advisor, and keep these for your future reference. Submit the original final evaluation/reflection and signature page along with the completed packet to Mrs. Angela McCabe ([amccabe@bloomu.edu](mailto:amccabe@bloomu.edu)). You will be required to submit the original signature pages prior to student teaching! Good luck and have fun as you embark on “the career that prepares all other careers!”

**40 Hour Professional Field Experience  
Department of Teaching and Learning**

**Information to School Personnel**

The Bloomsburg University Department of Department of Teaching and Learning requires an introductory professional field experience for each student for admission to the School of Education. The experience consists of 40 hours observing various aspects of the school(s) of his/her choice. He/she will observe various aspects of the school community, interview school personnel, and observe/assist teachers in the classroom.

Section 1 is entitled *School Environment/ Procedures/ Library Services*.

Section 2 is entitled *Students/Programs/Counseling/Extra-Curricular Activities*.

Section 3 is entitled *The Classroom: Part One*.

Section 4 is entitled *Curriculum and Assessment*.

Section 5 is entitled *The Classroom: Part Two*.

Students are responsible to the teacher(s) and administrator(s) with whom they work. Any questions should be directed to the Department of Teaching and Learning, Bloomsburg University, 570-389-4955. The various activities are enclosed in this packet for your review. We thank you for your cooperation and assistance in preparing future educators.

Please note: The student has NOT completed a teacher education program and cannot assume professional teaching responsibilities.

**40 Hour Professional Field Experience  
Department of Teaching and Learning**

**Section 1: School Environment/Procedures/Library Services**

Your first day of professional field experience is to gain a greater understanding and feeling for the overall school environment. Today's observations include some events that occur throughout a school day but are not directly related to your content or classroom. However, an aspiring teacher must realize events that occur throughout the school may filter into the classroom. Read through the entire day's observation to plan your course of action. Be certain to complete your reflection at the end of the day.

**I. Sign-in and Introductions:**

Upon entering the school, proceed directly to the office, introduce yourself and sign in. Follow all procedures set by the principal during your visit. Be certain to be professional and courteous; you are representing yourself and BU and making an impression on a potential future employer!

Ask if you may borrow a copy of the teacher and student handbooks to review. During this initial time, OBSERVE the interactions and tasks happening in the main office.

Write Observations Here:

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**II. Teacher Handbook:**

Review the handbook reviewing each of the following items:

- School Calendar
- Attendance Policy
- Grading Policy
- Expectations of Teacher Responsibility during assigned duties
- Homework Policy
- Testing/Assessment Policy
- Professional Code of Conduct

Converse with a teacher for clarification on any items you are uncertain of their meaning.

Write Observations Here:

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## Section 1: School Environment/Procedures/Library Services Continued

### III. **Student Handbook:**

Review the handbook for the following items:

- Attendance Policy
- Grading Policy
- Homework Policy
- Testing/Assessment Policy
- Student Code of Conduct
- Assemblies
- School Activities

Converse with a teacher for clarification on any items you are uncertain of their meaning.

Write Observations Here:

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### IV. **School Environment:**

Spend time touring the building observing the following:

- Lighting: brightness enhances climate
- Walls/Bulletin Boards: Evidence of student work/school pride
- Safety
- Bathrooms
- Faculty Rooms

Write Observations Here:

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### V. **Class Changes/Student Dismissal:**

Observe class changes three different times throughout the day (one being end of the day dismissal) observing the following items:

- Student to Student Interactions
- Student to Teacher Interactions
- Teacher to Teacher Interactions
- Interactions with other personnel: Custodians, Secretaries, Aides, etc.

Write Observations Here:

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**Section 1: School Environment/Procedures/Library Services Continued**

**VI. Cafeteria:**

Spend one full period observing the following during student lunches:

- Student to Student Interactions
- Student to Teacher Interactions
- Teacher to Teacher Interactions
- Interactions with other personnel: Custodians, Secretaries, Aides, etc.

