APPLICATION PACKET

ADMISSION TO TEACHER EDUCATION NK3/ELEMENTARY ED & ELEMENTARY EDUCATION

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

Albert Einstein

Department of Early Childhood & Elementary Education

Website: http://departments.bloomu.edu/elemed/
The Mission of the School of Education is to:

1) Prepare professionals who:
   - Demonstrate necessary knowledge, skills, and dispositions through performances and products
   - Are reflective practitioners in a diverse and technologically complex world, and

2) Contribute to communities through outreach

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. This 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

Revised and approved by the faculty on May 1, 2006
The Early Childhood and Elementary Education program at Bloomsburg University is designed to help you become an effective teacher. The following framework of professional practice describes those components of teaching that teacher candidates should know and be able to do to help all students learn.

**Components of Professional Practice**

**Domain 1: Planning and Preparation**

**Component 1a: Demonstrating Knowledge of Content and Pedagogy**
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

**Component 1b: Demonstrating Knowledge of Students**
- Knowledge of characteristics of age group
- Knowledge of students’ varied approaches to learning
- Knowledge of students’ skills and knowledge
- Knowledge of students’ interests and cultural heritage

**Component 1c: Selecting Instructional Goals**
- Value
- Clarity
- Suitability for diverse students
- Balance

**Component 1d: Demonstrating Knowledge of Resources**
- Resources for teaching
- Resources for students

**Component 1e: Designing Coherent Instruction**
- Learning activities
- Instructional Materials and resources
- Instructional groups
- Lesson and unit structure

**Component 1f: Assessing Student Learning**
- Congruence with instructional goals
- Criteria and standards
- Use for planning

**Domain 2: The Classroom Environment**

**Component 2a: Creating an Environment of Respect and Rapport**
- Teacher interaction with students
- Student interaction

**Component 2b: Establishing a Culture for Learning**
- Importance of the content
- Student pride in work
- Expectations for learning and achievement

**Component 2c: Managing Classroom Procedures**
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and papaprofessionals

**Component 2d: Managing Student Behavior**
- Expectations
- Monitoring of student behavior
- Response to student misbehavior
Component 2e: *Organizing Physical Space*
Safety and arrangement of furniture
Accessibility to learning and use of physical resources

**Domain 3: Instruction**
Component 3a: *Communicating Clearly and Accurately*
Directions and procedures
Oral and written language

Component 3b: *Using Questioning and Discussion Techniques*
Quality of questions
Discussion techniques
Student participation

Component 3c: *Engaging Student in Learning*
Representation of content
Activities and assignments
Grouping of students
Instructional materials and resources
Structure and pacing

Component 3d: *Providing Feedback to Students*
Quality: Accurate, substantive, constructive, and specific
Timeliness

Component 3e: *Demonstrating Flexibility and Responsiveness*
Lesson adjustment
Response to students
Persistence

**Domain 4: Professional Responsibilities**
Component 4a: *Reflecting on Teaching*
Accuracy
Use in future teaching

Component 4b: *Maintaining Accurate Records*
Student completion of assignments
Student progress in learning
Noninstructional records

Component 4c: *Communicating with Families*
Information about the instructional program
Information about individual students
Engagement of Families in the instructional program

Component 4d: *Contributing to the School and District*
Relationships with colleagues
Service to the school
Participation in school and district projects

Component 4e: *Growing and Developing Professionally*
Enhancement of content knowledge and pedagogical skill
Service to the profession

Component 4f: *Showing Professionalism*
Service to students
Advocacy
Decision making

Danielson, 1996
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, the 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.
(b) 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.
| Level I | Junior year Program of Study Courses Practicum Completion of student teaching packet (“Portfolio Checklist” embedded in packet) | 10 reflective statements about INTASC principles/Danielson domains 5 performance based artifacts collected that address five different INTASC principles/Danielson components 5 rationale statements that connect the artifacts collected with the INTASC principle/Danielson components *If practicum is completed one artifact should be from the practicum experience.* | Students will NOT student teach until completion of the following contents in their portfolio:

- 10 reflective statements (INTASC/Danielson components)
- 4 artifacts and 4 rationale statements from general education courses
- 5 performance based artifacts and 5 rationale statements (INTASC/Danielson components) from early childhood/elementary education program of study courses

Follow this sequence during your junior year:

1. Write a reflective statement for each of the 10 INTASC standards.  
2. Collect 5 performance based artifacts for your program of study that address five different INTASC standards.  
3. Be sure to include a rational statement for each of your 5 collected artifacts.

