“Having a good game plan does not always lead to success; however, poor planning rarely, if ever, leads to good performances!”

~ Unknown

Student Name: ____________________________________________

Advisor’s Name: ___________________________________________
One of the main requirements prior to student teaching is the completion of the five day non-credited field experience. Enclosed are the specific tasks that you are to complete on each day. Be certain to review the entire packet to better understand the requirements. If you have any questions, do not hesitate to your secondary education advisor.

The required field experiences need to be completed as follows:

<table>
<thead>
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<th>Days 1-5 prior to 50 credits</th>
<th>Must get DIVERSITY sheet signed, see last page of packet!</th>
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<td>[Total 30 hours]</td>
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We strongly recommend that you have three different experiences all in public schools. The observations may not be part of a summer work program, i.e. playground supervision. We recommend spending time in a (1) high school, (2) middle school, (3) elementary school, (4) special classes for learning disabled, etc.

Contact the principal of the school to obtain permission for these experiences. Ask the schools’ procedure for conducting the observations, and if you can contact the specific teacher(s) you will be working with.

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

Remember:
You are making an impression on future colleagues and potential future employers! Represent yourself and BU professionally and responsibly!

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

Upon completion of the fifth day, complete the final reflection/evaluation, make a photo copy of the signature page, share your packet with your advisor, and keep these for your future reference. Submit the original final evaluation/reflection and signature page to the Secondary Education Office. You will be required to submit the original signature pages prior to student teaching!

Good luck and have fun as you embark on “the career that prepares all other careers”!
Five Day Professional Field Experience  
Educational Studies/Secondary Education

Information to School Personnel

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

Day 1 is entitled School Environment/ Procedures/ Library Services.  
Day 2 is entitled Students/Programs/Counseling/Extra-Curricular Activities.  
Day 3 is entitled The Classroom Part One.  
Day 4 is entitled Curriculum and Assessment.  
Day 5 is entitled The Classroom Part Two.

Students are responsible to the teacher(s) and administrator(s) with whom they work. Any questions should be directed to the Department of Educational Studies and Secondary Education, Bloomsburg University, 570-389-4025. The various activities are enclosed in this packet for your review. We thank you for your cooperation and assistance in preparing future educators.

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

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

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

**Write Observations Here:**

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

II. **Teacher Handbook:**
**Review** the handbook reviewing each of the following items:
- School Calendar
- Attendance Policy
- Grading Policy
- Expectations of Teacher Responsibility during assigned duties
- Homework Policy
- Testing/Assessment Policy
- Professional Code of Conduct

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

**Write Observations Here:**

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
III. **Student Handbook:**
Review the handbook for the following items:
- Attendance Policy
- Grading Policy
- Homework Policy
- Testing/Assessment Policy
- Student Code of Conduct
- Assemblies
- School Activities
Converse with a teacher for clarification on any items you are uncertain of their meaning.
Write Observations Here:
_____________________________________________________
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IV. **School Environment:**
Spend time touring the building observing the following:
- Lighting: brightness enhances climate
- Walls/Bulletin Boards: Evidence of student work/school pride
- Safety
- Bathrooms
- Faculty Rooms
Write Observations Here:
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V. **Class Changes/Student Dismissal:**
Observe class changes three different times throughout the day (one being end of the day dismissal) observing the following items:
- Student to Student Interactions
- Student to Teacher Interactions
- Teacher to Teacher Interactions
- Interactions with other personnel: Custodians, Secretaries, Aides, etc.
Write Observations Here:
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VI. Cafeteria:
Spend one full period observing the following during student lunches:
- Student to Student Interactions
- Student to Teacher Interactions
- Teacher to Teacher Interactions
- Interactions with other personnel: Custodians, Secretaries, Aides, etc.

Write Observations Here:

_____________________________________________________
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VII. Library:
Spend time in the library and interview the librarian to find out the following:
- How do you support the classroom teacher?
- How many teachers utilize the library as a resource tool for student assignments?
- Can you offer any more information that will allow me to better understand your role and the resources available?

