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

-Albert Einstein
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Vision Statement

The College of Education is dedicated to preparing passionate, knowledgeable, and creative professionals committed to academic excellence and social justice.

Mission Statement

Understanding strength lies in diversity, the College of Education places the well-being of learners first, fostering ethical and qualified professionals through education, scholarship, and service.

Performance Expectations for Candidates

A professional educator is a reflective practitioner who is a knowledgeable and thoughtful facilitator of human growth and development. This professional cultivates in learners an ability to apply critical thinking to the solution of problems.

The professional displays a sense of empowerment through:

- The acquisition of a knowledge base
- The ability to see connections between theory and practice
- The use of technology for educational outcomes
- An understanding of a wide variety of strategies for accommodating the developmental readiness and learning style variations associated with all aspects of diversity
- An application of this expertise to the broader community
- Recognizing one’s own heritage while honoring the diversity found in schools and communities
We believe effective educational professionals apply their knowledge, skills, and dispositions to:

1. **Plan Coherent Practice and Pedagogy**
   - 1.1. Demonstrate Knowledge of Discipline-Specific Content
   - 1.2. Demonstrate Knowledge of Content-Related Pedagogy
   - 1.3. Demonstrate Knowledge of Standards for Performance Outcomes
   - 1.4. Demonstrate Knowledge and Recognition of the Diverse Needs and Interests of Learners
   - 1.5. Design Effective Instruction and/or Service Using Internal and External Resources
   - 1.6. Plan for the Effective Use of Volunteers and/or Other Professional to Enhance Learning

2. **Create Inclusive Environments Conducive to Optimal Learning**
   - 2.1. Demonstrate Belief that Everyone Can Learn
     - Establish Learning Environments Based on Mutual Respect and Rapport
   - 2.2. Demonstrate an Understanding of How Cultural Identities Shape Professional Expectations and Practices
   - 2.3. Demonstrate an Understanding of Cultural Similarities and Differences through Instruction and/or Service to optimize Learning
   - 2.4. Differentiate Practices and Curricula to Ensure Fairness and Value Diversity
   - 2.5. Establish and Communicate Clear Behavioral Expectations
   - 2.6. Structure and Monitor Learning Environment to Support Academic, Interpersonal, and Emotional Performance Outcomes of Learners
   - 2.7. Organize and Manage Instructional Environment

3. **Ensure Effective Instruction and Assessment**
   - 3.1. Communicate Clear Learner Expectations, Content Explanations, and Guidance/Feedback
   - 3.2. Engage Everyone in Varied Learning Activities and Resources
     - Monitor and Differentiate Relevant Instruction and/or Service to Meet the Needs of Learners
   - 3.3. Provide Opportunities for Individual and Collaborative Problem-Solving through Critical and Creative Thinking
   - 3.4. Design and Use Formative and Summative Assessments Congruent with Performance Outcomes of Learners
   - 3.5. Maintain and analyze Data for Use in Monitoring Learner Progress and Differentiating Instruction and/or Service
   - 3.6. Utilize Technology Effectively to Enhance Learning