A hard copy of your 10 reflective statements, 5 artifacts, and 5 rationale statements must be attached to your student teaching packet to be signed by your advisor. You must share your portfolio with your advisor and have them sign off on the “portfolio checklist”. |
<table>
<thead>
<tr>
<th>Level II</th>
<th>Senior year Completion of coursework Practicum (if not completed during Level III) Student Teaching University Supervisor (2 final artifacts and 2 rationale statements are student teaching requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 performance based artifacts collected that address the remaining five different INTASC principles/Danielson components 5 rationale statements that connect the artifacts collected with the INTASC principle/Danielson component(s) 2 performance based artifacts that address ANY of the 10 INTASC principles/Danielson components along with 2 rationale statements 14 total artifacts (2 from general education, 12 addressing INTASC/Danielson domains) each with a rationale and 12 reflective statements about INTASC principles/Danielson domain components Of the 12 INTASC/Danielson Domain artifacts: - one must be from a practicum - two must be from student teaching (one from each placement and of the two, one should demonstrate the candidate’s positive effect on students’ learning during the selected placement) - nine from professional education course requirements (5 courses must be represented: Social Studies, Language Arts, Fine Arts, Science, and Math). Remaining artifacts are your choice, but if you are an early childhood major or a dual early childhood/elementary education major you should have 4 of the nine artifacts reflect your competency in your early childhood courses. You cannot receive a student teaching grade until the fulfillment of the portfolio requirements. Requirements must be verified by your BU student teaching supervisor.</td>
</tr>
</tbody>
</table>

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INTASC Principles

Interstate New Teachers Assessment and Support Consortium

*Principle 1:* Making content meaningful
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 subject matter meaningful for students.

*Principle 2:* Child development and learning theory
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

*Principle 3:* Learning styles/diversity
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

*Principle 4:* Instructional strategies/problem solving
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

*Principle 5:* Motivation and behavior
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

*Principle 6:* Communication/knowledge
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Principle 7:* Planning for instruction
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

*Principle 8:* Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

*Principle 9:* Professional growth/reflection
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

*Principle 10:* Interpersonal relationships
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.
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CERTIFICATION CHANGES

The State Board of Education adopted changes that affect all of PA’s instructional and educational specialist programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. Although these regulatory changes became effective on September 22, 2007, the PA Department of Education has not yet developed FINAL requirements for colleges/universities to follow. Therefore, additional program requirements will be developed and incorporated into your certification program to comply with new regulations for certifying teachers that become effective on January 1, 2013.
I. APPLICATION FOR ADMISSION TO TEACHER EDUCATION

The following pages contain the requirements for admissions to Teacher Education PreK-4, and Mid-Level Elementary 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 (overview)

Students must submit a completed application packet to the faculty advisor by 48 general education 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:

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- (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 60 hour noncredit field experience that includes 30 hours in a diverse setting (see diversity requirements).
6. Submit two (2) recommendations.
7. Submit the negative results from a current Tuberculosis Screening administered within the last two years.
8. Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate (available through membership in SPSEA).
9. Submit a resume that follows the sample format.
10. Obtain current Act 34 (Request for Criminal Record Check), FBI/Federal Criminal History Record Check, and Act 151 (Child Abuse History Check) clearances. Clearances are valid for one year from date issued on the form.
11. Complete 48 general education credits.
12. The completed Application for Admissions (pages 4-16 of this document) must be reviewed and returned to the Staff Coordinator for Teacher Education Packets, McCormick 3128.
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. Possess 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 $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.

e. Obtain Act 34 (Request for Criminal Record Check), FBI/Federal Criminal History Record Check, and Act 151 (Child Abuse History Check) clearances that remain valid through the student teaching semester.

f. Obtain negative reading from a current Tuberculosis Screening administered within the last two years.

g. Prove you have taken the Praxis II: Subject Assessment.

