ADMISSION, MONITORING, AND EXIT PROCEDURES TEACHER EDUCATION
DUAL CERTIFICATION: SPECIAL EDUCATION (PK-8) & EARLY CHILDHOOD EDUCATION (PK-4)

The Department of Exceptionality Programs offers students the opportunity to become dually certified in Special Education (PK-8) and Early Childhood Education (PK-4).

Students desiring dual teacher certification in Special Education and Early Childhood Education should familiarize themselves with this document and the forms that it contains. Questions concerning the procedures should be directed to a faculty advisor, Dr. Maureen Walsh (Undergraduate Special Education Program Coordinator) or Dr. Darlene Perner (Chairperson of the Department of Exceptionality Programs).

The following are Admission, Monitoring and Exit procedures and requirements for all students who will major in Teacher Education certification programs at Bloomsburg University. The student is responsible for the completion of each of the following sections. In setting these requirements, attention was given to all standards and criteria for teacher candidates as mandated by the State Board of Education of Pennsylvania, the Pennsylvania Department of Education, and the Council for the Accreditation of Educator Preparation.

Every student will receive knowledgeable and effective academic advisement from a faculty member regarding the contents in this packet. It is the student’s responsibility to know and follow the academic policies and regulations of the university. These include, but are not limited to: scheduling, class standing, academic probation, academic dismissal, code of conduct, certification requirements, and program requirements.

ADMISSION TO CANDIDACY

Undergraduate students must submit a completed application packet to Ms. Angela McCabe, Coordinator of Teacher Education Admission Packets, 3103A MCHS (x5128) no sooner than the completion of 48 credits and no later than the completion of 60 credits. Transfer students with 48 credits or more must submit a completed application packet by their second semester at Bloomsburg University (or during the semester they will complete 60 credits). Ms. McCabe will review the packet, advise 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 candidacy, students must:

1. Obtain current Pennsylvania qualifying/cut (passing) scores for Basic Skills Tests addressing the areas of Reading, Writing, and Math. Students have the option of taking either the PRAXIS Core Academic Skills for Educators Test (http://www.ets.org/praxis/pa/requirements) or the Pre-Service Academic Performance Assessment (PAPA at www.pa.nesinc.com). Students that received qualifying SAT or ACT scores may be exempt from taking these tests. Additional information may be obtained at:
http://www.pde.state.pa.us/portal/server.pt/community/certifications/7199. Also see pages 5-7 of this packet for important testing information and qualifying scores.

2. Possess an overall cumulative grade point average of 3.0.

3. Possess a grade of C or better in all undergraduate professional education, specialization, and communication courses, as specified by your program of study. The grade of C- [minus] does not meet this criterion. Graduate students must adhere to the grade requirements established in PRP 3565 or those established by their graduate program and specified within their application packet.

4. Complete at least 6 semester hour credits in college level mathematics.

5. Complete at least 6 semester hour credits in college level English composition and literature.

6. Successful completion of the 10-day field experience (forms provided). This must include the completion of 5 full days of observation in an Early Childhood general education classroom (PK-4) and 5 full days of observation under the supervision of a special education teacher (PK-8).

7. Submit two (2) recommendations from professional education faculty.

8. Submit the results from a current tuberculosis screening administered within the last two years.

9. Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate. Two available sources for university students include, but are not limited to: 1) PSEA (https://www.psea.org/apps/students.aspx), or b) alternative personal policy.

10. Submit a resume.

11. Obtain current background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record). Clearances are current if provided within one year of the date issued on the form. Any clearance with an infraction will trigger a “Program Review Counseling Session” by the College of Education.

**MONITORING**

Monitoring begins upon undergraduate or graduate admission to Bloomsburg University and continues through graduation. Maintain contact with your program advisor each semester for assistance in the monitoring process. For continuation in teacher education programs at Bloomsburg University, ALL candidates must:

1. Maintain an overall cumulative grade point average of 3.0. Any undergraduate students falling below the criterion will be placed on probation for one semester. Probationary students have one semester to re-establish the required GPA or they will be dismissed from the teacher education program. If dismissed, the candidate must reapply for admission to the program after required criteria are met.

2. Complete all Professional Education, Special Education, and Early Childhood Education (courses with a prefix of EDFOUND, ELEMED, SPECED and PROFSTUD) and Communication Sequence (as specified on the Program of Study Guide) with a grade of C or better. The grade of C- [minus] does not meet this criterion.

3. Successfully complete field and clinical experience hours in diverse settings (urban and/or non-urban) and working with diverse populations (English language learners, exceptionalities, gender, race/ethnicity, socio-economic status) as defined by CAEP.

4. Maintain a current tuberculosis screening administered within the last two years.

5. Maintain professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate. Two available sources for university students include, but are not limited to: 1) PSEA, or b) alternative personal policy.

6. Maintain contact with their academic advisor each semester to monitor completion of program requirements and matriculation.
7. Maintain current Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance) and Act 114 (Federal Criminal History Record) clearances.

**ELIGIBILITY FOR STUDENT TEACHING**

Eligibility for student teaching and clinical experiences will be determined during the scheduling period prior to the student teaching and clinical experience semester. Students must attend a student teaching orientation session and complete the required application for student teaching prior to the established deadlines. All criteria listed in items 1-7 above must be completed for participation in any practicum or student teaching experience.