Write Observations Here:

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**VII. Library:**

Spend time in the library and interview the librarian to find out the following:

- How do you support the classroom teacher?
- How many teachers utilize the library as a resource tool for student assignments?
- Can you offer any more information that will allow me to better understand your role and the resources available?

Write Observations Here:

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**VIII. Reflection:**

Review your observations from the day and write a page reflection on the experience. Use the following questions to help guide your writing:

1. What responsibilities do teachers have beyond teaching in the classroom?
2. Outside the classroom, what type of interactions do teachers have during the day and with whom?
3. What environmental issues can possibly enhance or inhibit the learning process?
4. What functions of the library can assist a teacher in the classroom?

**40 Hour Professional Field Experience  
Department of Teaching and Learning**

**Section 2: Students/Programs/Counseling/Extra-Curricular**

Your second part of the professional field experience is to gain a greater understanding of the students' function in the social workings of the school. Today's observations are specifically to observe issues and programs that affect the students. As an aspiring teacher, you must realize that students experience much more than just your classroom during the day. Read through the entire day's observation to plan your course of action. Be certain to complete your reflection at the end of the day.

**I. Sign-in and Introductions:**

Upon entering the school, proceed directly to the office, introduce yourself and sign in. Follow all procedures set by the principal during your visit. Be certain to be professional and courteous; you are representing yourself and BU and making an impression on a potential future employer!

During this initial time, OBSERVE the issues that students are asking about in the main office and ask to review a guide or any information listing the activities available to students.

Write Observations Here:

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**II. Activity Guide:**

Review the guide evaluating each of the following items:

- Variety of Activities
- Academic Eligibility for Participation
- Time of Year Activities Offered
- Time of Day Activities Occur
- Interview 1 or 2 activity coaches or sponsors about the importance of activities in educating students.

Write Observations Here:

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## Section 2: Students/Programs/Counseling/Extra-Curricular

### III. **Interviews:** (Review attached sheet. Tips for Interviewing)

A. Interview the guidance counselor and nurse, focus on the following questions:

- What are your main responsibilities in assisting students?
- What are your main responsibilities in assisting teachers?
- When would a teacher come to you for help?
- What would you say the biggest issues facing today's youth are?
- Do you believe these issues differ by school and community?
- What other information can you share to better prepare me for becoming a teacher?

Write notes here:

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B. Interview a couple students, focus on the following questions:

- What do you like best about school?
- What characteristics do your best teachers have?
- What do you think is the most important thing that you are learning right now?

Write notes here:

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### IV. **Reflection:**

Review your observations from the day and write a one-page reflection on the experience. Use the following questions to help guide your writing.

1. What functions of the counselor and nurse can assist a teacher in the classroom?
2. What characteristics or factors determines students' like and dislike of school?
3. Hearing the various issues that children face, how do the various issues that children face today affect the teacher in the classroom?
4. What conclusions can you draw about student life compared to one specific class?

**40 Hour Professional Field Experience**  
**Department of Teaching and Learning**

**Section 3: The Classroom Part One**

These observations will focus on some aspects of the classroom. Before you complete either of the two main tasks, dialogue with the teacher(s) and volunteer to work assisting students, taking attendance, working on bulletin boards, observing other classrooms, etc. Record in the space on this page the various activities that you completed. Write 2-3 paragraphs below on your impressions after completing these tasks. Read through the entire day's observation to plan your course of action.

Describe tasks engaged here:

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Discuss your impressions here:

## Section 3: The Classroom Part One

### I. **Classroom Map:**

On a blank sheet of paper, sketch the classroom layout. Identify doors and windows, the seating arrangement, all furniture, resource areas, display cases, chalkboard, technology equipment, and other aspects. Ask yourself each of the following and make notes:

*Walls* → Charts, maps, colors, notices, fire drill procedures, student work, etc.

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*Furniture* → Condition, arranged for what type of learning, easy to arrange, etc.

