APPLICATION PACKET

ADMISSION REQUIREMENTS
TO MASTER’S IN EDUCATION PreK-4 or Middle Level Grades 4-8;
INITIAL CERTIFICATION PROGRAM

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

Albert Einstein

Department of Teaching and Learning

Revised and approved by the faculty _11/10/16_
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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 attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.”


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

**Uphold Professional and Ethical Standards**
Honors the law and demonstrates professional integrity through behaviors that reflect national, state and institutional ethical standards.

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

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

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

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

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

- Utilizes a full range of differentiated instructional practices (e.g., considers students’ strengths, needs and experiences when planning instruction, uses flexible groupings for instruction, provides opportunities for all students to succeed)

**Engage in Collaborative Endeavors**

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

- Meets professional expectations (e.g., seeks help in a timely manner, completes assignments on time, participates equitably in teamwork, is punctual, follows procedures for extensions)

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

- Demonstrates kind, caring and respectful interactions with others (e.g., maintains emotional control, responds appropriately to actions and reactions of others, adapts to unexpected or new situations, acts from a positive frame of reference)

- Utilizes professional oral and written communication based on the purpose and audience (e.g., employs suitable tone of voice, and verbal and nonverbal expressions, uses grammatically correct sentences, exercises appropriate self-disclosure)

**Reflect and Problem Solve**

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

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

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

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

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

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

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

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

**Section 1. Mission**
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

**Section 2. Introduction**
(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

**Section 3. Purpose**
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

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

Section 4. Practices
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
(b) Professional educators are expected to abide by the following:
(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
(3) Professional educators shall maintain high levels of competence throughout their careers.
(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct
Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.
Section 6. Legal obligations
(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law. (b) The professional educator may not engage in conduct prohibited by: (1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children. (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law. (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification
The professional educator may not: (1) Accept employment, when not properly certificated, in a position for which certification is required. (2) Assist entry into or continuance in the education profession of an unqualified person. (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights
The professional educator may not: (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline. (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment. (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students
The professional educator may not: (1) Knowingly and intentionally distort or misrepresent evaluations of students. (2) Knowingly and intentionally misrepresent subject matter or curriculum. (3) Sexually harass or engage in sexual relationships with students. (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships
The professional educator may not: (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator. (2) Knowingly and intentionally distort evaluations of colleagues. (3) Sexually harass a fellow employee. (4) Use coercive means or promise special treatment to influence professional decisions of colleagues. (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
## InTASC Standards

**Standards of the Interstate Teacher Assessment and Support Consortium (CCSSO, April 2013)**

<table>
<thead>
<tr>
<th>The Learner and Learning</th>
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<tbody>
<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>
</tr>
<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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<tr>
<th>Content</th>
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<tr>
<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 the discipline accessible and meaningful for learners to assure mastery of the content.</td>
</tr>
<tr>
<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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<tr>
<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>
</tr>
<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>
</tr>
<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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<tr>
<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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I. APPLICATION FOR ADMISSION TO MASTER’S TEACHER EDUCATION

The following pages contain the requirements for admissions to Master’s Degree Teacher Education PK-4 & Middle Level Grades 4-8 Initial Certification Programs and other pertinent information for successful completion of the Teacher Education Program (Retention, Monitoring, Eligibility for Student Teaching, and exiting Teacher Education, Instructional Level I certification programs).

