INITIAL CERTIFICATION GRADUATE PROGRAM

ADMISSION, MONITORING, AND EXIT PROCEDURES

TEACHER EDUCATION

DUAL CERTIFICATION: SPECIAL EDUCATION (PK-8) & EARLY CHILDHOOD EDUCATION (PK-4)

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

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

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

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

**Admission to Initial Teacher Education**

Initial preparation program at the post-baccalaureate level prepares candidates for their FIRST professional education license.

Graduate students seeking initial certification must submit a completed application packet to their graduate program coordinator no sooner than the completion of 12 graduate credits and no later than the completion of 24 graduate credits. The Graduate Program Coordinator will review the admission packet and submit a recommendation to the Department Chairperson indicating that the student be admitted or not be admitted to the program. At this point of the admissions process the student recommended for program admissions becomes a teacher education “candidate.”

**ADMISSION**

For admission to candidacy, students must:

1. Satisfy the general admission requirements for the School of Graduate Studies and the specific requirements for acceptance in the Special Education Graduate Studies Program.
2. Possess an overall cumulative grade point average (GPA) of 3.0. A maximum of two Cs is permissible. A “C minus” is not acceptable.
3. Complete the 10-day field experience successfully (forms provided). This must include the completion of 5 full days of participation in an Early Childhood general education classroom (PK-4) and 5 full days of participation under the supervision of a special education teacher (PK-8). (Prior experience can be accepted with approval of the Graduate Program Coordinator.)
4. Submit the results from a current tuberculosis screening administered within the last two years.
5. Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate. Two available sources for university students include, but are not limited to: 1) PSEA, or b) own personal policy.
6. Obtain current background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record). Clearances are current if provided within one year of the date issued on the form. Any clearance with an infraction will trigger a “Program Review Counseling Session” by the College of Education.

**MONITORING**

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

1. Maintain an overall cumulative grade point average of 3.0. A maximum of two Cs is permissible. A “C minus” is not acceptable.
2. Complete field and clinical experience hours successfully in diverse settings (urban and/or non-urban) and working with diverse populations (English language learners, exceptionalities, gender, race/ethnicity, socio-economic status) as defined by NCATE.
3. Maintain a current tuberculosis screening administered within the last two years.
4. Maintain professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate. Two available sources for university students include, but are not limited to: 1) PSEA, or b) own personal policy.
5. Maintain contact with the graduate coordinator each semester to monitor completion of program requirements and matriculation.
6. Maintain current Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance) and Act 114 (Federal Criminal History Record) clearances.

**ELIGIBILITY FOR STUDENT TEACHING**

Eligibility for student teaching will be determined during the scheduling period prior to the student teaching semester. Graduate students must attend a student teaching orientation session and complete the required application for student teaching prior to the established deadlines. All criteria listed in items 1-5 above must be completed for participation in any practicum or student teaching experience.

Student teaching eligibility is contingent upon:

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

5. The results of TB screening must be valid for the duration of the student teaching assignment.

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

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

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

EXIT FROM TEACHER EDUCATION PREPARATION PROGRAMS:

Documented Competency and Completion of Program Requirements

ALL candidates must have:

1. Completed all coursework within the prescribed professional education curriculum with a cumulative grade point average of 3.0. A maximum of two Cs is permissible except for student teaching.

2. Completed and documented an approved experience in diversity as required by the COE.

3. Demonstrated competency in student teaching. Fulfilled the “Competency in Student Teaching” and “Student Teaching Requirements” as outlined in the Bloomsburg University Student Teaching Handbook.

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

5. Earned a B or better in student teaching. If a C is earned in student teaching, it must be repeated successfully with a grade of a B.