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*Bulletin Boards* → Message displayed, themes, related to teaching, updated regularly, etc.

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*Specialized Areas* → Learning centers, library area, computer area, condition of areas, etc.

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*Technology/Media* → List all media and technology in classroom.

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### II. **Reflection**

Use this space to write ways to make improvements to the classroom environment and how your suggestions can enhance classroom management, instruction, and learning.

## Section 3: The Classroom Part One

### III. **Data collection:**

Use the following page Student Behavior Log to document On-Task and Off-Task Behaviors

Choose three students to observe for 30 minutes during a lesson. At the end of each minute place a check mark in the appropriate box; either On-Task or Off-Task for what you observed the student doing for the majority of that minute. Examples of On-Task are academic related materials, such as taking notes, asking questions related to lesson, engaged in academic activity. Examples of Off-Task are daydreaming, sleeping, doodling, socializing, doing other work not related to the content of the lesson, misbehaving, sharpening pencil, waiting for assistance.

### IV. **Calculations:**

Upon completion calculate each of the following:

- ✓ The percentage of time each student was ON and OFF Task!
- ✓ An average of these three percentages On and OFF Task
- ✓ Amount of time ON and OFF Task in a school day
- ✓ Amount of time ON and OFF Task in a school year

S1 time ON = \_\_\_\_\_ MIN ÷ 30 = \_\_\_\_\_ x 100 = \_\_\_\_\_ % TIME ON-TASK

S2 time ON = \_\_\_\_\_ MIN ÷ 30 = \_\_\_\_\_ x 100 = \_\_\_\_\_ % TIME ON-TASK

S3 time ON = \_\_\_\_\_ MIN ÷ 30 = \_\_\_\_\_ x 100 = \_\_\_\_\_ % TIME ON-TASK

Add the 3 percentages together and divide by 3 for average:

AVG % TIME ON-TASK = \_\_\_\_\_ % →

100 - \_\_\_\_\_ (Avg. Time On-Task) = \_\_\_\_\_ % AVG TIME OFF-TASK

Under PA School Law there must be 990 hours of instruction per year. If your data is a representation of this teacher's daily classes and based on your percentages, calculate how much time would be OFF- TASK per year.    AVG % TIME OFF-TASK X 990 = \_\_\_\_\_ Hours per year!

### V. **Reflection:** Below, write a 2-3 paragraph reflection focusing on these questions:

1. What internal factors do you believe led the students to be OFF-task?
2. What external factors do you believe led the students to be OFF-task?
3. If one student was more on task than the others, what do you think contributed?
4. What have you learned from collecting this data and your calculations?

## Section 3: The Classroom Part One

### STUDENT BEHAVIOR LOG

Minute	STUDENT 1		STUDENT 2		STUDENT 3	
	On-Task	Off-Task	On-Task	Off-Task	On-Task	Off-Task
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						

**Ex: ON-TASK:**

- ☞ Note taking
- ☞ Engaged in activity
- ☞ Asking/ answering questions related to lesson

**Ex: OFF-TASK:**

- ☞ Doodling
- ☞ Daydreaming
- ☞ Socializing
- ☞ Sleeping
- ☞ Misbehaving
- ☞ Sharpening pencil
- ☞ Hall-pass
- ☞ Fire-Drill
- ☞ Visitor at door
- ☞ Working on something not related to content

## 40 Hour Professional Field Experience

### Department of Teaching and Learning

#### Section 4: Curriculum and Assessment

These observations will focus on curriculum and assessment. Discovering the available resources to teachers is important in the planning and delivery of instruction and assessment. Read through the entire day's observation to plan your course of action. Be certain to complete your reflection at the end of the day.

Ask the teacher for a copy of the lesson plans. Using the BU format, critique the lesson plan. Ask the teacher for a copy of the curriculum. Using the enclosed guide, evaluate the curriculum. Ask the teacher for a copy of the textbook. Using the enclosed guide, evaluate the textbook.