Admission to Graduate Candidacy Teacher Education (overview)

Students must submit a completed application packet to the Advisor/Coordinator for Teacher Education Packets no sooner than the completion of 12 credits and no later than the completion of 24 credits. The coordinator will review the packet, interview the student, and submit a recommendation to the department chairperson indicating that the student be admitted or not be admitted to the program. Enrollment in graduate candidacy teacher education coursework is contingent upon admission to the teacher education program. For admission to graduate level teacher education, students must:

1. Letter of Intent
2. Two (2) Letters of Recommendation
3. Possess an overall cumulative grade point average of 3.0.
4. Possess a grade of B or better in all professional education and specialization courses (the grade of B- (minus) does not meet this criterion).
5. Successfully complete a 40 hour noncredit field experience that includes 30 hours in a diverse setting (see diversity requirements).
6. Submit the negative results from a current Tuberculosis Screening administered within the last two years.
7. Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate (available through membership in SPSEA).
8. Submit a resume that follows the sample format.
9. Obtain current Act 34 (Request for Criminal Record Check), Act 114 (FBI/Federal Criminal History Record Check), and Act 151 (PA Child Abuse History Check) clearances. These documents are valid for one year from date issued.
10. Completion of a four-year degree with a 3.0 cumulative GPA.
11. The completed Application for Admissions (pages 4-16 of this document) must be reviewed and returned to the Advisor/Coordinator for Teacher Education Packets, Office of Teaching and Learning MCHS 2221.
II. Other Pertinent Information for Successful Completion of the Teacher Education Master’s Program

A. Eligibility for Student Teaching

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

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

a. Completion of the admission to teacher education.
b. Possess an overall cumulative and area of specialization grade point average of 3.0.
c. A grade of B or better in all professional education courses, specialty courses and appropriate methods courses specified by each teacher education certification program (the grade of B- (minus) does not meet this criterion).
d. Continuation of professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate. This policy must remain in full force and effect for the duration of the practicum or student teaching assignment.
e. Obtain Act 34 (Request for Criminal Record Check), Act 114 (FBI/Federal Criminal History Record Check), and Act 151 (Child Abuse History Check) clearances that remain valid through the student teaching semester.
f. Submit a Tuberculin Test (Date test administered, date read, and results) administered within the last two years.

B. Exit Criteria

All graduate students seeking to complete the Certification Instructional Level I programs in Early Childhood PK-4 or Middle Level Grades 4-8 must:

a. Possess an overall GPA of 3.0 or higher.
b. Complete all the Required and Elective Education courses with a grade of “B” or higher.
c. Complete all of the experiential requirements.
d. Possess updated Act 34, FBI/Federal Criminal History, and Act 151 clearances.
e. Obtain a negative reading on the Tuberculosis test no more than two years old.
f. Complete student teaching experiences with a grade of “B” or higher.
g. File an application for graduation form at the proper time.
h. File an Application for Certification form properly filled out with attached fees.
i. Complete and pass all required certification tests.
C. Academic Probation

A graduate student who is not maintaining an overall quality point average of 3.0 in one of the following student categories may request to attend on academic probation for one additional grading period (semester or summer):

- 1) regular graduate students (Category 540)
- 2) degree candidates (Category 550)
- 3) non-degree students (Category 510) in Supervisory Certificate Programs

Enrollment is limited to a maximum of nine semester hours for the grading period in probationary status. A student on academic probation is not eligible to hold a graduate assistantship. To be removed from academic probation, a graduate student with a quality point average deficiency must attain the minimum overall quality point average of 3.0 as required by the School of Graduate Studies for regular graduate students and degree candidates. A student who attains a 3.0 QPA or higher for the first grading period in academic probationary status, but does not attain the overall QPA as required, may be recommended by his/her academic advisor, the graduate program coordinator, and the department chairperson to the Assistant Vice President for Graduate Studies and Research for continuation on probation for one additional grading period.

A graduate student who receives a failing or unacceptable grade, as defined in advance by the department administering the graduate program, in any Comprehensive Examination will be placed on academic probation. Students will be allowed a maximum of two reexaminations unless the program requirements are more restrictive, in which case the maximum permitted by the program will prevail. Prior to re-examination, the student must meet with his/her examination committee or its representatives to discuss deficiencies and steps to be taken to correct them. Reexamination normally would be only once during a term or semester unless the student requests expedited reexamination in order to meet a graduation deadline. A student who passes a reexamination is automatically removed from probationary status.