Certification is not a requirement to exit the program. In order for initial (first) certificate candidates to be eligible to apply for Pennsylvania Department of Education (PDE) Instructional Level I certification, candidates must have completed a bachelor’s degree, completed a PDE-approved teacher preparation program, and passed their program’s PECT assessments. Qualifying (passing) scores are established by the Pennsylvania Secretary of Education (www.education.state.pa.us, choose “Teachers and Teacher Certifications” and then choose "Testing Requirements"). Bloomsburg University does not certify candidates, but does recommend candidates for certification by verifying candidate competence in their professional education graduate program and the completion of the required courses designated in the program to meet PDE certification requirements. Candidates MUST complete PDE 338C and PDE 338G forms and submit them to the Certification Office within the College of Education before they can be recommended for Pennsylvania certification.
NONCOMPLIANCE:

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

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

Note: Students are provided with a system by which to grieve complaints of alleged academic injustices through the Teacher Education Admission, Progression, and Retention Board of the College of Education.
FOR GRADUATE STUDENTS IN THE INITIAL DUAL CERTIFICATION PROGRAM

Reference to the Pennsylvania Educator Certification Tests (PECT) for Bloomsburg University Teacher Education Programs

NOTE: Bloomsburg University must be identified as score recipient code # 2646 when students register for the PECT tests.

DUAL – SPECIAL EDUCATION (PK-8) AND EARLY CHILDHOOD EDUCATION (PK-4)
Leads to PA certifications in #61-9226 Special Education PK-8 and 61-2825 Grades PK-4

1. GRADUATE PROGRAM COMPLETERS MUST TAKE THE FOLLOWING PECT SUBJECT ASSESSMENTS/SPECIALTY AREA TESTS:

PECT Assessments

Special Education PK-8 (Modules 1 & 2) and
Grades PK-4: Core and Professional Knowledge (Modules 1, 2 & 3)

To Register and locate testing centers for PECT exams, go to: www.pa.nesinc.com

2. DURING STUDENT TEACHING, form PDE 430, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, will be completed twice by the BU Faculty Supervisor on each student teacher. Two signed original PDE430 forms for each student teacher are due to Angela McCabe, BU Teacher Certification Coordinator, by no later than the Wednesday following the last day of Student Teaching.

NOTE: Post-baccalaureate students do NOT have to take the Pre-service Academic Performance Assessment PAPA tests (Reading, Mathematics and Writing) for PDE Certification.

NOTES:

Scores. The PA Department of Education recognizes scores for ten years from the date of the test administration. All candidates must meet the qualifying score for all applicable tests at the time their application for certification is received by PDE.

PDE reference: www.teaching.state.pa.us, PA Certification, Types of Certificates and Testing Requirements, Tests for PA.
BU’s PA certification application: www.bloomu.edu/coe/teacher_certification.

6/1/12
FOR YOUR INFORMATION

REQUIRED CLEARANCES:

Act 34 of 1985 (Criminal Record)

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

Act 151 of 1985 (Child Abuse)

Requires the prospective employee of a child care program to obtain child abuse and criminal record information for submission to the prospective employer. The reports are valid for one year. This form may be obtained at: http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm

Act 114 of 2006 (FBI Federal Criminal History Record)

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

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

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

Some school districts may also require the FBI clearance for observations and/or field experiences; in these cases, students will need to comply with the requirements of the school district. All fingerprinting MUST take place in PA at an approved Cogent Systems site. An FBI check completed outside of PA will not be valid for use in Pennsylvania public school settings.
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.
Bloomsburg University – College of Education
Professional Dispositions

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

http://www.ncate.org

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

Uphold Professional and Ethical Standards
Candidates honor the law and demonstrate professional integrity through behaviors that reflect national, state, and institutional ethical standards.

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

Embrace Diversity
Candidates demonstrate fairness, empathy, and compassion based on their belief that everyone can learn.
Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of ALL learners.
• Exhibits fair treatment of others (students, colleagues, professionals, staff, and families) (e.g., promotes social justice, exhibits fairness in assessing students’ academic, social and emotional development, promotes respectful students’ interactions with others)

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

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

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

Engage in Collaborative Endeavors

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

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

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

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

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

Reflect and Problem-Solve

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

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

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

• Seeks clarification and assistance as needed (e.g., seeks and utilizes human and material resources)
• Engages in processes of continuous reflection based on relevant assessment data (e.g., utilizes systematic reflection processes for problem-solving and modifying educational practices)

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

• Completes assigned tasks that demonstrate high personal and professional standards

• Seeks to keep abreast of new ideas, evidence-based practices, and understandings in the field to improve instructional practices and teaching activities (e.g., reads educational journals, attends professional meetings and conferences, engages in professional discussions with others)

• Demonstrates positive attitude toward learning through intellectual curiosity and participation in professionally-related experiences (e.g., actively participates in class activities and professionally-related associations, exceeds expectations for assignments, tasks and teamwork)

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