Student teaching eligibility is contingent upon:

1. Submission of a current resume.
2. All advanced sequence courses must be completed prior to student teaching.
3. Documented professional liability insurance must remain in full effect for the duration of the student teaching assignment.
4. All clearances must be valid for the duration of the student teaching assignment. Any clearance with an infraction will trigger a “Program Review Counseling Session” by the College of Education.
5. The results of TB screening must be valid for the duration of the student teaching assignment.

To maintain and to insure proper supervision for ALL student teachers, student teaching placements are limited to those areas specified on the student teaching application form and approved by the Special Education supervisory faculty. These areas include the following counties:

- Columbia-Montour Counties
- Lackawanna County
- Luzerne County
- Lycoming County
- Snyder-Union Counties
- Northumberland County
- Schuylkill County

Students are responsible for obtaining their own transportation to and from student teaching placements.

**EXIT FROM TEACHER EDUCATION PREPARATION PROGRAMS:**

**Documented Competency and Completion of Program Requirements for Graduation**

ALL candidates must have:

1. Completed all coursework within the prescribed professional education curriculum with a cumulative grade point average of 3.0.
2. Completed and documented an approved experience in diversity as required by the COE.
3. Demonstrated competency in student teaching, all professional education courses and communication sequence with grades of C or better (the grade of C- [minus] does not meet this criterion) and the fulfillment of “Competency in Student Teaching” and “Student Teaching Requirements” as outlined in the Bloomsburg University Student Teaching Handbook.

4. Obtained two evaluations during student teaching using PDE 430 form, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, with satisfactory or above ratings.

5. Certification is not a requirement to exit the program; however, in order for initial (first) certificate candidates to be eligible to apply for Pennsylvania Department of Education (PDE) Instructional Level I certification, candidates must have completed a bachelor’s degree, completed a PDE-approved teacher preparation program, and passed their program’s Basic Skills tests and PECT assessments. Qualifying (passing) scores are established by the Pennsylvania Secretary of Education (www.education.state.pa.us, select “Teachers, Administrators and Certifications”; left side, select “Testing Requirements”). Graduate students earning initial certification must meet the specific requirements of their program. Bloomsburg University does not certify candidates, but does recommend candidates for certification by verifying candidate competence in their professional education program including graduation. Candidates MUST complete PDE 338C and PDE 338G forms and submit them to the Certification Office within the College of Education before they can be recommended for Pennsylvania certification.

NONCOMPLIANCE:

A candidate may be removed from his or her program, student teaching placement, practicum and/or internship based on the following:

1. If Act 34 (Request for Criminal History Record), Act 151 (Child Abuse History Clearance) or Act 114 (Federal Criminal History Record) report any incidents
2. Failure to comply with school district and/or university policies and procedures, including any violation of the law
3. If a criminal infraction occurs during student teaching, practicum/and or internship
4. Unsatisfactory level of competency in academic performance

Note: Students are provided with a system by which to grieve complaints of alleged academic injustices through the Teacher Education Admission, Progression, and Retention Board of the College of Education.
FOR YOUR INFORMATION

REQUIRED CLEARANCES: The following clearances must be acquired and kept up-to-date. Students seeking admission to candidacy must provide copies of these along with other packet documents to Angela McCabe in 3103A MCHS.

Act 34 of 1985 (Criminal Record)
Requires that prospective employees of public and private schools present evidence to the employer of any state police criminal record or a statement from the state police that such a record doesn’t exist. Act 34 prohibits administrators from offering employment to persons who, during the past five years, have committed any of a number of specific offenses. This data is gathered via state police form SP4-164. The report is valid for one year, and may be obtained at: https://epatch.state.pa.us

Act 151 of 1985 (Child Abuse)
Requires the prospective employee of a child care program to obtain child abuse and criminal record information for submission to the prospective employer. The reports are valid for one year. This form may be obtained at: https://www.compass.state.pa.us/CWIS/Public/Home. Once you get to this home page, there is a box at the top (see below). Click on “Create a New Account” and then apply for your clearance. Don’t forget to print your results!

Welcome to the: Child Welfare Portal
Our service provides a means for mandated reporters to report child abuse in Pennsylvania and for users to apply for a PA Child Abuse History Clearance online.
CREATE A NEW ACCOUNT or LOGIN

Act 114 of 2006 (FBI Federal Criminal History Record)
Requires that all student teachers (participating in classroom teaching, internships, clinical or field experience) and prospective employees of public and private schools, Intermediate Units and area vocational-technical schools, who have direct contact with children, must provide a copy of their Federal Criminal History Record that cannot be more than one (1) year old.

For this clearance see all information at www.pa.cogentid.com choose “Department of Education”. Note that the applicant for this clearance, which requires fingerprinting, must register prior to going to the fingerprint site. Walk in service without prior registration will not be provided at any fingerprinting location in PA. Registration is completed online or over the phone. Registration is available online 24 hours/day, seven days per week at www.pa.cogentid.com/index_pdeNew.htm. Telephonic registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST.

All students must obtain the Act 114, FBI Federal Criminal History Record at least TWICE—once in order to submit the teacher education admission packet prior to completing 48 credits and again prior to student teaching. Students who are participating in classroom teaching through a practicum or internship, or in a clinical experience will also be required to have a current (i.e., within the year) FBI clearance. The clearance must remain in effect throughout the practicum, internship or clinical experience and throughout student teaching. For more information, see www.education.state.pa.us, and “Background Checks” under “Codes and Regulations”.