Graduate students who submit a master's thesis which receives a failing grade may not attend on academic probation.

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

D. Forms

Forms for Certification Instructional Level I programs in Early Childhood Education and Middle Level 4-8 are available on campus. See below...

a. A copy of the APPLICATION FOR ADMISSIONS booklet and program guides are available from your advisor in the Department of Teaching and Learning office located in McCormick 2221.

b. Act 34 Clearance forms are available online at https://epatch.state.pa.us/.

   Act 151 Pennsylvania Child Abuse History Clearance may be completed online at https://www.compass.state.pa.us/cwis/public/home.

   Act 114 FBI/Federal Criminal History Record Check registration is available online at https://www.pa.cogentid.com/index.htm

c. Tuberculosis testing can be provided by the University Health Center or your family physician.

d. Application for Student Teaching from the Student Teacher Coordinator.

e. Application for Student Teaching from the Student Teacher Coordinator.

f. Application for graduation available at the Registrar’s Office in the Room 150 of the Student Services Center or online at http://www.bloomu.edu/graduation/graduate

g. Application for Certification available in the College of Education Dean’s office located in McCormick 2221.
Special note: This booklet is designed as a guide. It does not replace the University catalog, The Pilot, University policy, or University approved guidelines. Each graduate student is required to visit with their advisor, assistant chairperson, or chairperson on all matters impacting upon their successful program completion. This department is not responsible for any errors or acts of omissions committed unknowingly. All parties have a duty to ensure adherence to academic standards and policies.

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

E. Graduate Professional Seminar (GPS)

All new graduate students are required to take a non-credit pathway course called the Graduate Professional Seminar (GPS). The GPS is on-line and will introduce you to Bloomsburg University’s advanced programs, available resources, and expectations for scholarly endeavor. Please understand that this on-line GPS is mandatory for graduation and is required in the graduate student’s first year of classes.
III. APPLICATION FOR ADMISSION TO TEACHER MASTER’S IN EDUCATION

A. Student Information Form
   (Please print legibly)

1. Name: ___________________________ Date: ___________________________

2. Student ID #: ______________________

3. Home Address: __________________________
   __________________________

4. Phone No.: ______________________

5. I have received the packet of Admission Materials and intend to follow the curricular and experiential requirements for:
   
   ____ Early Childhood Education: PK-4 certification
   ____ Middle Level Education: 4-8 certification

6. My status is: (check one)
   
   ____ Candidate for Master’s in Early Childhood Education (PK-4)
   ____ Candidate for Master’s in Middle Level Education: (Grades 4-8)
       _____ Middle Level 4-8 Language Arts
       _____ Middle Level 4-8 Social Studies
       _____ Middle Level 4-8 Math
       _____ Middle Level 4-8 Science

The Department of Teaching and Learning is located in Office Suite 2221 in McCormick Building.
B. COE Faculty Recommendation Form

Name of BU Graduate Student:_________________________ Date________________

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

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

1. Communication Skills: (overall performance on a daily basis) 1 2 3 4 5 NA
   a. Oral 1 2 3 4 5 NA
   b. Written 1 2 3 4 5 NA

2. Accepts Constructive Criticism: 1 2 3 4 5 NA

3. Dependability: 1 2 3 4 5 NA

4. Punctuality: 1 2 3 4 5 NA

5. Poise: 1 2 3 4 5 NA

6. Self-Control: 1 2 3 4 5 NA

7. Sense of Humor: 1 2 3 4 5 NA

8. Initiative: 1 2 3 4 5 NA

9. Ability to work with others: 1 2 3 4 5 NA

10. Attitude: 1 2 3 4 5 NA

How long have you known the applicant_______________________________________

In what capacity (describe):____________________________________________________

Signature of person making the recommendation:___________________________________

(Signature)

_______________________________________

(Print name)

________________________

(Department within COE)

Telephone: _______________________(office)