Interview the teacher. Write some notes on the responses to these questions:

1. How do you establish a routine at the beginning of the year?
2. How do you manage your classroom?
3. How do you plan for instruction and what resources do you utilize to help you plan?
4. Do you plan the types of questions you are going to ask students?
5. When do you begin to plan for your assessments?
6. Do you make your own assessments? Why/Why not? How do or would you develop your own assessments?
7. How often do you reflect on your instructional practices? How do you improve your instruction?
8. How do you determine how much homework to assign?
9. How often do you contact parents and for what purpose?
10. What suggestions do you have, so I can better prepare to be an effective teacher?

## Section 4: Curriculum and Assessment

### TEXTBOOK REVIEW

Name of Textbook: \_\_\_\_\_ Copyright Date: \_\_\_\_\_

Author: \_\_\_\_\_ Publisher: \_\_\_\_\_

Intended Grade Level: \_\_\_\_\_

Is the text part of a series: Yes No

Is the text part of an on-line addition:

Yes

Yes No Objectives listed

Yes No Marginal notes for teacher

Yes No Suggested activities to enhance instruction

~~No~~ No Scaffold problems for students to further learning

Yes No Chapter Reviews

~~Yes~~ No The Text has the following tests

Yes No Cumulative Reviews and tests

Yes No Suggested enrichments and adaptations for students

Yes No References to other readings

Yes No References to internet sites

Yes No Linked to standards

Yes No Tables and figures

Yes No Appropriate Illustrations

Yes No Index

Yes No Glossary

Yes No Solutions to problems

Yes No Content is related to curriculum

Yes No Layout is appealing and easy to read (from student's perspective)

Yes No Text would be an asset to both the teacher and student

## Section 4: Curriculum and Assessment

### CURRICULUM REVIEW

Curriculum Area: \_\_\_\_\_ Date Adopted: \_\_\_\_\_

The Curriculum has the following:

- |     |    |   |
|-----|----|---|
| Yes | No | An introduction and explanation of how to utilize/navigate the curriculum   |
| Yes | No | Content/Objectives listed   |
| Yes | No | Sequencing of content   |
| Yes | No | Linked to standards   |
| Yes | No | Consistent readable format  |
| Yes | No | Suggested differentiated instructional strategies   |
| Yes | No | Suggested activities to enhance instruction   |
| Yes | No | Suggested timeline for covering content   |
| Yes | No | Specific resources (Ex. Manipulatives, videos, on-line sites, additional texts, etc.)   |
| Yes | No | Sample Lesson Plans   |
| Yes | No | Local Assessments   |
| Yes | No | Supplemental Materials to enhance curriculum  |
| Yes | No | Enrichment activities   |
| Yes | No | Suggested adaptations   |
| Yes | No | Additional tools to assist teachers (Ex. Content anxiety assessments, Blooms Taxonomy wheel, links to professional organizations, etc.) |
| Yes | No | References to other district guides (Ex. Mentoring, Induction, Assessment, etc.)  |

Other comments or observations:



**Section 4: Curriculum and Assessment**

Ask the teacher to review the last few quizzes and tests that were given to the class. Make notes about the types of questions, format of tests, clarity of directions, etc.

Write notes here:

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Write a reflection in this space based on all of your discoveries today regarding curriculum, assessment, and instruction. Focus on the teacher interview and your critiques.

Write your notes here:

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# 40 Hour Professional Field Experience

## Department of Teaching and Learning

### Section 5: The Classroom Part Two

These observations will focus on the teacher. You will complete **two separate observations of two different classes to collect data**. These exercises are to assist you in a greater understanding of the commitment of time and reflection necessary to develop high quality instructional lessons. Read through the entire day's observation to plan your course of action. Be certain to complete your reflection at the end of the day.