4. **Exhibit Professionalism**
   - 4.1. Demonstrate Decision-Making Aligned with Professional Ethical Standards
   - 4.2. Participate in Reflective Inquiry for Professional Growth
     - Collaborate and Communicate with Colleagues, Families, and Community Members to Meet the Needs of Learners
   - 4.3. Engage in Professional Growth Opportunities and Resources at Local, State, National or International Levels
   - 4.4. Engage in School Initiatives, Activities, and Events to Enhance the Learning Community
   - 4.5. Demonstrate Individual and Collaborative Problem-Solving Skills
   - 4.6. Remain Current and Appropriately Use New Instructional Technologies
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<tr>
<th>InTASC Standards</th>
<th>Danielson Framework Component(s)</th>
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| **#1. Learner Development**  
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. | Planning and Preparation  
1b: Demonstrating Knowledge of Students  
1c: Setting Instructional Outcomes  
1e: Designing Coherent instruction  
Instruction  
3c: Engaging Students in Learning |
| **#2: Learning Differences**  
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. | Planning and Preparation  
1b: Demonstrating Knowledge of Students |
| **#3: Learning Environment**  
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. | Classroom Environment  
2a: Creating an Environment of Respect and Rapport  
Instruction  
3c: Engaging Students in Learning |
| **#4: Content Knowledge**  
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. | Planning and Preparation  
1a. Demonstrating Knowledge of Content and Pedagogy  
1e: Designing Coherent instruction  
Instruction  
3c: Engaging Students in Learning |
| **#5: Application of Content**  
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. | Instruction  
3a: Communicating with Students  
3c: Engaging Students in Learning  
3f: Demonstrating Flexibility and Responsiveness |
| **#6: Assessment**  
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. | Planning and Preparation  
1f: Designing Student Assessments  
Instruction  
3d: Using Assessment in Instruction |
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<tr>
<th><strong>#7: Planning for Instruction</strong></th>
<th>Planning and Preparation</th>
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<td>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>
<td>1b: Demonstrating knowledge of students 1e: Designing coherent instruction</td>
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<th><strong>#8: Instructional Strategies</strong></th>
<th>Instruction</th>
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<td>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>
<td>3b: Using Questioning and Discussion Techniques 3c: Engaging students in learning</td>
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<th><strong>#9: Professional Learning and Ethical Practice</strong></th>
<th>Professional Responsibilities</th>
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<td>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>
<td>4a: Reflecting on Teaching 4e: Growing and Developing Professionally 4f: Showing Professionalism</td>
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<th><strong>#10: Leadership and Collaboration</strong></th>
<th>Professional Responsibilities</th>
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<td>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>
<td>4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism</td>
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<td>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</td>
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<td>1.0</td>
<td>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</td>
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<th>Initial Preparation Standard 2: Learning Environments</th>
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<th>Initial Preparation Standard 3: Curricular Content Knowledge</th>
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<th>Initial Preparation Standard 4: Assessment</th>
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<th>Initial Preparation Standard 5: Instructional Planning and Strategies</th>
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<th>Initial Preparation Standard 6: Professional Learning and Ethical Practice</th>
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<th>Initial Preparation Standard 7: Collaboration</th>
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**Professional Dispositions**

**What are dispositions?** Dispositions are the habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards p.VI, https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf).

**Stage 1** - Students receive exposure to the dispositions in their course work, particularly in their introduction to education courses. Students enrolled in an introductory education course (SPECED 100, ELEMED 120, ELEMED150, EDFOUND 206) will be evaluated by the instructor on four dispositions as demonstrated in the course (see Pre-Teacher Education Dispositions).

**Stage 2** – Students enrolled in SPECED 275 Linking Assessment to Instruction will again be evaluated by the instructor on the four course-related dispositions (see Pre-Teacher Education Dispositions).

**Stage 3** – Students enrolled in a practicum or upper-level field experience course will be evaluated by the supervisor or instructor on the Pre-Candidate Preservice Assessment of Student Teaching (PreCPAST), which includes a sub-scale of four dispositions, assessed on candidate performance in the practicum experience.

**Stage 4** – Students enrolled in student teaching will be evaluated by the University supervisor (in consultation with cooperating teacher and student teacher) on the Candidate Preservice Assessment of Student Teaching (CPAST), which includes a sub-scale of eight dispositions.

It is the student’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors in all environments (e.g., courses, advisement meetings, student teaching, public venues). The assessed dispositions are as follows:

1. Demonstrates Punctuality  (InTasc 9)
2. Meets Deadlines and Obligations (InTASC 9)
3. Collaboration  (InTASC 10)
4. Actively seeks constructive feedback to learn and grow  (InTASC 9, 10)
5. Participates in Professional Development (InTASC 5,9,10)
6. Demonstrates Effective Communication with Parents or Legal Guardians (InTASC 10)
7. Advocacy to Meet the Needs of Learners or for the Teaching Profession (InTASC 10)
8. Preparation  (InTASC 7)

Dispositions 1,2,3, & 4 are assessed in all stages.

Dispositions 5,6,7, and 8 are assessed ONLY in stage 4 (Student Teaching).
ADMISSION, MONITORING, AND EXIT PROCEDURES

The College of Education offers students the opportunity to become certified in Early Childhood (PK-4), Midlevel (4-8), Secondary (7-12), Special Education (PK-12)/Early Childhood Education (PK-4), or Early Childhood (PK-4)/Deaf and Hard of Hearing (N-12).

Students desiring teacher certification should familiarize themselves with this document and the forms that it contains. Questions concerning the procedures should be directed to your faculty advisor or your department chairperson, Dr. Todd Hoover (Chairperson of the Department of Teaching and Learning), or Dr. Maureen Walsh (Chairperson of the Department of Exceptionality Programs).