Some school districts may also require the FBI clearance for observations and/or field experiences; in these cases, students will need to comply with the requirements of the school district.

All fingerprinting MUST take place in PA at an approved Cogent Systems site. An FBI check completed outside of PA will not be valid for use in Pennsylvania public school settings.

Tuberculosis Test
Submit the results from a current tuberculosis screening administered within the last two years.

Liability Insurance
Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate. Two available sources for university students include, but are not limited to: 1) PSEA (https://www.psea.org/apps/students.aspx), or b) alternative personal policy.
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 candidates’ 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, 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.
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. CAEP expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that CAEP 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://caepnet.org/

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**

Candidates honor the law and demonstrate 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 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)
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
   4.7. Remain Current and Appropriately Use New Instructional Technologies
## Initial Preparation Standards

<table>
<thead>
<tr>
<th>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</th>
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<tbody>
<tr>
<td>1.0</td>
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<tr>
<td>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</td>
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<tr>
<th>Initial Preparation Standard 2: Learning Environments</th>
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<tr>
<td>2.0</td>
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<tr>
<td>Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</td>
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<th>Initial Preparation Standard 3: Curricular Content Knowledge</th>
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<tr>
<td>3.0</td>
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<tr>
<td>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</td>
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<th>Initial Preparation Standard 4: Assessment</th>
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<td>4.0</td>
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<td>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</td>
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<th>Initial Preparation Standard 5: Instructional Planning and Strategies</th>
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<tr>
<td>5.0</td>
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<tr>
<td>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</td>
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<th>Initial Preparation Standard 6: Professional Learning and Ethical Practice</th>
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<td>6.0</td>
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<tr>
<td>Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</td>
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<th>Initial Preparation Standard 7: Collaboration</th>
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<tr>
<td>7.0</td>
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<tr>
<td>Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</td>
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InTASC Standards
Standards of the Interstate Teacher Assessment and Support Consortium (CCSSO, April 2011)

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<tr>
<th>The Learner and Learning</th>
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<tr>
<td><strong>Standard #1: Learner Development.</strong> 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.</td>
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<tr>
<td><strong>Standard #2: Learning Differences.</strong> 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.</td>
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<tr>
<td><strong>Standard #3: Learning Environments.</strong> 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.</td>
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<th>Content</th>
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<td><strong>Standard #4: Content Knowledge.</strong> 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.</td>
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<td><strong>Standard #5: Application of Content.</strong> 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.</td>
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<th>Instructional Practice</th>
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<td><strong>Standard #6: Assessment.</strong> 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.</td>
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<tr>
<td><strong>Standard #7: Planning for Instruction.</strong> 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.</td>
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<tr>
<td><strong>Standard #8: Instructional Strategies.</strong> 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.</td>
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<th>Professional Responsibility</th>
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<td><strong>Standard #9: Professional Learning and Ethical Practice.</strong> 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.</td>
</tr>
<tr>
<td><strong>Standard #10: Leadership and Collaboration.</strong> 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.</td>
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Department of Exceptionality Programs

Dual Certification Program:
Special Education PK-8 and Early Childhood Education PK-4
Certification Program

Teacher Education Faculty Advisor Recommendation

Name _______________________________ Date ____________________________

I ______ do ______ do not

recommend this student for admission to the Dual Certification Program: Special Education PK-8 and Early Childhood Education PK-4 Certification Program.

____________________________________________________________________
Teacher Education Faculty Signature

Comments:
Department of Exceptionality Programs

**Dual Certification Program:**
Special Education PK-8 and Early Childhood Education PK-4
Certification Program

**Teacher Education Faculty Recommendation**

Name ___________________________ Date _______________________

I _____ do _____ do not

recommend this student for admission to the Dual Certification Program: Special Education PK-8 and Early Childhood Education PK-4 Certification Program.

______________________________
Teacher Education Faculty Signature

Comments:

14
Elizabeth Jones
1111 Center Street • Allentown, PA 17944
(570) 444-3236 • ejones@bloomu.edu

OBJECTIVE
Admission into the special education/elementary education major at Bloomsburg University

EDUCATION
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA
EXPECTED GRADUATION: MAY 2012
Bachelor of Science in Education
Overall GPA: 3.52
Dual Major: Special Education/Elementary Education

RELATED EXPERIENCE
Observations
Blue Mountain Area East, Blue Mountain, PA – January 2008
▪ Completed 15 hours of observation in special education classroom
▪ Examined various teaching strategies and classroom management techniques
▪ Interacted successfully with students with behavioral and learning disabilities
▪ Gained first-hand knowledge of effective team-teaching
▪ Observed implementation of an Individualized Education Plan (IEP)

Mahanoy Area Elementary School, Mahanoy City, PA – December 2007
▪ Completed 15 hours of observation in first and fourth grade elementary classrooms
▪ Guided students in various activities designed to strengthen word recognition, sentence structure, and pattern identification
▪ Implemented a science lesson on earthworms under the supervision of the teacher using cooperative learning strategies

Camp Counselor, Bethlehem YMCA, Bethlehem, PA – Summer 2007
▪ Collaborated with fellow counselors in providing activities to children ages 5-12
▪ Demonstrated leadership and organizational skills to encourage teamwork and promote a nurturing and safe environment for all children

EMPLOYMENT HIGHLIGHTS
▪ Performed in various positions to assist family in busy catering business
▪ Strengthened communication and customer service skills through daily contact with a wide variety of customers
▪ Assisted with special events, including weddings, reunions and graduations

HONORS & ACTIVITIES
J. D. Cain Scholarship
Member, BU Student Council for Exceptional Children
▪ BOCCE Bash Volunteer
▪ Special Olympics’ Basketball Coach

Member, Best Buddies
President, High School National Honor Society
H. S. Co-Captain, Girls’ Volleyball
Secretary, High School English Literature Club

REFERENCES
Available on Request
Elizabeth Jones  
1111 Center Street • Allentown, PA 17944  
(570) 444-3236 • ejones@bloomu.edu

OBJECTIVE
To obtain a teaching position in special education providing effective instruction to students with disabilities, grades PK-8.