#### Teacher #1

#### **I. Teacher Movement:**

Spend one full instructional period observing the movement of the teacher. Chart the amount of time spent in various areas of the classroom. At the end of each 3-minute time frame place an "X" in the box where the teacher spent most of the 3 minutes, and if his/her position changed somewhat place a "✓". For example, if during the first three minutes of class, the teacher passed back homework for about 45 seconds but then spent the next 2 minutes 15 seconds in the front of the room, the chart would look like the Ex. row.

MINUTES	Front	Back	Circulating	Out of room
Ex.	X		✓	
3				
6				
9				
12				
15				
18				
21				
24				
27				
30				
33				
36				
39				
42				

## Section 5: The Classroom Part Two

### II. Teacher Questioning

During a twenty-minute observation, complete the chart below.

1. Write the type of question, use **L** for Low Ordered [Ex. Simple recall of a fact] or **H** for Higher ordered [Ex. Compare and contrast/explain thinking process, etc.]
2. Track amount of wait time in seconds [time waiting for student response]
3. Track teacher reaction by listing **P** → Praise, **R** → Remediation, or **N** → Negative response
4. Then write **yes** or **no** if the teacher asked another student to repeat, rephrase or build upon the answer given.

Use this chart to track teacher questions [add more rows if needed].

Question Number	Type of question	Wait time in seconds	Teacher reaction	Peers accountable
Ex.	L	3	P	no
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

## Section 5: The Classroom: Part Two

### III. Non-verbal Teacher Behaviors

During the next twenty minutes, observe the teacher's body language and facial expressions to direct students' behaviors and responses. Write short statements of what you observe during this time.

Possible observations could be:

- Ignoring a behavior
- Stern look
- Hand motions
- Eye contact
- Physical movement
- Facial expressions

Write observations here:

IV. **Reflection:** Upon completion of these tasks, write a reflection using these questions as a guide.

1. How did the teacher's mobility in the classroom contribute or inhibit instruction?
2. How did the teacher's non-verbal cues add to the overall lesson and contribute to classroom management?
3. What conclusions can you draw from the questions being asked by the teacher including the wait time and reaction?
4. Could the teacher have asked better questions?
5. How could the teacher have created greater student accountability for listening to their peers' responses to questions?

Teacher #2

**I. Teacher Movement:**

Spend one full instructional period observing the movement of the teacher. Chart the amount of time spent in various areas of the classroom. At the end of each 3-minute time frame place an "X" in the box where the teacher spent most of the 3 minutes, and if his/her position changed somewhat place a "✓". For example, if during the first three minutes of class, the teacher passed back homework for about 45 seconds but then spent the next 2 minutes 15 seconds in the front of the room, the chart would look like the Ex. row.

MINUTES	Front	Back	Circulating	Out of room
Ex.	X		✓	
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6				
9				
12				
15				
18				
21				
24				
27				
30				
33				
36				
39				
42				

## Section 5: The Classroom Part Two

### II. Teacher Questioning

During a twenty-minute observation, complete the chart below.

1. Write the type of question, use **L** for Low Ordered [Ex. Simple recall of a fact] or **H** for Higher ordered [Ex. Compare and contrast/explain thinking process, etc.]
2. Track amount of wait time in seconds [time waiting for student response]
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Use this chart to track teacher questions [add more rows if needed].

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Ex.	L	3	P	no
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2				
3				
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6				
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11				
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16				
17				
18				
19				
20				

## Section 5: The Classroom: Part Two

### III. Non-verbal Teacher Behaviors

During the next twenty minutes, observe the teacher's body language and facial expressions to direct students' behaviors and responses. Write short statements of what you observe during this time.

Possible observations could be:

- Ignoring a behavior
- Stern look
- Hand motions
- Eye contact
- Physical movement
- Facial expressions

Write observations here:

IV. **Reflection:** Upon completion of these tasks, write a reflection using these questions as a guide.

1. How did the teacher's mobility in the classroom contribute or inhibit instruction?
2. How did the teacher's non-verbal cues add to the overall lesson and contribute to classroom management?
3. What conclusions can you draw from the questions being asked by the teacher including the wait time and reaction?
4. Could the teacher have asked better questions?