The following are Admission, Monitoring and Exit procedures and requirements for all undergraduate students who will major in Teacher Education certification programs at Bloomsburg University. The student is responsible for the completion of each of the following requirements contained in this packet. 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 (PDE), and the Council for the Accreditation of Educator Preparation (CAEP).

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

ADMISSION TO CANDIDACY

All students must complete all of the following items and submit them to Stephanie Bissinger, 3105 MCHS (x4007). Enrollment in upper division teacher education coursework (300 and 400 level courses) is contingent upon admission to the teacher education program. For admission to teacher education, students must:

1. Obtain current Pennsylvania qualifying/cut (passing) scores for Basic Skills Tests addressing the areas of Reading, Writing, and Math. Students have the option of taking either the PRAXIS Core Academic Skills for Educator Test at http://www.ets.org/praxis/pa/requirements or the Pre-Service Academic Performance Assessment (PAPA) at www.pa.nesinc.com. Students who received qualifying SAT or ACT scores may be exempt from taking these tests. Additional information may be obtained at: https://www.education.pa.gov/Educators/Certification/CertTestingRequirements/Pages/default.aspx

2. Possess an overall cumulative grade point average of 2.8. Possess a grade of C or better in all teacher education courses in the College of Education and ENLISH101 Foundations of College Writing. The grade of C- [minus] does not meet this criterion. (Note: If you are seeking a second degree, both degree program requirements and course grade expectations must be followed.)
3. Complete at least six (6) semester hour credits in college level mathematics.
4. Complete at least six (6) semester hour credits in college level English composition and literature.
5. Complete Pre-Admission Reflection Notebook
6. Submit two (2) recommendations from Bloomsburg University education faculty.
7. Submit the results from a current tuberculosis screening administered within the last two (2) years. Note: Some districts require this screening every year.
8. Submit documentation of professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate. Two available sources for university students include, but are not limited to: 1) PSEA https://www.psea.org/apps/students.aspx or b) alternative personal policy.
9. Submit a copy of 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 (1) year of the date issued on the document. Any clearance with an infraction will initiate a “Program Review Counseling Session” by the College of Education.
10. Submit signed Act 24 (Arrest/Conviction report) as required by school districts prior to service in their schools.

MONITORING

Monitoring begins upon admission to Bloomsburg University and continues through graduation. Part of professional dispositions is for students to be proactive in meeting with program advisor(s) each semester for assistance in the monitoring process.

The following expectations have been created within the COE to assist faculty advisors in monitoring student progress.

1. Each semester faculty advisors meet with students to discuss dispositions, course selection, GPA, and program requirements listed under Admissions to Candidacy.
2. During the second semester (after 48 credits) of a student’s career, faculty advisors discuss practicum (PDE Stage 3 field experience) requirements, offerings, and information with students. Students are reminded that all documents and requirements for candidacy are also required at the time of practicum sign-up and enrollment. NOTE: Students cannot complete a practicum unless they have submitted their program packet and are declared BS Ed.
3. After student receives advisor sign-off on packet, the student will submit all documents through BOLT Teacher Preparation Program - COETPP.
4. The Office of Field Placement holds a meeting at the beginning of each semester regarding student teaching in the upcoming semesters. An email will be sent to students with time and location information.
5. Faculty advisors monitor student eligibility for student teaching by signing off on requirements listed in the following section.
ELIGIBILITY FOR STUDENT TEACHING

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

**Student teaching eligibility is contingent upon**
1. Submission of a current resume.
2. Completion of **ALL** courses **prior** to student teaching.
3. Documented professional liability insurance must remain in full effect for the duration of the student teaching assignment.
4. Valid clearances must be maintained for the **duration** of the student teaching assignment. Any clearance with an infraction will initiate a “Program Review Counseling Session” by the College of Education.
5. Valid TB screening must be maintained for the duration of the student teaching assignment.
6. Completion of ACT 126 Child Abuse and Recognition training available at [https://www.reportabusepa.pitt.edu](https://www.reportabusepa.pitt.edu)

The Educational Services and Certification Coordinator and the Department Chairpersons will obtain and finalize all student teaching placements. To maintain and to insure proper supervision for ALL student teachers, student teaching placements are limited to those areas specified on the student teaching application form and approved by the Educational Services and Certification Coordinator.