EDUCATION
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA  
Bachelor of Science in Education  
Dual Major: Special Education/Early Childhood Education  
Overall GPA: 3.71 Cum Laude  
Major GPA: 3.87  
Certifications: Special Education PK-8, Early Childhood Education (PK-4)

STUDENT TEACHING
Central Columbia High School, Bloomsburg, PA  
March-May 2008  
Eighth Grade Learning Support/Life Skills
- Taught mathematics, language arts, reading, social studies and science.
- Designed Individualized Education Program using differentiated instruction to maximize learning.
- Developed a two-week graphing unit, encouraging the use of research and technology.
- Adapted various test and quizzes in all subjects for three different learning levels.
- Developed “Check us Out” - a simulated banking environment system promoting proper use of checks, deposit slips, register books and budgets.
- Established and implemented a behavioral management program earning teacher-made monies.
- Collaborated with teacher to promote an effective and conducive environment for all students.

Shamokin Elementary School, Shamokin, PA  
January-March 2008  
First Grade
- Accepted teaching responsibility for four classes in mathematics, reading and spelling.
- Developed and implemented a two week unit, “Greener Days” to raise student awareness of environmental issues.
- Supervised students during a one week outdoor educational program and facilitated learning through hands-on activities.
- Implemented a variety of teaching methods to assist students with special needs.
- Developed “Whispering Walter,” a positive reinforcement tool.
- Introduced “Study-Buddy” program to demonstrate and improve study skills.
- Utilized computer technology to enhance lesson plans and student learning.

RELATED EXPERIENCE
Central Columbia School District, Bloomsburg, PA  
June 2007-July 2007  
Practicum, Blue Jay Basics
- Completed six-weeks instructing 5th-8th grade students who performed basic/below basic on PSSAs.
- Created lesson plans, instructed language arts and math groups, and completed a child-case study on a 5th grade boy with emotional support needs.

Assessments and Observations  
September 2005-May 2008
- Performed the BOSS, CBA and the Woodcock Johnson III during individual case study.
- Completed over 100 hours observing a variety of teaching styles, strategies, classroom management, inclusionary practices, and assessments.

Camp Counselor, Bethlehem YMCA, Bethlehem, PA  
Summers 2005-2007
- Collaborated with fellow counselors in providing activities to children ages 5-12.
- Demonstrated leadership and organizational skills to encourage teamwork and promote a nurturing and safe environment for all children.
EMPLOYMENT HIGHLIGHTS

Student Recreation Center, Bloomsburg University January 2006-May 2008
 Advised and instructed individuals interested in improving exercise capabilities in 56,000 square-foot multi-purpose recreation facility
 Worked cooperatively with staff to ensure a safe and clean environment
 Entrusted with building keys to open and close facility, and transferring money to safe

Romi's Catering Hall, Family-Owned Business, Bensalem, PA Summers 2004-2006
 Performed in various positions to assist family in busy catering business
 Focused on superior customer service and building interpersonal relationships
 Organized and managed special events, including weddings, reunions and graduations

HONORS & ACTIVITIES

House of Representative Academic Honor Award from State Representative Eugene McGill
Dean's List-seven semesters
Kappa Delta Pi International Honors Society of Education
After-school Tutor, Southern Columbia Area Schools, Catawissa, PA

Student Council for Exceptional Children (SCEC)
 Volunteer Coordinator – organized activities with surrounding community
 Special Olympics Bocce Bash and Kids’ Fun Day

Pennsylvania State Education Association (PSEA) Campus Chapter
 Chair, “START Pack” Committee (Student Teachers Are Really Terrific)
 Composed and distributed S-PSEA newsletter to all education majors on campus

Community Service
 Walks for National Multiple Sclerosis Society and AIDS
 Bloomsburg Women's Center, Big Brothers/Big Sisters, House of Hope, Danville State Hospital and Support Our Troops care packages

Gymnastics Coach
 Taught Early Childhood children with disabilities in a weekly recreation program

REFERENCES
Available on Request
TO: Professional Field Experience Participants and Cooperating Teachers

FROM: Darlene E. Perner, Ed.D., Chairperson
Dept. of Exceptionality Programs

RE: 10-Day Field Experience: Dual Certification Program – Special Education PK-8 and Early Childhood Education PK-4 (5 Days of an Early Childhood Education Field Experience* and 5 Days of a Special Education Field Experience*)

* * * * *

In order to help students determine in the early years of college life whether they definitely want to teach, and to give those students who know they want to teach a profitable college experience, the Special Education faculty have initiated a program for undergraduate students to be known as a 10-Day Dual Certification Program Field Experience. A total field experience of 10 full school days is required; 5 days are with a general education classroom teacher (PK-4) and 5 days with a special education teacher (PK-8). (These days need not be sequential.) The student will experience all the responsibilities of teaching and learn the many roles of a general education teacher (PK-4) and a special education teacher (PK-8). During this time the student should see the whole school at work. This field experience is a requirement for candidacy in Teacher Education.