How could the teacher have created greater student accountability for listening to their peers' responses to questions?

## **Bibliography**

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# 40 Hour Professional Field Experience

## Department of Teaching and Learning

### Signature Page

Complete the following information at the end of the visit and have the principal or teacher briefly review your packet then sign and print name below. Be certain to thank the school personnel for their cooperation and allowing you to visit today. Additional pages may be attached.

Section 1:

\_\_\_\_\_ visited our school on \_\_\_/\_\_\_/\_\_\_ to complete SECTION 1.

Building: \_\_\_\_\_ District Name: \_\_\_\_\_ Total Hours: \_\_\_\_\_

\_\_\_\_\_  
School Personnel Signature & Printed Name

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Section 2:

\_\_\_\_\_ visited our school on \_\_\_/\_\_\_/\_\_\_ to complete SECTION 2.

Building: \_\_\_\_\_ District Name: \_\_\_\_\_ Total Hours: \_\_\_\_\_

\_\_\_\_\_  
School Personnel Signature & Printed Name

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Section 3:

\_\_\_\_\_ visited our school on \_\_\_/\_\_\_/\_\_\_ to complete SECTION 3.

Building: \_\_\_\_\_ District Name: \_\_\_\_\_ Total Hours: \_\_\_\_\_

\_\_\_\_\_  
School Personnel Signature & Printed Name

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Section 4:

\_\_\_\_\_ visited our school on \_\_\_/\_\_\_/\_\_\_ to complete SECTION 4.

Building: \_\_\_\_\_ District Name: \_\_\_\_\_ Total Hours: \_\_\_\_\_

\_\_\_\_\_  
School Personnel Signature & Printed Name

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Section 5:

\_\_\_\_\_ visited our school on \_\_\_/\_\_\_/\_\_\_ to complete SECTION 5.

Building: \_\_\_\_\_ District Name: \_\_\_\_\_ Total Hours: \_\_\_\_\_

\_\_\_\_\_  
School Personnel Signature & Printed Name

**40 Hour Professional Field Experience  
Department of Teaching and Learning**

**Final Reflection and Evaluation**

Now that your 40 Hour Professional Field experience is completed, take a couple of minutes to reflect on the process. Complete the questionnaire below, thus allowing our department to enhance this process for future students. Thank you.

Circle the number that best describes your experience for each question.

1= Strongly Disagree | 2= Disagree | 3= Neutral | 4= Agree | 5= Strongly Agree

1 2 3 4 5 The 40 hour observation guide was easy to follow.

1 2 3 4 5 The teachers observed were open to assisting me.

1 2 3 4 5 The field experiences have broadened my understanding of teaching.

The amount of work expected for each section's observation was appropriate.

Section 1	1	2	3	4	5
Section 2	1	2	3	4	5
Section 3	1	2	3	4	5
Section 4	1	2	3	4	5
Section 5	1	2	3	4	5

The information provided for each section was clear and easy to follow.

Section 1	1	2	3	4	5
Section 2	1	2	3	4	5
Section 3	1	2	3	4	5
Section 4	1	2	3	4	5
Section 5	1	2	3	4	5

Additional comments or suggestions:

# Bloomsburg University Teacher Education Field Experience Diversity Requirements

Urban  
 Non-Urban

\_\_\_\_\_ Student ID Number \_\_\_\_\_ Name of School<sup>1</sup> \_\_\_\_\_

Category	Diversity <sup>2</sup>	Description
1	ESL	School <u>district</u> that includes an ESL population
2	Exceptionalities	<u>School</u> that is defined as inclusive where students have been identified as: needing physical, cognitive, or emotional assistance, having a speech and/or communication disorder, and/or gifted/talented
3	Gender	<u>Classroom</u> with both male and female students
4	Race/Ethnicity	20% or more non-white students in <u>classroom</u>
5	Socio-Economic Status	20% or more students in <u>school</u> registered for free/reduced lunch