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

*Please note all Special Education student teaching placements will be within: Columbia-Montour Counties, Lackawanna County, Luzerne County, Lycoming County, Northumberland County, Snyder-Union Counties, and Schuylkill County.

*Beginning in Spring 2021, all Teaching and Learning placements will be within these counties.

EXIT FROM TEACHER EDUCATION PREPARATION PROGRAMS
Documented Competency and Completion of Program Requirements for Graduation

**ALL teacher candidates must have**
1. Completed all coursework within the prescribed professional education curriculum with a cumulative grade point average of 2.8
2. Completed and documented an approved experience in diversity as required by the COE.
3. Demonstrated competency in student teaching, all teacher education in the College of Education, and ENGLISH101 Foundations of College Writing with grades of C or better (the grade of C- [minus] does not meet this criterion) and the fulfillment of “Competency in Student Teaching” and “Student
Teaching Requirements” as outlined in the Bloomsburg University Student Teaching Handbook. (Note: If you are seeking a second degree, both degree program requirements and course grade expectations must be followed.)

4. Obtained two (2) evaluations during student teaching using PDE 430 form, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice.

5. Teacher certification is not a requirement to exit the program; however, in order for initial (first) certificate candidates to be eligible to apply for Pennsylvania Department of Education (PDE) Instructional Level I certification, teacher candidates must have completed a bachelor’s degree, completed a PDE-approved teacher preparation program, and passed their program's Basic Skills tests, PECT assessments, and/or Praxis II Subject Assessments. Qualifying (passing) scores are established by the Pennsylvania Secretary of Education https://www.education.pa.gov. Bloomsburg University does not certify teacher candidates, but does recommend teacher candidates for certification by verifying teacher candidate competence in their professional education program including graduation. To receive your PDE Instructional I Certification, candidates must complete an online certification application through TIMS (Teacher Information Management System) at www.education.pa.gov. Once submitted, your application will be recommended by the College of Education Teacher Certification Coordinator.

PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)/PRAXIS II SUBJECT ASSESSMENTS - UNDERGRADUATE PROGRAMS

At the end of your program, teacher candidates must take and pass required PECT or PRAXIS II tests to qualify for PA Teacher Certification. Check the PA Department of Education website for up-to-date information about REQUIRED PASSING SCORES. NOTE: The GPA used for the Sliding Scale Scores refers to the student’s FINAL GPA at graduation. Although not required, it is advised that students take the PECT and/or Praxis II before graduation. Test Centers are located throughout PA and the country. You can search them http://www.pa.nesinc.com/ or https://www.ets.org/praxis/about/subject sites for more information. Students are responsible for printing a copy of their results and providing them to Stephanie Bissinger. THE TESTING COMPANY DOES NOT SEND RESULTS TO BLOOMSBURG UNIVERSITY.

Important note regarding out-of-state licensure/certification: Bloomsburg University is approved to offer Education programs that lead to certification in Pennsylvania https://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Approved%20Certification%20Programs.pdf. While we regularly monitor licensure/certification laws in each state, http://intranet.bloomu.edu/images/opa/Boards-Education.pdf, state requirements are subject to change without notice. If you are interested in certification outside of Pennsylvania, we encourage you to contact the appropriate state licensing agency to seek guidance and verify requirements before beginning a program and during your program of study. Visit http://intranet.bloomu.edu/state-authorization and https://www2.ed.gov/about/contacts/state/index.html for more information.

If you are planning to teach in New Jersey, please note that you may be required to complete the edTPA, a performance-based assessment. It is strongly recommended that you contact the school district(s) of interest and the New Jersey Department of Education for more information.
**NONCOMPLIANCE**

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

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

*Note: Students are provided with a system by which to grieve complaints of alleged academic injustices through the Teacher Education Admission, Progression, and Retention Board of the College of Education and through PRP 3592 (Academic Grievance Procedure), and 4862 (Student Non-Academic Grievance Policy).*