Some important points about the field experience are listed below:

1. All students must have current Act 34, Act 151, Professional Liability Insurance and negative TB screening documentations on file in the Department of Exceptionality Programs Office prior to starting their 10-Day Field Experience.

2. All students, during their 10-Day Field Experience, should become acquainted with and spend part of their time in conference with the principal, school nurse, home and school visitor or social worker, guidance counselor, and other professionals working with the special education teacher and/or elementary or early childhood education teacher.

3. Field Experience participants should be given an opportunity to teach at least one lesson with the cooperating teacher or principal supervising the activity. A lesson plan should be developed with the cooperating teacher before the activity is performed.

4. If there is an interest in completing a Special Education experience in places other than public schools, such as detention centers, state centers or approved private schools, this can be incorporated; however, the cooperating teacher must be certified in special education, and the facility must be state approved. Summer camps are not acceptable.
5. Field Experience participants are responsible to the teacher with whom they work and/or the proper administrative official. They are not supervised by the University during this period and are expected to conduct themselves in a professional manner.

6. No grade is given for the field experience.

The following directions will be helpful in organizing and planning this experience:

1. Complete the student portion of each application form.

2. Contact the office of the superintendent, administrator of the school or facility, or the special education supervisor of the intermediate unit that you have selected to arrange an interview to discuss this program. Obtain that person's signature for permission to contact each building principal, or person in charge, who will in turn give you permission to contact a teacher within that school/school district. Approvals are required from each of your two placements (i.e., one for your general education experience and one for your special education experience).

3. Contact each of the teachers you will be working with and have them give permission for the experience by signing the appropriate form attached to this memo. Arrange a specific time to complete this field experience.

4. File the original copy of each application form in the Department of Exceptionality Programs Office.

5. Upon completion of each of the 5-Day Field Experiences, request your cooperating teacher forward the evaluation form to the Department of Exceptionality Programs Office. File both of your personal evaluation forms with your faculty advisor. An evaluation form is required from each participating placement.

If you have questions concerning this experience, please contact your advisor or the Department of Exceptionality Programs, Navy Hall 103 (389-4119).

*If you have already completed some or all of your 10 day field experience, please contact your advisor immediately. Your advisor can consider approving any field days completed prior to acceptance in the Dual Certification Program – Special Education and Early Childhood Education.
Application for 5-Day Field Experience: Dual Certification – Special Education PK-8 and Early Childhood Education PK-4

EARLY CHILDHOOD EDUCATION FIELD EXPERIENCE

Student's Name ______________________________________   P.O. Box ______________
Home Address _______________________________________________________________________
________________________________________________________________________________
Major ______________________________
Number of credits at the end of present semester _______________
Name of school/facility which you will contact to arrange your field experience
________________________________________________________________________________

School District Permission

Miss/Mrs./Mr. _______________________________________, a student seeking to enter Teacher Education at Bloomsburg University, met with me to discuss the possibility of working with a teacher in our school district during the period beginning ______________ and ending _________________. After discussing the purpose of this program, I grant my permission for the above student to contact a supervisor or teacher in our school district/intermediate unit/facility to make more specific arrangements.

Date ______________ Signature of Administrator ____________________________
Title ________________________________________________
School District ___________________________________________

Teacher Acceptance

I have discussed the 5-Day Field Experience program with the above student from Bloomsburg University and agree to permit him/her to work with me. This experience will be during the time period stated above.

Signature of Cooperating Teacher __________________________
Department _____________________________________________
School __________________________________________________
NAME _____________________________________

Student Must Return to Faculty Advisor

TO:  5-Day Field Experience Participant

RE:  Report Concerning 5-Day Early Childhood Education (PK-4) Field Experience

In order to help evaluate the 5-Day Field Experience, please insert under each Daily Experience area those numbers that correspond to experiences that you had at the site. Please add additional comments where necessary.

1. Name and school address of either the Superintendent of the School District or the Executive Director of the Intermediate Unit (I.U.) that hosted you for your Field Experience.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Name and school address of teacher with whom you attended:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

* * * * * * Daily Experiences * * * * * *

Day 1 _____________  Date _______________  Time:  From _________  To _________

Numbers:  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

Comments:

Day 2 _____________  Date _______________  Time:  From _________  To _________

Numbers:  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

Comments:
Day 3  ____________  Date  ____________  Time:  From  ______  To  ______

Numbers:  _____  _____  _____  _____  _____  _____  _____  _____  _____

Comments:

Day 4  ____________  Date  ____________  Time:  From  ______  To  ______

Numbers:  _____  _____  _____  _____  _____  _____  _____  _____  _____

Comments:

Day 5  ____________  Date  ____________  Time:  From  ______  To  ______

Numbers:  _____  _____  _____  _____  _____  _____  _____  _____  _____

Comments:

********  Experiences  ********

1. Planning lessons
2. Teaching a lesson*
3. Assisting in study halls*
4. Assisting in the lunch room*
5. Tutoring individual students*
6. Working with small groups of students*
7. Observing your cooperative teacher
8. Observing other teachers in the school
9. Discussing guidance program with counselors
10. Reviewing school district curricular guides for your major field
11. Other-specify under Comments

*Only under the supervision of the cooperating teacher or another teacher

********

Don't forget to write a thank you note to the superintendent or director of the facility and the teacher with whom you attended.
DEPARTMENT OF EXCEPTIONALITY PROGRAMS  
BLOOMSBURG UNIVERSITY  
Bloomsburg, Pennsylvania

TO: ________________________________

__________________________________

__________________________________

__________________________________

__________________________________

, a student in Teacher Education at Bloomsburg University, recently spent a few days working with you as part of a field experience program. Would you please complete this verification form and return it in the envelope provided.