Write Observations Here:

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

- What responsibilities do teachers have beyond teaching in the classroom?
- Outside the classroom, what type of interactions do teachers have during the day and with whom?
- What environmental issues can possibly enhance or inhibit the learning process?
- What functions of the library can assist a teacher in the classroom?
Your second day of professional field experience is to gain a greater understanding of students function in the social workings of the school. Today's observations are specifically to observe issues and programs that effect and affect the students. As an aspiring teacher, you must realize that students experience much more than just your classroom during the day. Read through the entire day's observation to plan your course of action. Be certain to complete your reflection at the end of the day.

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

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

Write Observations Here:
_____________________________________________________
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II. Activity Guide:
Review the guide evaluating each of the following items:
- Variety of Activities
- Academic Eligibility for Participation
- Time of Year Activities Offered
- Time of Day Activities Occur
- Interview 1 or 2 activity coaches or sponsors about the importance of activities in educating students.

Write Observations Here:
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DAY 2: Students/Programs/Counseling/Extra-Curricular
III. **Interviews: {Review attached sheet, Tips for Interviewing}**

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

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

Write notes here:

____________________________________________________________________

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

- What do you like best about school?
- What characteristics do your favorite teachers have?
- When characteristics do your best teachers have?
- Do you feel you are being prepared for your future goals?

Write notes here:

____________________________________________________________________

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IV. **Reflection:**

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

- What functions of the counselor and nurse can assist a teacher in the classroom?
- What characteristics or factors determines students’ like and dislike of school?
- Hearing the various issues that children face, how do the various issues that children face today affect the teacher in the classroom?
- What conclusions can you draw about student life compared to one specific class?
Today’s observations will focus on some aspects of the classroom. Before you complete either of the two main tasks, dialogue with the teacher(s) and volunteer to work assisting students, taking attendance, working on bulletin boards, observing other classrooms, etc. Record in the space on this page the various activities that you completed. Write 2-3 paragraphs below on the imprints that have been left by your completing these tasks. Read through the entire day’s observation to plan your course of action.

Describe tasks engaged here:

________________________________________________________________________

________________________________________________________________________

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Discuss imprints left upon you here:
I. **Classroom Map:**
On a blank sheet of paper, sketch the classroom layout. Identify doors and windows, the seating arrangement, all furniture, resource areas, display cases, chalkboard, technology equipment, and other aspects. Ask yourself each of the following and make notes:

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

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

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

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

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

II. **Reflection**
Use this space to write ways to make improvements to the classroom environment and how your suggestions can enhance classroom management, instruction, and learning.
III. Data collection:
Use the following page Student Behavior Log to document On-Task and Off-Task Behaviors

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

IV. Calculations:
Upon completion calculate each of the following:
✓ The percentage of time each student was ON and OFF Task!
✓ An average of these three percentages On and OFF Task
✓ Amount of time ON and OFF Task in a school day
✓ Amount of time ON and OFF Task in a school year

\[
\begin{align*}
S1 \text{ time ON} &= \frac{_____ \text{ MIN}}{30} = \frac{_____}{100} = _____ \% \text{ TIME ON-TASK} \\
S2 \text{ time ON} &= \frac{_____ \text{ MIN}}{30} = \frac{_____}{100} = _____ \% \text{ TIME ON-TASK} \\
S3 \text{ time ON} &= \frac{_____ \text{ MIN}}{30} = \frac{_____}{100} = _____ \% \text{ TIME ON-TASK} \\
\end{align*}
\]

Add the 3 percents together and divide by 3 for average:  AVE % TIME ON-TASK = _____%  

100 - ____________ (Time On-Task) = ____________ % AVE TIME OFF-TASK

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

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

- What internal factors do you believe led the students to be OFF-task?
- What external factors do you believe led the students to be OFF-task?
- If one student was more on task than the others, what do you think contributed?
- What have you learned from collecting this data and your calculations?
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**Ex: ON-TASK:**
- Note taking
- Engaged in Activity
- Answering questions related to lesson

**Ex: OFF-TASK:**
- Doodling
- Daydreaming
- Socializing
- Sleeping
- Misbehaving
- Sharpening pencil
- Hall-pass
- Fire-Drill
- Visitor at door
- Working on something not related to content
Today’s observations will focus on curriculum and assessment. Discovering the available resources to teachers is important in the planning and delivery of instruction and assessment. Read through the entire day’s observation to plan your course of action. Be certain to complete your reflection at the end of the day.