**PROBATION**

When a student’s overall grade point average (GPA) falls below a 2.8, they are immediately placed on departmental probation for the following semester. If at the end of the following semester the student obtains a GPA of 3.0, they are taken off probationary status; however, if they fail to obtain a GPA of 2.8, they remain on probationary status for a second semester. Thereafter, the following semester is their last semester to increase their GPA to 2.8. If they do not get a GPA of 2.8, they are dismissed from the program and must change their major. Usually this occurs after courses for the next semester have been scheduled. During the first and second semester on probation, students must repeat education and specialized content courses in which the grade of C- or below was earned, and repeat general education courses where a D or F has been earned. This gives the students the best opportunity to increase their GPAs. If a student on probation drops an education course that has been prescheduled, this course will not be reentered upon the student’s schedule. Thus, when a student on probation drops an education course, it is gone. There will be no overrides. If a student earns the GPA of 2.8 after their second semester on probation, they will have to be scheduled into education courses by the chairperson of the department on a “space available” basis. It is required that you seek the advice of your advisor during any probationary period.

Students, who do not improve their GPA to a 2.8 after two (2) semesters, are dismissed. They are advised to seek another area of study. Any student may reapply when their GPA reaches 2.8 following the established application process. No student who has been on probation for two (2) semesters and has not earned a GPA of 2.8 will be permitted to continue in teacher education; they must change their major.

All students seeking the final exiting experience, student teaching, must have a GPA of 2.8 and meet all the curricular and experiential requirements.
FORMS

Forms for Teacher Education programs are available on campus and online:

1. A copy of the Application for Admissions packet and program guides are available at the department website, https://www.bloomu.edu/early-childhood under “Student Resources” or http://www.bloomu.edu/special_education under related links.

2. 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://uenroll.identogo.com/ using service code: 1KG6RT

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

4. Praxis Core Academic Skills for Educators test information is available online at https://www.ets.org/praxis/about/core/ Pre-Service Academic Performance Assessment (PAPA) test information is available online at http://www.pa.nesinc.com

5. Application for Student Teaching can be obtained from the Educational Services and Certification Coordinator (3105 MCHS).

6. Application for graduation is available at http://intranet.bloomu.edu/graduation

Special note: This booklet is designed as a guide. It does not replace the University catalog, The Pilot, University policy, or University approved guidelines. Each student is required to visit with their advisor, or chairperson on all matters impacting upon their successful program completion. The College of Education 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.

FOR YOUR INFORMATION

REQUIRED CLEARANCES FOR ANY FIELD EXPERIENCE

PDE Website: https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx

The College of Education requires the following clearances must be acquired and kept up-to-date. There are fees associated with some of the clearances. Clearances are required to go into any field experience. Students must provide copies of these to Stephanie Bissinger, MCHS 3105, or by email to sbissinger@bloomu.edu. It is important that you keep copies for your records as clearances cannot be emailed, faxed or mailed to you. Once ALL clearances are received an Apple Sheet will be forwarded to you for your records.

Act 34 of 1985 (Criminal Record) – Valid for one year
This report may be obtained at: https://epatch.state.pa.us

Act 151 of 1985 (Child Abuse) – Valid for one year
This form may be obtained at https://www.compass.state.pa.us/CWIS/Public/Home On the home page, there is a box at the top (see below). Click on “Create Individual Account” and then apply for your clearance. Please choose school (see below description) Don’t forget to print your results!
Act 114 of 2006 (FBI Federal Criminal History Record) – Valid for one year
For this clearance see all information at https://uenroll.identogo.com/. Under the Service Code entry box, enter “1KG6RT”. You will then be directed to the page where you can schedule/manage an appointment and locate fingerprinting locations, and you will see “1KG6RT - Pennsylvania PDE-Colleges/Universities Teacher Education Program” at the top of this page. Select “Schedule or Manage Appointment” then complete the registration. Note that the applicant for this clearance, which requires fingerprinting, must register prior to going to the fingerprint site. Registration is completed online and an appointment must be made at a PA fingerprinting site. Registration is available online 24 hours/day, seven days per week. For additional help, call 855-845-7434. The UEID is the information that will need to be provided. This will be on your receipt.

Act 126 – (Mandated Reporter Training) - Good for 5 years
School entities and independent contractors of school entities shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. To complete this training, go to https://www.reportabusepa.pitt.edu

Act 24 - Arrest and Convictions – Valid for 1 year
https://www.education.pa.gov/Educators/Clearances/Laws/Pages/Act24.aspx

TUBERCULOSIS TEST
Submit the results from a current tuberculosis screening administered within the last two (2) years, unless otherwise required by individual districts.