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

Additional comments:
B. COE Faculty Recommendation Form

Name of BU Graduate Student: ___________________________________________ Date __________________________

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

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

1. Communication Skills: (overall performance on a daily basis) 
   c. Oral  
   d. Written

2. Accepts Constructive Criticism:

3. Dependability:

4. Punctuality:

5. Poise:

6. Self-Control:

7. Sense of Humor:

8. Initiative:

9. Ability to work with others:

10. Attitude:

How long have you known the applicant__________________________________________

In what capacity (describe):

Signature of person making the recommendation:______________________________
   (Signature)
   ________________________________
   (Print name)
   ________________________________
   (Department within COE)

Telephone: ___________________________(office)

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

Additional comments:
C. Results of the Tuberculosis Examination Form (valid for two years)  
(Attach forms below)

D. Professional Membership Verification

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

Attach copy of proof of insurance or SPSEA membership.

ACEI Membership

(Association for Childhood Education International)

(Highly recommended)
40 Hour Professional Field Experience
Department of Teaching and Learning

INTRODUCTION

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

The required field experiences need to be completed as follows:

Total 40 hours

Must get DIVERSITY sheet signed, see last page of packet!

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

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

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

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

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

Upon completion of the 40 hours, complete the final reflection/evaluation, make a photo copy of the signature page, share your packet with your advisor, and keep these for your future reference. Submit the original final evaluation/reflection and signature page along with the completed packet to Mrs. Angela McCabe (amccabe@bloomu.edu). 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”!

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

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

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

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:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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:

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:

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

Your second part 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:

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:
III. Interviews: {Review attached sheet, Tips for Interviewing}

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

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

Write notes here:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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?
These observations will focus on some aspects of the classroom. Before you complete either of the two main tasks, dialogue with the teacher(s) and volunteer to work assisting students, taking attendance, working on bulletin boards, observing other classrooms, etc. Record in the space on this page the various activities that you completed. Write 2-3 paragraphs below on 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:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Discuss imprints left upon you here:
Section 3: The Classroom Part One

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

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

☐ 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

S1 time ON = MIN ÷ 30 = ______ x 100 = ______ % TIME ON-TASK
S2 time ON = MIN ÷ 30 = ______ x 100 = ______ % TIME ON-TASK
S3 time ON = MIN ÷ 30 = ______ x 100 = ______ % TIME ON-TASK

Add the 3 percents together and divide by 3 for average: AVE % TIME ON-TASK = __________% 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 X 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?
# STUDENT BEHAVIOR LOG

<table>
<thead>
<tr>
<th>Minute</th>
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</table>

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

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

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

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
## CURRICULUM REVIEW

**Curriculum Area:** ____________________________  **Date Adopted:** ____________________________

The Curriculum has the following:

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

**Other comments or observations:**
Section 4: Curriculum and Assessment

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

Write notes here:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

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

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.

<table>
<thead>
<tr>
<th>MINUTES</th>
<th>Front</th>
<th>Back</th>
<th>Circulating</th>
<th>Out of room</th>
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<tbody>
<tr>
<td>Ex.</td>
<td>X</td>
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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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<tbody>
<tr>
<td>Ex.</td>
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<td>P</td>
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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 create greater student accountability for listening to their peers’ responses to questions?
Bibliography


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

<table>
<thead>
<tr>
<th>SECTION 1:</th>
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</thead>
<tbody>
<tr>
<td>Student Name</td>
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<tr>
<td>School District Name</td>
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<tr>
<td>Number of Hours</td>
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<tr>
<td>School Personnel Signature &amp; Printed Name</td>
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<td>Number of Hours</td>
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<td>School Personnel Signature &amp; Printed Name</td>
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<td>Number of Hours</td>
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<td>School Personnel Signature &amp; Printed Name</td>
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<tr>
<td>Number of Hours</td>
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<td>School Personnel Signature &amp; Printed Name</td>
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<td>Student Name</td>
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<td>School District Name</td>
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<tr>
<td>Number of Hours</td>
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<td>School Personnel Signature &amp; Printed Name</td>
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### Final Reflection and Evaluation

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

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

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

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

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

1 2 3 4 5  The field experiences have broadened my understanding of teaching. The amount of work expected for each section's observation was appropriate.