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

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

How do you establish a routine at the beginning of the year?

How do you manage your classroom?

How do you plan for instruction and what resources do you utilize to help you plan?

Do you plan the types of questions you are going to ask students?

When do you begin to plan for your assessments?

Do you make your own assessments? Why/Why not?

How do or would you develop your own assessments?

How often do you reflect on your instructional practices?

How do you improve your instruction?

How do you determine how much homework to assign?

How often do you contact parents and for what purpose?

What suggestions do you have, so I can better prepare to be an effective teacher?
TEXTBOOK REVIEW

Name of Textbook: ___________________________ Copy write Date: ___________________

Author: _________________________ Publisher: ____________________________________

Intended Grade Level: _______________________________

Is the text part of a series:   Yes    No

Is the text part of an on-line addition: Yes    No

The Text has the following:
Yes   No Objectives listed
Yes   No Marginal notes for teacher
Yes   No Suggested activities to enhance instruction
Yes   No Scaffold problems for students to further learning
Yes   No Chapter Reviews
Yes   No Chapter Tests
Yes   No Cumulative Reviews and tests
Yes   No Suggested enrichments and adaptations for students
Yes   No References to other readings
Yes   No References to internet sites
Yes   No Linked to standards
Yes   No Tables and figures
Yes   No Appropriate Illustrations
Yes   No Index
Yes   No Glossary
Yes   No Solutions to problems
Yes   No Content is related to curriculum
Yes   No Layout is appealing and easy to read (from student’s perspective)
Yes   No Text would be an asset to both the teacher and student

Ask the teacher to review the supplemental material provided by the textbook company, videos, CD’s, workbooks, test banks, on-line resources and references. Take time to review these documents making notes about what you have found.

Write observations here:

________________________________________________________________________
________________________________________________________________________
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Curriculum Review

Curriculum Area: ___________________________ Date Adopted: ________________

The Curriculum has the following:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
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<td>An introduction and explanation of how to utilize/navigate the curriculum</td>
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<td>Content/Objectives listed</td>
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<td>Linked to standards</td>
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<td>Consistent readable format</td>
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<td>Suggested differentiated instructional strategies</td>
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<td>Suggested activities to enhance instruction</td>
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<td>Suggested timeline for covering content</td>
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<td>Specific resources (Ex. Manipulatives, videos, on-line sites, additional texts, etc.)</td>
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<td>Sample Lesson Plans</td>
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<td>Supplemental Materials to enhance curriculum</td>
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<td>Suggested adaptations</td>
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<td>Additional tools to assist teachers (Ex. Content anxiety assessments, Blooms Taxonomy wheel, links to professional organizations, etc.)</td>
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<td>References to other district guides (Ex. Mentoring, Induction, Assessment, etc.)</td>
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Other comments or observations:
DAY 4: Curriculum and Assessment

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

Write notes here:

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Write a reflection in this space based on all of your discoveries today regarding curriculum, assessment, and instruction. Focus on the teacher interview and your critiques.
Today’s observations will focus on the teacher. You will complete two separate observations of two different classes to collect data. These exercises are to assist you in a greater understanding of the commitment of time and reflection necessary to develop high quality instructional lessons. Read through the entire day’s observation to plan your course of action. Be certain to complete your reflection at the end of the day.