Thank you very much for your support and cooperation.

Sincerely,

Darlene E. Perner, Ed.D.  
Chairperson

Number of days participated ____________ Grade Level(s) _____
Kinds of experiences ____________________________________________

__________________________________

__________________________________

__________________________________

Comments concerning student's performance __________________________

__________________________________

__________________________________

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__________________________________

Signature of Cooperating Teacher
APPLICATION FOR 5-DAY FIELD EXPERIENCE: DUAL CERTIFICATION – SPECIAL EDUCATION PK-8 AND EARLY CHILDHOOD EDUCATION PK-4

SPECIAL EDUCATION FIELD EXPERIENCE

Student's Name ______________________________________   P.O. Box ______________
Home Address _______________________________________________________

Major ______________________________
Number of credits at the end of present semester _______________
Name of school/facility which you will contact to arrange your field experience  
_________________________________________________________________

******

School District Permission

Miss/Mrs./Mr. _____________________________________________, a student seeking to enter Teacher Education at Bloomsburg University, met with me to discuss the possibility of working with a teacher in our school district during the period beginning ______________________ and ending ______________. After discussing the purpose of this program, I grant my permission for the above student to contact a supervisor or teacher in our school district/intermediate unit/facility to make more specific arrangements.

Date _______________   Signature of Administrator ______________________________
Title ______________________________
School District _______________________________________________

******

Teacher Acceptance

I have discussed the 5-Day Field Experience program with the above student from Bloomsburg University and agree to permit him/her to work with me. This experience will be during the time period stated above.

Signature of Cooperating Teacher ______________________________
Department _______________________________________________
School _______________________________________________

******
NAME _____________________________________

Student Must Return to Faculty Advisor

TO: 5-Day Field Experience Participant

RE: Report Concerning 5-Day Special Education (PK-8) Field Experience

In order to help evaluate the 5-Day Field Experience, please insert under each Daily Experience area those numbers that correspond to experiences that you had at the site. Please add additional comments where necessary.

1. Name and school address of either the Superintendent of the School District or the Executive Director of the Intermediate Unit (I.U.) that hosted you for your Field Experience.

____________________________________________________________
____________________________________________________________
____________________________________________________________

2. Name and school address of teacher with whom you attended:

____________________________________________________________
____________________________________________________________
____________________________________________________________

****** Daily Experiences ******

Day 1 _____________ Date _____________ Time: From _________ To _________

Numbers: _____ _____ _____ _____ _____ _____ _____ _____ _____

Comments:

Day 2 _____________ Date _____________ Time: From _________ To _________

Numbers: _____ _____ _____ _____ _____ _____ _____ _____ _____

Comments:
**Experiences**

1. Planning lessons
2. Teaching a lesson*
3. Assisting in study halls*
4. Assisting in the lunch room*
5. Tutoring individual students*
6. Working with small groups of students*
7. Observing your cooperative teacher
8. Observing other teachers in the school
9. Discussing guidance program with counselors
10. Reviewing school district curricular guides for your major field
11. Other-specify under Comments

*Only under the supervision of the cooperating teacher or another teacher*

**Don't forget to write a thank you note to the superintendent or director of the facility and the teacher with whom you attended.**
TO: _______________________________  
_________________________________ 
_________________________________  
_________________________________  
_________________________________, a student in Teacher Education at Bloomsburg University, recently spent a few days working with you as part of a field experience program. Would you please complete this verification form and return it in the envelope provided.

Thank you very much for your support and cooperation.

Sincerely,

Darlene E. Perner, Ed.D.
Chairperson

Number of days participated __________ Grade Level(s) _____

Kinds of experiences ____________________________________________________________

_________________________________

_________________________________

_________________________________

Comments concerning student's performance ________________________________________

_________________________________

_________________________________

_________________________________

Signature of Cooperating Teacher
### Bloomsburg University Teacher Education
### Field Experience Diversity Requirements

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<tr>
<th>Category</th>
<th>Diversity</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>ESL</td>
<td>School district that includes an ESL population</td>
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<td>2</td>
<td>Exceptionalities</td>
<td>School 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</td>
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<tr>
<td>3</td>
<td>Gender</td>
<td>Classroom with both male and female students</td>
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<td>4</td>
<td>Race/Ethnicity</td>
<td>20% or more non-white students in classroom</td>
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<tr>
<td>5</td>
<td>Socio-Economic Status</td>
<td>20% or more students in school registered for free/reduced lunch</td>
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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. 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.bloomu.edu/teacher-admission](http://www.bloomu.edu/teacher-admission) and “Specific diversity requirements” for more information. Please do not approach any schools in the Columbia/Montour areas, as they are being used primarily for student teaching. Questions should be addressed directly to your advisor and/or department chair.

### Date(s) Attended | Authorized K-12 Signature | # of Hours | Category Number(s) |
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1 A separate sheet must be completed for each school.