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<th>Section 1</th>
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The information provided for each section was clear and easy to follow.

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**Additional comments or suggestions:**
G. Bloomsburg University Teacher Education Field Experience Diversity Requirements

<table>
<thead>
<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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<tr>
<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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<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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<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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Student I.D. Number

Name of School

□ Urban
□ Non-Urban

<table>
<thead>
<tr>
<th>Date(s) Attended</th>
<th>Authorized K-12 Signature</th>
<th># of Hours</th>
<th>Category Number(s)</th>
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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 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.

Faculty/Advisor’s Signature Date

Student’s Signature Date

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?
Résumé Sample

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

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

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

COURSE
Literature for Children
Classroom Management
Language and Society
Multicultural-Bilingual Education
Manual Communication
Microcomputers for the Teacher

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

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

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

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

CREDENTIALS
Career Services Office, University of Iowa, Iowa City, IA
Telephone: 876-098-6543 Fax: 876-098-4444
I. Attach copies of Act 34 Criminal Record clearance, Act 151 Child Abuse clearance, FBI/Federal Criminal History Record Check, Act 24, and Miller’s Analogy Test (MAT).

- **Act 34** – Request for the Act 34 Criminal Record clearance may be completed online at https://epatch.state.pa.us/ You must print the copy of the clearance form immediately because a copy will not be sent through the mail.

- **The Criminal History Request Form (SP4-164) and The Pennsylvania Child Abuse History Clearance Form (CY 113)** are available in the Early Childhood & Elementary Education office or online at www.dpw.state.pa.us/child/childabusesuspect/003671038.htm

- **The FBI/Federal Criminal History Record Check** is available online at www.pa.cogentid.com or by phone at 1-888-439-2486 Monday through Friday, 8 a.m. to 6 p.m. You must register prior to going to the fingerprint site.

- **Act 24 – Self Disclosure form** – see either graduate program coordinator or Clerical Support Student Teaching MCHS 3203b

**Out-of-state students require additional paperwork which is available in the Office of Teaching and Learning (Office Suite 2221 McCormick). **

**Special Conditions:** Please attach an explanation for any special or challenging conditions that may affect your ability to complete this packet.
J. Signature Page (to be completed with your advisor)  
(Print legibly or type)

Name: ___________________________ Student ID No. ___________________________

Circle either YES or NO for the following categories.

The student possesses: (completed by advisor)

Yes  No  An earned Grade Point Average of 3.0 or higher.
Yes  No  A “B” or higher in all completed graduate coursework.
Yes  No  Two recommendations forms completed.
Yes  No  A Tuberculin test with a negative reading.
Yes  No  Evidence of liability insurance.
Yes  No  Evidence of completion of the five days (20 hours) Observation.
Yes  No  Evidence of completion of the five days (20 hours) Participation.
Yes  No  Evidence of a completed resume.
Yes  No  A copy of updated Act 34 clearance (out-of-state students require an FBI clearance)
Yes  No  A copy of updated Act 151 clearance.
Yes  No  A copy of FBI/Federal Criminal History Record Check
Yes  No  A copy of Act 24 clearance.
Yes  No  Evidence of Diversity hours (30 hours) and reflection

COMMENTS:

CIRCLE ONE: This student has (COMPLETED – NOT COMPLETED) the experiential and State requirements for the Early Childhood PreK-4 and/or Middle Level Education program.

Approved:  Yes  No

Advisor/Coordinator’s Signature ____________________________________________ Date: _____________

**Please return the completed application for admissions (pages 5-18) to the Advisor for Teacher Education Packets, McCormick 2221.**

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