College of Education
Undergraduate
PROGRAM PACKET

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

Revised 9/2018
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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
   - 2.2. Establish Learning Environments Based on Mutual Respect and Rapport
   - 2.3. Demonstrate an Understanding of How Cultural Identities Shape Professional Expectations and Practices
   - 2.4. Demonstrate an Understanding of Cultural Similarities and Differences through Instruction and/or Service to optimize Learning
   - 2.5. Differentiate Practices and Curricula to Ensure Fairness and Value Diversity
   - 2.6. Establish and Communicate Clear Behavioral Expectations
   - 2.7. Structure and Monitor Learning Environment to Support Academic, Interpersonal, and Emotional Performance Outcomes of Learners
   - 2.8. Organize and Manage Instructional Environment

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

4. **Exhibit Professionalism**
   - 4.1. Demonstrate Decision-Making Aligned with Professional Ethical Standards
   - 4.2. Participate in Reflective Inquiry for Professional Growth
   - 4.3. Collaborate and Communicate with Colleagues, Families, and Community Members to Meet the Needs of Learners
   - 4.4. Engage in Professional Growth Opportunities and Resources at Local, State, National or International Levels
   - 4.5. Engage in School Initiatives, Activities, and Events to Enhance the Learning Community
   - 4.6. Demonstrate Individual and Collaborative Problem-Solving Skills
   - 4.7. Remain Current and Appropriately Use New Instructional Technologies
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<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 |
#7: Planning for Instruction.
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.

| Planning and Preparation | 1b: Demonstrating knowledge of students  
1e: Designing coherent instruction |
|--------------------------|------------------------------------------|

#8: Instructional Strategies.
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.

| Instruction | 3b: Using Questioning and Discussion Techniques  
3c: Engaging students in learning |
|-------------|--------------------------------------------------|

#9: Professional Learning and Ethical Practice. 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.

| Professional Responsibilities | 4a: Reflecting on Teaching  
4e: Growing and Developing Professionally  
4f: Showing Professionalism |
|-----------------------------|------------------------------------------|

#10: Leadership and Collaboration.
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.

| Professional Responsibilities | 4c: Communicating with Families  
4d: Participating in a Professional Community  
4f: Showing Professionalism |
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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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Professional Dispositions

What are dispositions? The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards p.VI,
Stage 1 - Students receive exposure to the dispositions in their course work, particularly in their introduction to education courses.
Stage 2 – Students enrolled in Principles of Teaching and Learning complete the dispositions self-assessment. Students will receive an email from the Office of Planning and Assessment with instructions telling them how to access this self-assessment.
Stage 3 - Supervisors of practicum or field experiences complete entire Pre-Candidate Preservice Assessment of Student Teaching (PreCPAST) evaluation of students.
Stage 4 - University supervisor (in consultation with cooperating teacher and student teacher) completes Candidate Preservice Assessment of Student Teaching (CPAST) evaluation during student teaching.

What else should a teacher candidate know? It is the student’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in various environments (e.g., courses, advisement meetings, student teaching, public venues) can be measured; therefore, it is up to the student to demonstrate the dispositions.

1. Participates in Professional Development (InTASC 5r, 9a, 9b, 9k, 9n, 10f, 10t)
2. Demonstrates Effective Communication with Parents or Legal Guardians (InTASC 10d)
3. Demonstrates Punctuality (InTASC 9o)
4. Meets Deadlines and Obligations (InTASC 9o)
5. Preparation (InTASC 3d)
6. Collaboration (InTASC 10b)
7. Advocacy to Meet the Needs of Learned or for the Teaching Profession (InTASC 10j)
8. Responds Positively to Feedback and Constructive Criticism (InTASC 9n)
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-8)/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. Molly Marnella (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 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 below items and submit them to Mrs. Angela McCabe, Educational Services and Certification Coordinator, 3103-A MCHS (x5128). 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 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 3.0. Possess a grade of C or better in all teacher education courses in the College of Education and ENGLISH101 Foundations of College
Writing. The grade of C- [minus] does not meet this criterion. (Note: If you are seeking a second degree, follow that program for its degree requirements and course grade expectations.)