LIABILITY INSURANCE – you are able to choose coverage periods
Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate. Three available sources for university students include, but are not limited to: 1) PSEA https://www.psea.org/apps/students.aspx, b) Council for Exceptional Children (CEC) https://cec.sped.org/Membership/New-Membership-Options/Your-Membership/University-College-Classroom-Package?fbclid=IwAR0Fr0eya3FYmtsgsUSkkfhNfgtdhTUTNY7lKEuvuJnDr3d--viHYRdWE6k or c) alternative personal
Basic Skills Assessment Options

Basic Skills Assessment – Composite Score Option

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

I. ACT

Test Name | Section | Passing Score | Minimum Composite Score
--- | --- | --- | ---
ACT - before September 1, 2015: 
| Reading | 22 | 20 |
| Writing | 21 | 17 |
| Mathematics | 21 | 19 |
| Composite ACT Test Score: | 64 |

ACT – September 1, 2015 to August 31, 2016

| Reading | 22 | 20 |
| Writing after Sept. 2016 | 8 | 7 |
| Mathematics | 21 | 19 |
| Composite ACT Test Score: | 51 |

ACT – after August 31, 2016

II. CORE Academic

Test Registration Link: ETS

See below for changes to the CORE Academic

<table>
<thead>
<tr>
<th>Test Number</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>See Table Below</td>
<td>156</td>
</tr>
<tr>
<td>Mathematics</td>
<td>See Table Below</td>
<td>142</td>
</tr>
<tr>
<td>Writing</td>
<td>See Table Below</td>
<td>162</td>
</tr>
<tr>
<td>Composite CORE Test Score:</td>
<td>460</td>
<td></td>
</tr>
</tbody>
</table>

The CORE Academic (Praxis) tests (noted in blue) were updated and will be replaced by ETS following the schedule below.

Certification Subject Area | Test Name and Code | Passing Score | Link
--- | --- | --- | ---
Core Academic Skills for Educators | Reading: 5712 Writing: 5722 Mathematics: 5732 Accepted if taken before 9/2/2020 | | ETS Opens in a New Window [https://www.ets.org/praxis/pa](https://www.ets.org/praxis/pa)
### III. PAPA

**Test Registration Link:** [ES Pearson](#)

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

**Composite PAPA Test Score:** 633

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

### IV. SAT

**Test Registration Link:** [College Board](#)

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Test</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAT – prior to March 1, 2016</strong></td>
<td>Critical Reading</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

**Composite SAT Test Score:** 1500

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Test</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAT - after February 29, 2016</strong></td>
<td>Reading</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Writing and Language</td>
<td>28</td>
<td>26</td>
</tr>
</tbody>
</table>

**Composite SAT Test Score:** 81

### V. PPST (Praxis I)*

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

**Composite PPST Test Score:** 518

*Test Series Must be Started Prior to 12/31/2012*
BASIC SKILLS TESTS PREPARATION

Praxis CORE/PAPA Practice Resources

The following resources are available to prepare for teacher preparation basic skills tests (Praxis CORE and PAPA).

PRAXIS CORE

Bloomsburg University subscribes to a PRAXIS Core online course and practice test product from Longsdale Publishing.

The directions for students to use to log in are as follows:

Locate the following URL: http://www longsdalepub.com/praxis/

Click on the “Register NEW Account” button, and register using the following information. School Number: 83774 School Key: praxissuccess

After entering this information, the next screen to appear will require an email address, and first and last name be entered into the spaces provided. The ID Number field is optional.

When the registration process is complete, the user will be issued a user name and password. It is suggested that users begin with the section entitled, “Introduction to the Praxis Core.” This section will introduce users to the course and offer suggestions on how to get the most out of the instruction and practice tests. The program is flexible, so after reading the introduction you can begin working through the material from the beginning covering all sections, or you can navigate to areas of specific need.

Additional preparation materials for the PRAXIS test can be found as follows:

Khan Academy PRAXIS Practice https://www.ets.org/praxis/prepare/khan
ETS/PRAXIS CORE MATH https://www.ets.org/praxis/prepare/materials/5733
ETS/PRAXIS CORE Writing https://www.ets.org/praxis/prepare/materials/5723
ETS/PRAXIS CORE Reading https://www.ets.org/praxis/prepare/materials/5713

PAPA (Pre-Service Academic Performance Assessment – Pearson)

Practice Test - http://www.pa nesinc.com/Content/docs/PECT_PT_01_02_03_PAPA.pdf