Date(s) Attended	# of Hours	Category Number(s)	Authorized K-12 Signature	Graduate of Bloomsburg University?
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

Effective fall 2007, students pursuing a teaching certification at Bloomsburg University must have documented experience working with diverse students as indicated above. Field experience must be a minimum of 30 hours, and must include exposure to all five diversity requirements. These requirements must be met *prior* to your student teaching placement<sup>2</sup>. Failure to meet the diversity categories will mean that Bloomsburg University will not be able to recommend you for certification in teacher education.

While it is the student's responsibility to find placements for this field experience, the Teacher Education Unit will provide demographic data on schools in the area, as well as outside the area, to assist students. Visit the COE Diverse Field Experiences webpage at <http://www.bloomu.edu/documents/coe/DiversityRequirements.pdf> for more information. *Please do not approach any schools in the Columbia/Montour areas, as they are being used primarily for student teaching placements.* Questions should be addressed directly to your advisor/or department chair.

\_\_\_\_\_ Student's Signature and Date \_\_\_\_\_ Faculty/Advisor's Signature and Date \_\_\_\_\_

<sup>1</sup> A separate sheet must be completed for each school.  
<sup>2</sup> The department chair has discretion regarding any diversity requirement completed during student teaching.

## Student Reflection/Attach Sheets

- In each of the five defined diversities (ESL, Exceptionalities, Gender, Race/Ethnicity and SES), choose examples from your field experiences (practicum, student teaching, internship, observations, etc.) of strategies that will enhance your skills as a teacher.
- How have your experiences working with diverse learners impacted you?

# Bloomsburg University Teacher Education Field Experience Diversity Requirements

Urban  
 Non-Urban

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Category	Diversity <sup>2</sup>	Description
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\_\_\_\_\_  
Student's Signature and Date

\_\_\_\_\_  
Faculty/Advisor's Signature and Date

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# Bloomsburg University Teacher Education Field Experience Diversity Requirements

- Urban  
 Non-Urban

\_\_\_\_\_  
Student ID Number

\_\_\_\_\_  
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\_\_\_\_\_  
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## Student Reflection/Attach Sheets

1. In each of the five defined diversities (ESL, Exceptionalities, Gender, Race/Ethnicity and SES), choose examples from your field experiences (practicum, student teaching, internship, observations, etc.) of strategies that will enhance your skills as a teacher.
2. How have your experiences working with diverse learners impacted you?

**G. Attach Typed Résumé (It is recommended that you limit the document to one page.)**

**Sample Résumé**

**JAMIE BLOOM**

221 College Street • Bloomsburg, PA 12345  
(123) 456-7890 • [jbloom@huskies.bloom.edu](mailto:jbloom@huskies.bloom.edu)

**OBJECTIVE**

Admission into the mid-level education major at Bloomsburg University.

**EDUCATION**

Bloomsburg University of Pennsylvania  
Expected Graduation Date: May 2018  
Bachelor of Science in Education Overall GPA: 3.68  
Area(s) of Specialization: Mid-Level Math  
Minor(s): Special Education

**FIELD EXPERIENCE**

- Bloomsburg Middle School, Bloomsburg, PA, September 2015- December 2015
- Completed 15 hours of observations in individualized math and co-taught three RTI groups
  - Organized and created learning centers and bulletin boards
  - Implemented and directed computer use in the classroom
  - Assisted with parent-teacher conferences and open house
- Danville Middle School, Danville, PA, January 2016 – April 2016
- Completed 15 hours of observations in Algebra I and geometry.
  - Assisted in grading assessments
  - Led a small group instruction activity on graphing functions
  - Worked one-on-one with students with IEPs

**EMPLOYMENT**

- Preschool Classroom Assistant Teacher, ABC Daycare, Bloomsburg, PA, May 2016 – Present
- Led circle time activities
  - Designed and demonstrated letter of the week crafts
  - Created hands-on math activities for practicing counting and one-to-one correspondence.