B. Exit Criteria

All students seeking to complete the Certification Instructional Level I programs in Early Childhood (N, K-3), Dual (N, K-3 and K-6), and Elementary Education (K-6) must:

a. possess an overall GPA of 3.0 or higher.

b. complete all the Required and Elective Education courses with a grade of “C” or higher (60, 62, 63, and 65 courses).

c. complete all of the experiential requirements.

d. possess updated Act 34, FBI/Federal Criminal History, and Act 151 clearances.

e. obtain a negative reading on the Tuberculosis test no more than two years old.

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 required PRAXIS tests.

j. complete 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 in Early Childhood Education, Dual, and Elementary Education are available on campus. See below...

a. A copy of the APPLICATION FOR ADMISSIONS booklet and program guides are available in the Department of Early Childhood and Elementary Education office located in McCormick.
b. Act 34 and Act 151 clearance forms are available in the Department of Early Childhood and Elementary Education office located in McCormick or online at www.pde.state.pa.us. FBI/Federal Criminal History Record Checks registration is available online at www.pa.cogentid.com or call 1-888-439-2486 Monday through Friday, 8 a.m. to 6 p.m.
c. Tuberculosis test can be done at 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 in the Room 150 of the Student Services Center.
f. Application for Certification available in the College of Professional Studies Dean’s office located in McCormick.
g. PRAXIS information is available in the Early Childhood/Elementary Education Department or online at www.ets.org/praxis/

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

A. Student Information Form
(Please print legibly)

1. Name: __________________________ Date: __________________________

2. Student ID #: __________________ Home Address: __________________
   __________________
   __________________

3. University Address: __________________
   __________________

4. Local Telephone No.: ____________ Home No.: ____________

5. I have received the packet of Admission Materials and intend to follow the curricular and experiential requirements for:
   
   ____ Early Childhood Education: N, K-3 certification
   ____ Elementary Education: K-6 certification
   ____ Dual: N, K-3 and K-6 certificates

6. My status is: (check one)
   
   ____ An entering freshmen student

   ____ A transfer student from another college or university
     College or University: __________________
     No. of credits transferred: ____________

   ____ A transfer student from another department
     Department: ________________
     No. of credits accepted: ________

   ____ A student returning only for another certification
     College or University: __________________
     No. of credits towards certification: ____________

The Department of Early Childhood and Elementary Education is located in 3213 McCormick Hall.
B. Recommendation Form

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):

Name of person making the recommendation:______________________________________

Address:______________________________________________________________

Telephone: ___________________(office)__________________(home)

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

Additional comments:
B. Recommendation Form

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):

Name of person making the recommendation:_______________________________________

Address:______________________________________________________________

Telephone:_____________________(office)______________________(home)

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

Additional comments:
C. **Results of the 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).

Attach copy of proof of insurance or SPSEA membership.

**ACEI Membership**

(Association for Childhood Education International)

(Highly recommended)
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 of exposure to all five diversity requirements. These requirements must be met prior to your student teaching placement. 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 Teacher Education Admission website at [http://www.departments.bloomu.edu/cps/TeacherEd_Admission.html](http://www.departments.bloomu.edu/cps/TeacherEd_Admission.html) 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 and/or department chair.

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?
E. First Professional Field Experience Form: OBSERVATION
(Print legibly or type)

Name: ____________________________________

You are required to spend five full days (30 hours) in an Early Childhood or Elementary school setting. Please note these days do not need to be consecutive. During this time, you will visit and observe children in at least three (3) different care and education settings. These sites may include, but are not limited to: day care, Head Start, campus day care, nursery schools, preschools, middle school, elementary public, parochial, private schools, or intermediate units specializing in the needs of challenged children.