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. Successful completion of the 10-day field experience. (Forms are provided in this packet.) For the dual certification programs this must include the completion of five (5) full days of observation in an Early Childhood general education classroom (PK-4) and five (5) full days of observation under the supervision of a Special Education (PK-8) teacher or Deaf Education (PK-12) teacher.
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.
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 [link] or b) alternative personal policy.
9. Submit a resume.
10. 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.

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, [link] under “Student Resources“ or [link] under related links.
2. Act 34 Clearance forms are available online at [link] Act 151 Pennsylvania Child Abuse History Clearance may be completed online at [link] Act 114 FBI/Federal Criminal History Record Check registration is available online at [link] 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 [link] Pre-Service Academic Performance Assessment (PAPA) test information is available online at [link]
5. Application for Student Teaching can be obtained from the Educational Services and Certification Coordinator (3103-A MCHS).
6. Application for graduation is available at [link]

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.

MONITORING

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

1. Maintain an overall cumulative grade point average (GPA) of 3.0. Any student falling below the criterion will be placed on probation for one (1) semester. Probationary students have two (2) semesters to re-establish the required GPA or they will be dismissed from the teacher education program. If dismissed, the teacher candidate must reapply for admission to the program after required criteria are met.

2. Complete all teacher education courses in the College of Education and ENGLISH101 Foundations of College Writing with a grade of C or better. The grade of C- [minus] does not meet this criterion. (Note: If you are seeking a second degree, follow its program for the degree requirements and course grade expectations.)

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

4. Maintain a current tuberculosis screening administered within the last two (2) years.

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

6. Meet with your academic advisor each semester to monitor completion of program requirements and matriculation.

7. Maintain current Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance) and Act 114 (Federal Criminal History Record) clearances.

ELIGIBILITY FOR STUDENT TEACHING

Eligibility for student teaching and clinical experiences will be determined during the scheduling period prior to the student teaching and clinical experience semester. Students must attend a student
teaching orientation session and complete the required application for student teaching prior to the established deadlines. All criteria listed in items one (1)-seven (7) above 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.*

**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 3.0.
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, follow the program for the degree requirements and course grade expectations.)
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 these 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 Mrs. Angela McCabe. 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;
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 3.0, 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 3.0, they remain on probationary status for their second semester. Thereafter, the following semester is their last semester to increase their GPA to 3.0. If they do not get a GPA of 3.0, 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 are strongly advised to repeat education 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 student the best opportunity to increase their GPA. If the first or second semester probation student drops an education course that has been prescheduled, this course will not be reentered upon the student’s schedule. Thus, when a first or second semester probation student drops an education course, it is gone. There will be no overrides. If a student earns the GPA of 3.0 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 3.0 after two (2) semesters, are dismissed. They are advised to seek another area of study. Any student may reapply when their GPA reaches 3.0 following the established application process. No student who has been on probation for two (2) semesters and has not earned a GPA of 3.0 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 3.0 and meet all the curricular and experiential requirements.

**FOR YOUR INFORMATION**

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

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

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

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

**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 [https://uenroll.identogo.com/](https://uenroll.identogo.com/) Under the Service Code entry box, select the link, “Don’t know your Service Code? 1KG6RT”. Choose “Agency”. Then choose “PDE”. Lastly, the reasoning is “PDE-College and Universities Teacher Education Programs. 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.
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](http://www.education.state.pa.us) and “Background Checks” under “Codes and Regulations”.

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 site. An FBI check completed outside of PA will not be valid for use in Pennsylvania public school settings.

**Act 126**

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](https://www.reportabusepa.pitt.edu)

**TUBERCULOSIS TEST**

Submit the results from a current tuberculosis screening administered within the last two (2) years.