**HONORS AND ACTIVITIES**

J. Smith Scholarship  
Vice-President of Math Club  
Member of Student PSEA

H. **Attach copies** of Act 34 Criminal Record clearance, Act 151 Child Abuse clearance, Act 114 FBI/Federal Criminal History Record registration receipt, and basic skills test scores for reading, writing, and math (Pre-Service Academic Performance Assessment [PAPA], Praxis Core Academic Skills for Educators, or qualifying SAT/ACT scores).

- (Act 34) – The Criminal History clearance must be completed online at <http://epatch.state.pa.us>. **You must print a copy of the clearance IMMEDIATELY** because there is no hard copy sent through the mail.
- (Act 114) - The FBI/Federal Criminal History Record Check requires two steps— registration then fingerprinting. You can register online at [www.pa.cogentid.com](http://www.pa.cogentid.com) (use the PA Department of Education link). **You must register prior to going to the fingerprint site. You must supply a copy of the receipt of registration.**
- (Act 151) – The Pennsylvania Child Abuse History Clearance may be completed online at <https://www.compass.state.pa.us/cwis/public/home>.

#### Basic Skills Test Options\*:

- *Highly Recommended:* The Praxis Core Academic Skills for Educators is an alternative to the PAPA. Register at: [www.ets.org](http://www.ets.org). The passing scores for Core Academic Skills for Educators: **Reading: 156; Writing: 162; and Math: 150.**
- Pre-Service Academic Performance Assessment (PAPA) is the basic skills test for PDE. The passing test score for Module 1: Reading; Module 2: Mathematics; and Module 3: Writing is a **score of 220 or better**. You must register to take the PAPA at: <http://www.pa.nesinc.com/>

#### **\*Exemptions from Basic Skills Test Options:**

For more information about test and score requirements for and exemptions from the Basic Skills Test options, please visit: <http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-Testing.aspx#tab-1>

For more information, please contact Angela McCabe, Educational Services and Certification Coordinator, [amccabe@bloomu.edu](mailto:amccabe@bloomu.edu), 570-389-5128.

I. **Signature Page** (Print legibly or type)

Name:

Student ID #

**Your advisor will circle either YES or NO for the following categories.**

The student possesses:

- |     |    |  |
|-----|----|--|
| Yes | No | An earned Grade Point Average of 3.0 or higher.  |
| Yes | No | A "C" or higher in EDFOUND, SECED, and PROFSTUD prefix courses, in English Composition courses and/or Public Speaking/Interpersonal Communication.                     |
| Yes | No | Two recommendation forms completed.  |
| Yes | No | Submit a Tuberculin Test (Date test administered, date read, and results) administered within the last two years.  |
| Yes | No | Evidence of liability insurance.   |
| Yes | No | Evidence of completion of 40 hours Observation and Exploration   |
| Yes | No | A five-paragraph essay detailing at least 30 hours of experiences with all five areas of diverse populations. (This may be part of Observation and Exploration hours.) |
| Yes | No | Evidence of a completed resume.  |
| Yes | No | A <b>copy</b> of updated Act 34 PA Criminal Record clearance.  |
| Yes | No | A <b>copy</b> of updated Act 151 PA Child Abuse History clearance.   |
| Yes | No | A <b>copy</b> of updated Act 114 FBI/Federal Criminal History Registration Receipt   |
| Yes | No | Passing results of the Pre-Service Academic Performance Assessment (PAPA) tests in reading, mathematics, and writing or PRAXIS Core tests required by 48 credits.      |

Comments:

Approved:      Yes      No

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**\*\*After your advisor has reviewed and accepted your application packet, please submit the completed application for admissions (pages 4-34) to Angela McCabe, the Staff Coordinator for Teacher Education Packets, McCormick 3103A.\*\***