When you are ready to begin your observations, 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 you Résumé, Act 34, Act 151, 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.

Record your observations below. HAVE THE TEACHER SIGN the form before you leave. If this is your last day, thank the teacher and send a thank you letter/note.

Reflection is an important component of your observation experience. Personal reflection involves asking questions about your experience and the classroom you observed. It involves examining connections between your college course work and your experience. When reflecting on your observation experience, identify and briefly describe the classroom you observed. Describe the most significant or interesting problem, dilemma, or challenge that teacher faced in the classroom. Then, select two or more of the following questions to reflect on: (a) Did this experience change the way you view teaching? How?; (b) Did this experience change the way you view learning? How?; and (c) How did this experience affect you personally?

Date of Day One: ________________ Time: __________
Grade Level: ___________________ Teacher’s Signature: ______________________________________
Reflection: Contact Phone Number: ________________________________
Date of Day Four: _______________ Time: _________
Grade Level: _______________ Teacher’s Signature: ____________________________________
**Reflection:**
Contact Phone Number: ____________________________

Date of Day Five: _______________ Time: _________
Grade Level: _______________ Teacher’s Signature: ____________________________________
**Reflection:**
Contact Phone Number: ____________________________
F. Second Professional Field Experience Form: PARTICIPATION
(Print legibly or type)

Name: ____________________________________

You are required to spend five full days (30 hours) in an Early Childhood or Elementary school setting. Please note these days do not need to be consecutive. During this time, you will work with the children. These sites may include, but are not limited to: day care, Head Start, campus day care, nursery schools, preschools, middle school, elementary public, parochial, private schools, or intermediate units specializing in the needs of challenged children. You may work with one teacher for the entire week.

When you are ready to begin your professional participation, 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 you Résumé, Act 34, Act 151, 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.

Record your professional participation below. HAVE THE TEACHER SIGN the form before you leave. If this is your last day, thank the teacher and send a thank you letter/note.

Reflection is an important component of your professional participation experience. Personal reflection involves asking questions about your experience and the classroom you participated in. It involves examining connections between your college course work and your experience. When reflecting on your professional participation experience, identify and briefly describe the classroom you participated in. Describe the most significant or interesting problem, dilemma, or challenge that teacher faced in the classroom. Then, select two or more of the following questions to reflect on: (a) Did this experience change the way you view teaching? How?; (b) Did this experience change the way you view learning? How?; and (c) How did this experience affect you personally?

Date of Day One: ________________ Time: __________
Grade Level: ___________________ Teacher’s Signature: ____________________________
Reflection: ____________________ Contact Phone Number: ________________________
Date of Day Two: ________________ Time: __________
Grade Level: ___________________ Teacher’s Signature: ______________________________
Reflection: ____________________ Contact Phone Number: ___________________________
G. Attach Typed Résumé (limit one page)

Résumé Sample

JAMIE BOND
221 College Street
Any City, PA 12345
876-098-0987
jbond@uiowa.edu

OBJECTIVE
Teacher: Elementary Education (3-6) or Reading (4-6)

EDUCATION
The University of Iowa, Iowa City, IA
B.S. Degree - May 2002
Major: Elementary Education
Area of Specialization: Reading

COURSE
Literature for Children
Classroom Management

HIGHLIGHTS
Language and Society
Multicultural-Bilingual Education
Manual Communication
Microcomputers for the Teacher

STUDENT TEACHING
4th and 5th grades, Shimek Elementary, Iowa City, 9/2001-12/2001
* Attended Madeline Hunter Effectiveness Teacher Training and implemented these techniques in daily teaching
* Taught individualized math and three reading groups
* Organized and created learning centers and bulletin boards
* Effectively used cooperative learning strategies
* Implemented and directed computer use in the classroom
* Used higher order thinking strategies
* Team-taught social studies, language arts and science
* Assisted with parent-teacher conferences and open house