**LIABILITY INSURANCE**

Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate. Two available sources for university students include, but are not limited to:

1) PSEA [https://www.psea.org/apps/students.aspx](https://www.psea.org/apps/students.aspx) or b) alternative personal policy.
College of Education (COE) Undergraduate Program Admission Form

Student Name ____________________________________ Advisor __________________________________________ Student ID# ______________

Major __________________________________________ First Semester as Educ. Major (Sem. and Year) ______________________________

Student Clearance/Documentation Information
Once you’ve gathered all clearances (Act 34 Criminal Record, Act 151 Child Abuse, and Act 114 FBI), Prof. Liability Insurance documentation, and clear PPD (TB) results documentation, you must make an appointment to meet with Mrs. Angela McCabe to submit this information. You must take one (1) copy of your documents and the originals to this meeting. Since these documents must always be up-to-date, please ensure that you take copies of your up-to-date documents to Mrs. Angela McCabe each year before they expire.

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

The Admission Packet requirements needed for submission/review are identified below. All of these requirements MUST be completed for admission. (Note: English and Math can be a conditional recommendation, if approved by your advisor.)

Completion dates for each upcoming semester are due no later than Oct. 1st, March 1st, and July 15th. For transfer students, the admission packet is required to be completed by your second semester at BU as a pre-teacher education candidate.

Teacher Dispositions Self-Assessment
You must complete the dispositions self-assessment. The Office of Planning and Assessment will email you a link the semester you are enrolled in Principles of Teaching. When you complete the survey, you will be emailed a copy of your completed assessment. You must print and save this email and submit it with this packet.

<table>
<thead>
<tr>
<th>Requirements verified by Mrs. Angela McCabe</th>
<th>Date Verified</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>1. GPA of at least a 3.0</td>
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<td>2. Resume</td>
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<td>3. Two (2) recommendations from BU teacher education faculty</td>
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<td>4. Teacher Dispositions Self-Assessment documentation</td>
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<td>5. C or better in all teacher education courses in the College of Education and ENGLISH101 Foundations of College Writing</td>
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<tr>
<td>6. Basic Skills Tests (Praxis Core/PAPA/SAT/ACT - PASSED)*</td>
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</table>

*All undergraduate students must take the Basic Skills Test or have qualifying scores on the SAT or ACT. Number 5 (listed above) will be completed when PASSED with qualifying scores either first semester or thereafter.

<table>
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<tr>
<th>Additional Requirements Verified by Your Advisor</th>
<th>Date Verified</th>
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<tbody>
<tr>
<td>1. 10-day Field Experience**</td>
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<tr>
<td>2. Six (6) credit-hours in college level Mathematics***</td>
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<tr>
<td>3. Six (6) credit-hours in college level English Comp. and Lit***</td>
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</table>

**Faculty Advisor may sign off for some days if student has prior comparable experiences.

***Faculty Advisor may sign off on these as conditional.

***Conditionally Recommended ______ Educational Services and Certification Coordinator
Faculty Advisor Signature __________________________ Signature/Date __________________________

Date ________________ Reason(s):

Admission Packet Completed - Admit to Department
Elizabeth Jones  
1111 Center Street • Allentown, PA 17944  
(570) 444-3236 • ejones@bloomu.edu  

*Keep current throughout your program*

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

EDUCATION  
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA  
EXPECTED GRADUATION: MAY 2021  
Bachelor of Science in Education  
Overall GPA: 3.52  
Dual Major: Special Education/Elementary Education

RELATED EXPERIENCE  
Observations  
Blue Mountain Area East, Blue Mountain, PA – January 2018  
▪ Completed 15 hours of observation in special education classroom  
▪ Examined various teaching strategies and classroom management techniques  
▪ Interacted successfully with students with behavioral and learning disabilities  
▪ Gained first-hand knowledge of effective team-teaching  
▪ Observed implementation of an Individualized Education Plan (IEP)

Mahanoy Area Elementary School, Mahanoy City, PA – December 2017  
▪ Completed 15 hours of observation in first and fourth grade elementary classrooms  
▪ Guided students in various activities designed to strengthen word recognition, sentence structure, and pattern identification  
▪ Implemented a science lesson on earthworms under the supervision of the teacher using cooperative learning strategies