I. **Teacher Movement:**

Spend one full instructional period observing the movement of the teacher. Chart the amount of time spent in various areas of the classroom. At the end of each 3 minute time frame place an “X” in the box where the teacher spent most of the 3 minutes, and if his/her position changed somewhat place a “✓”. For example if from the 1st -3rd minutes of class, the teacher passed back homework for about 45 seconds but then spent the next 2 minutes 15 seconds in the front of the room, the chart would look like the Ex. row.

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<tr>
<th>MINUTES</th>
<th>Front</th>
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<th>Circulating</th>
<th>Out of room</th>
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<td>Ex.</td>
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</table>
II. Teacher Questioning

During a twenty minute observation, complete the chart below. Write the type of question, use L for Low Ordered [Ex. Simple recall of a fact] or H for Higher ordered [Ex. Compare and contrast/explain thinking process, etc.], track amount of wait time in seconds [time waiting for student response], track teacher reaction by listing P → Praise, R → Remediation, or N → Negative response, then write yes or no if the teacher asked another student to repeat, rephrase or build upon the answer given.

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

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Type of question</th>
<th>Wait time in seconds</th>
<th>Teacher reaction</th>
<th>Peers accountable</th>
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</thead>
<tbody>
<tr>
<td>Ex.</td>
<td>L</td>
<td>3</td>
<td>P</td>
<td>no</td>
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</tbody>
</table>
III. Non-verbal Teacher Behaviors

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

Possible observations could be:
- Ignoring a behavior
- Stern look
- Hand motions
- Eye contact
- Physical movement
- Facial expressions

Write observations here:

IV. Reflection:

Upon completion of these tasks, write a reflection using these questions as a guide.

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


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

___________________________, visited our school on ____________ to complete DAY 1.

Student Name  Date

DAY 1: ________________________________

School District Name  School Building

DAY 1: ________________________________

School Personnel Signature & Printed Name

___________________________, visited our school on ____________ to complete DAY 2.

Student Name  Date

DAY 2: ________________________________

School District Name  School Building

DAY 2: ________________________________

School Personnel Signature & Printed Name

___________________________, visited our school on ____________ to complete DAY 3.

Student Name  Date

DAY 3: ________________________________

School District Name  School Building

DAY 3: ________________________________

School Personnel Signature & Printed Name

___________________________, visited our school on ____________ to complete DAY 4.

Student Name  Date

DAY 4: ________________________________

School District Name  School Building

DAY 4: ________________________________

School Personnel Signature & Printed Name

___________________________, visited our school on ____________ to complete DAY 5.

Student Name  Date

DAY 5: ________________________________

School District Name  School Building

DAY 5: ________________________________

School Personnel Signature & Printed Name
Five Day Professional Field Experience
Educational Studies/Secondary Education

Final Reflection and Evaluation

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

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

1 ☐ Strongly Disagree; 2 ☐ Disagree; 3 ☐ Neutral; 4 ☐ Agree; 5 ☐ Strongly Agree

1 2 3 4 5 The five day observation guide was easy to follow.

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

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

The amount of work expected for each day’s observation was appropriate.

Day 1 1 2 3 4 5
Day 2 1 2 3 4 5
Day 3 1 2 3 4 5
Day 4 1 2 3 4 5
Day 5 1 2 3 4 5

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

Day 1 1 2 3 4 5
Day 2 1 2 3 4 5
Day 3 1 2 3 4 5
Day 4 1 2 3 4 5
Day 5 1 2 3 4 5

Additional comments or suggestions:
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.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?

---

1 A separate sheet must be completed for each school.
2 The department chair has discretion regarding any diversity requirement completed during student teaching.
Bloomsburg University Teacher Education
Field Experience Diversity Requirements

Student I.D. Number __________________________ Name of School 1 __________________________

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

Date(s) Attended __________________________ Authorized K-12 Signature __________________________

# of Hours __________________________ Category Number(s) __________________________

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Student’s Signature __________________________ Date __________________________ Faculty/Advisor’s Signature __________________________ Date __________________________

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

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