2 The department chair has discretion regarding any diversity requirement completed during student teaching.

### 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?
Teacher Disposition Checklist (Self-assessment)

The purpose of the College of Education Teacher Disposition Checklist is to identify the degree to which you possess appropriate teacher dispositions (observable behaviors). At this point in your teacher preparation program you may have had experiences interacting with children in educational settings or volunteer opportunities. Please be honest as you rate the level at which you exhibit each disposition. In some cases you may not have had an opportunity to display or exhibit a given disposition. In this case mark “NO EXPERIENCE”.

As you continue developing knowledge, skills and dispositions throughout your teacher education preparation program you should notice an improvement in your ratings. In the future, professors and student teaching supervisors will rate you on these same dispositions.

The completion of this survey is a requirement for all education majors. This survey will be completed in SPECED 100.

BACKGROUND INFORMATION

Name______________________________________________ Student ID________________
Declared Education Major: ________________________________________________________

Please identify how often you demonstrate the given Teacher Dispositions.

1. Complies with university and school district policies and procedures (e.g., meets expectations, produces quality work, exhibits academic honesty, demonstrates good citizenship)

□ 4 Always  □ 3 Often  □ 2 Sometimes  □ 1 Infrequently  □ No Experience

2. Adheres to local, state and federal rules and laws (e.g., creates a safe environment for students, demonstrates ethical conduct, maintains professional relationships)

□ 4 Always  □ 3 Often  □ 2 Sometimes  □ 1 Infrequently  □ No Experience

3. Communicates with honesty and integrity (e.g., uses appropriate language, maintains confidentiality, treats all people with respect and dignity)

□ 4 Always  □ 3 Often  □ 2 Sometimes  □ 1 Infrequently  □ No Experience

4. Displays a professional demeanor (e.g., dresses appropriately, meets attendance expectations, actively participates in class)

□ 4 Always  □ 3 Often  □ 2 Sometimes  □ 1 Infrequently  □ No Experience
Bloomsburg University Teacher Disposition Checklist

5. Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, uses personal electronic devices as appropriate)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

6. Exhibits fair treatment of students, colleagues, professionals, staff, and families (e.g., promotes social justice, exhibits fairness in assessing students’ interactions with others)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

7. Interacts with sensitivity to community and cultural norms (race, ethnicity, age, gender, sexual orientation, ability/disability, and social economic status)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

8. Values and responds to all aspects of a child’s well-being (cognitive, emotional, psychological, social and physical)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

9. 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)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

10. 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)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

11. Considers and responds to multiple perspectives (e.g., incorporates professional feedback and constructive suggestions)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

12. 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)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

13. 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)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience
Bloomsburg University Teacher Disposition Checklist

14. Accepts responsibility for personal actions or decisions (e.g., shows an understanding of policies and procedures for professional behaviors and dispositions)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

15. Solves problems proactively (e.g., recognizes problems and seeks resolutions, collaborates and problem solves with others)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

16. Seeks clarification and assistance as needed (e.g., seeks and utilizes human and material resources)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

17. Engages in processes of continuous reflection based on relevant assessment data (e.g., utilizes systematic reflection processes for problem-solving and modifying educational practices)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

18. Completes assigned tasks that demonstrate high personal and professional standards

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

19. 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, and engages in professional discussions with others)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

20. Demonstrates positive attitude towards 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)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience

21. Reflects upon teaching practices (e.g., identifies areas of strengths and needs, engages in professional development based upon self-reflections)

☐ 4 Always  ☐ 3 Often  ☐ 2 Sometimes  ☐ 1 Infrequently  ☐ No Experience
Special Education Admission Packet Form

**Student Clearance Information form.** Once all clearances (Act 34 Criminal Record; Act 151 Child Abuse; and Act 114 FBI), Prof. Liability Insurance, and PPD (TB) Results documents are completed, you must fill in your name, student ID# and e-mail address on the **Student Clearance Information form** with a copy of your documents, and make an appointment to meet with Mrs. McCabe to submit this information. Since these documents must always be up-to-date, please ensure that you bring your **Student Clearance Information form** to Mrs. McCabe with copies of your up-to-date documents before they expire. The Special Education Admission Packet requirements needed for submission/review are identified below. **All of these requirements (see below) and your Student Clearance Information form MUST be completed for admission.** (Note: English and Math can be a conditional recommendation.)

Completion dates for the upcoming semester are Oct. 1\(^{st}\), March 1\(^{st}\), and July 15\(^{th}\). For **transfer students**, the admission packet is required to be completed by your second semester at BU as a pre-teacher education candidate.

Angela D. McCabe, Coordinator, Teacher Education Admission Packets  
3103A, McCormick Center for Human Services, Bloomsburg University, College of Education  
(570) 389-5128; amccabe@bloomu.edu

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<thead>
<tr>
<th>First Semester Requirements</th>
<th>Date Received or Verified</th>
<th>Signature</th>
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<tbody>
<tr>
<td>1. Resume</td>
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<td>2. Two Recommendations from Teacher Ed Faculty</td>
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<tr>
<td>3. Basic Skills Tests (Praxis Core/PAPA) - taken but NOT PASSED)* OR</td>
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<tr>
<td>4. Basic Skills Tests (Praxis Core/PAPA/SAT/ACT - taken and PASSED)*</td>
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*All students must take the Basic Skills Test or have qualifying scores on the SAT or ACT. Number 4 (listed above) will be completed when PASSED with qualifying scores either first semester or thereafter.