Reading Clinic, 4th grade, Lincoln Elementary, Iowa City
2/2002-4/2002
* Developed, administered and scored an individualized Reading Inventory and Standardized Reading Inventory
* Taught developmental reading to a group of nine fourth graders
* Designed and maintained progress charts
* Conducted a case study
* Communicated with parents on a regular basis
* Attended child study team meetings and staffing for learning disabled

RELATED ACTIVITIES
Private Tutor, Iowa City, summer 2001
Hospital Volunteer, Pediatrics, Iowa City Hospital, 2000-2002
Umpire, Little League, Iowa City, summers 2000-2002
Member, Old Capital Area Reading Council

CREDENTIALS
Career Services Office, University of Iowa, Iowa City, IA
Telephone: 876-098-6543 Fax: 876-098-4444
H. Attach copies of Act 34 Criminal Record clearance, Act 151 Child Abuse clearance, FBI/Federal Criminal History Record Check, and PRAXIS I test scores for reading, writing, and math.

- **(Act 34)** – The Criminal History clearance may be completed either online or by paper form. If you choose to do it online at [http://epatch.state.pa.us](http://epatch.state.pa.us), you must print the copy of the clearance IMMEDIATELY because there is no hard copy sent through the mail; OR you can mail The Criminal History Request Form SP4-164, which is available in the Early Childhood & Elementary Office or online at [http://www.dpw.state.pa.us/PartnersProviders/ChildWelfare/003671038.htm](http://www.dpw.state.pa.us/PartnersProviders/ChildWelfare/003671038.htm) to Pennsylvania State Police Central Repository.

- **(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) OR you can register by phone at 1-888-439-2486, Monday through Friday, 8 am to 6 pm. You must register prior to going to the fingerprint site.

- **(Act 151)** – The Pennsylvania Child Abuse History Clearance Form (CY 113) is available in the Early Childhood & Elementary Education office or online at [http://www.dpw.state.pa.us/PartnersProviders/ChildWelfare/003671038.htm](http://www.dpw.state.pa.us/PartnersProviders/ChildWelfare/003671038.htm). This must be mailed to Childline and Abuse Registry.

- **PRAXIS I information** is available in the Early Childhood & Elementary Education Department or online at [www.ets.org/praxis/](http://www.ets.org/praxis/)
  - Students must take and pass:
    - 10710 or Computerized 5710 Pre-Professional Reading test
    - 20720 or Computerized 5720 Pre-Professional Writing test
    - 10730 or Computerized 5730 Pre-Professional Mathematics test

Special Conditions: Please attach an explanation for any special or challenging conditions that may affect your ability to complete this packet.
I. Signature Page

(Print legibly or type)

Name: ______________________________________ Social Security No. __________________________

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 60, 62, 63, 65, and 79 prefix courses, in English Composition courses and/or Public Speaking/Interpersonal Communication.
Yes  No  Two recommendations forms completed.
Yes  No  A Tuberculin test with a negative reading.
Yes  No  Evidence of liability insurance.
Yes  No  Evidence of completion of the five days (30 hours) Observation.
Yes  No  Evidence of completion of the five days (30 hours) Participation.
Yes  No  Evidence of a completed resume.
Yes  No  A copy of updated Act 34 clearance (out-of-state students require an FBI clearance)
Yes  No  A copy of updated Act 151 clearance.
Yes  No  A copy of FBI/Federal Criminal History Record Check
Yes  No  Passing results of PRAXIS tests required by 48 general education credits:

COMMENTS:

CIRCLE ONE: This student has (COMPLETED – NOT COMPLETED) the experiential and State requirements for the Early Childhood and/or Elementary Education program.

Approved:  Yes  No

Date: ______________________

**Please return the completed application for admissions (pages 4-16) to Angela Laubach, the Staff Coordinator for Teacher Education Packets, McCormick 3128.**