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<tr>
<th>Additional Requirements after first semester</th>
<th>Date Received or Verified</th>
<th>Signature</th>
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<tbody>
<tr>
<td>1. GPA of at least a 3.0</td>
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<td>2. C or better in all prof. ed. courses and specializations</td>
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<tr>
<td>3. 10-day Field Experience**</td>
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<td>4. 6 hrs in college level Mathematics***</td>
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<td>5. 6 hrs in college level English Comp. &amp; Lit***</td>
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<tr>
<td>6. C or better in all undergraduate professional education, specialization, and communication courses.</td>
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**Faculty Advisor may sign off for some days if student has prior comparable experiences.**  
***Faculty Advisor may sign off on these as conditional.

**Conditionally Recommended ________

Signature ___________________________ Date ___________________________

Faculty Advisor

Reason(s):

Admission Packet Completed - Admit to Department

Signature ___________________________ Date ___________________________

Staff Coordinator, Teacher Education Admission Packet
## Student Clearance Information

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<th>First Name</th>
<th>LAST NAME</th>
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<tr>
<th>Student ID#</th>
<th>E-MAIL ADDRESS</th>
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### Clearance Details

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<tr>
<th>Act 34 – Criminal History</th>
<th>ACT 151 - Child Abuse</th>
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<tr>
<th>Act 114 - Fingerprint</th>
<th>Liability Insurance</th>
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<th>TB Test Results</th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Basic Skills Assessment Options

#### Basic Skills Assessments – Composite Score Option

You may combine reading, writing and mathematics module scores from different test providers to meet the basic skills requirements. You may use the composite score method to meet the requirement when you do well in one or two areas to compensate for a lower score in the other area. The composite score is the sum of the passing scores. Use the Composite Score Calculator when mixing tests. Note When using the composite score, each test must meet or exceed the minimum score listed.

#### I. ACT

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Section</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT – September 1, 2015 to August 31, 2016</td>
<td>Reading</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Mathematics*</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><strong>Composite ACT Test Score:</strong></td>
<td></td>
<td><strong>64</strong></td>
</tr>
<tr>
<td>ACT – after August 31, 2016</td>
<td>Reading</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Writing after Sept. 2016</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Mathematics*</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><strong>Composite ACT Test Score:</strong></td>
<td></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

* The PDE accepted ACT Mathematics score has always been 21

#### II. CORE Academic

<table>
<thead>
<tr>
<th>Test Number</th>
<th>Test</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5712</td>
<td>Reading</td>
<td>156</td>
<td>148</td>
</tr>
<tr>
<td>5732</td>
<td>Mathematics</td>
<td>142</td>
<td>132</td>
</tr>
<tr>
<td>5722</td>
<td>Writing</td>
<td>162</td>
<td>158</td>
</tr>
<tr>
<td><strong>Composite CORE Test Score:</strong></td>
<td></td>
<td><strong>460</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### III. PAPA

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Test Number</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8001</td>
<td>220</td>
<td>193</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8002</td>
<td>193</td>
<td>176*</td>
</tr>
<tr>
<td>Writing</td>
<td>8003</td>
<td>220</td>
<td>192</td>
</tr>
<tr>
<td><strong>Composite PAPA Test Score:</strong></td>
<td></td>
<td><strong>633</strong></td>
<td></td>
</tr>
</tbody>
</table>

*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016

#### IV. SAT

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Test</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT – prior to March 1, 2016</td>
<td>Critical Reading</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Composite SAT Test Score:</strong></td>
<td></td>
<td><strong>1500</strong></td>
</tr>
<tr>
<td>SAT - after February 29, 2016</td>
<td>Reading</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Writing and Language</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td><strong>Composite SAT Test Score:</strong></td>
<td></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>

#### V. PPST (Praxis I)*

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Test Number</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPST or Computerized PPST Reading</td>
<td>0710 or 5710</td>
<td>172</td>
<td>169</td>
</tr>
<tr>
<td>PPST or Computerized PPST Writing</td>
<td>0720 or 5720</td>
<td>173</td>
<td>170</td>
</tr>
<tr>
<td>PPST or Computerized PPST Mathematics</td>
<td>0730 or 5730</td>
<td>173</td>
<td>170</td>
</tr>
<tr>
<td><strong>Composite PPST Test Score:</strong></td>
<td></td>
<td><strong>518</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Test Series Must be Started Prior to 12/31/2012
Dual Certification (Special Education (PK-8) and Early Childhood Education (PK-4)) Program completers must take the following tests to become certified in Pennsylvania:

### ADVANCED TESTS

**Pennsylvania Educator Certification Tests (PECT)**

<table>
<thead>
<tr>
<th>Test Vendor</th>
<th>Test</th>
<th>Content Test</th>
<th>Standard Deviation</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES Pearson</td>
<td>PK</td>
<td>167</td>
<td>168</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td></td>
<td>174</td>
<td>175</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td></td>
<td>180</td>
<td>182</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td></td>
<td>187</td>
<td>187</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Spec Ed</td>
<td>127</td>
<td>127</td>
<td>127</td>
</tr>
</tbody>
</table>

The GPA used for the Sliding Scale refers to the student's final GPA at graduation. Although not required, it is advised that students take the PECT before graduation. Test centers are located throughout PA and the country. You can search them through the PA Department of Education website. Test results are sent via email to students. Students are responsible for printing a copy of their results and providing them to Angela McCabe.

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