Camp Counselor, Bethlehem YMCA, Bethlehem, PA – Summer 2017  
▪ Collaborated with fellow counselors in providing activities to children ages 5-12  
▪ Demonstrated leadership and organizational skills to encourage teamwork and promote a nurturing and safe environment for all children

EMPLOYMENT HIGHLIGHTS  
Romito’s Catering Hall, Family-Owned Business, Bensalem, PA – 2015-2016  
▪ Performed in various positions to assist family in busy catering business  
▪ Strengthened communication and customer service skills through daily contact with a wide variety of customers  
▪ Assisted with special events, including weddings, reunions and graduations

HONORS and ACTIVITIES  
J. D. Cain Scholarship  
Member, BU Student Council for Exceptional Children  
▪ BOCCE Bash Volunteer  
▪ Special Olympics’ Basketball Coach  
Member, Best Buddies  
President, High School National Honor Society  
H. S. Co-Captain, Girls’ Volleyball  
Secretary, High School English Literature Club

REFERENCES (Place the name(s) and contact information of your student teaching supervisor, cooperating teacher(s), and/or a professor who knows you well, e.g., an adviser, a content-area professor, or a boss in a place of work who knows your work ethic, loyalty, punctuality, etc.)
College of Education

BU Teacher Education Faculty Recommendation

Name ____________________________________________________ Date ______________________

I ______ do ______ do not

recommend this student for admission to ________________________________________________

(Name of Major)

__________________________________________________________________________

Bloomsburg University Teacher Education Faculty Signature

Comments:
College of Education

BU Teacher Education Faculty Recommendation

Name ______________________________________________________ Date ______________________

I _____ do _____ do not

recommend this student for admission to __________________________________________

(Name of Major)

______________________________________________________________

Bloomsburg University Teacher Education Faculty Signature

Comments:
PDE Basic Skills Assessments — UNDERGRADUATE REQUIREMENT ONLY

Be certain to check [https://www.education.pa.gov/Educators/Certification/CertTestingRequirements/Pages/default.aspx](https://www.education.pa.gov/Educators/Certification/CertTestingRequirements/Pages/default.aspx) for the most recent information.
INTRODUCTION

One of the main requirements prior to student teaching is the completion of the 10-day noncredit 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.

REQUIREMENTS
Total = 10 Days
Dual Majors - 5 days in regular education setting, 5 days in special education or deaf education setting
All other majors - 10 days in varied settings

Note: Must also meet DIVERSITY requirements; see appropriate page of packet

We strongly recommend that you have three (3) different experiences all in various school settings. The observations may not be part of a summer work program, e.g. playground supervision. To develop various perspectives, we recommend spending time in a (1) high school, (2) middle school, (3) elementary school, and (4) early childhood education center.

For students whose majors are Early Childhood (PK-4), Special Education (PK-8)/Early Childhood Education (PK-4), or Early Childhood (PK-4)/Deaf and Hard of Hearing (N-12), if you elect to observe and/or participate in a pre-kindergarten setting, then you must utilize Child Care and Early Learning Programs that meet the standards of Keystone STARS 3 or higher. There is a free, online search tool to help you find a child care or early learning program, available at www.findchildcare.pa.gov

When you are ready to begin your 10 days, 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.

Approvals by the principal are required for each of your placements (e.g., one for each general education experience and one for your special education experience). Once you have been approved by an administrator to do your experience in their school, contact each of the teachers you will be working with and politely ask for their help and for permission to be in their classroom. Arrange a specific time to complete this field experience.

Upon entering the school, proceed directly to the office, introduce yourself, sign in, and receive the necessary approvals before going to the classroom/level. Follow all procedures set by the principal and school district during your visit. Once you arrive at your classroom/center, introduce yourself to the teacher and provide him/her the documentation you carry. Take this observation packet with you to record your observations, write reflections, and obtain signatures.
Remember: You are making an impression on future colleagues and potential future employers! Represent yourself and BU professionally and responsibly! This means dressing professionally (slacks, knee-length skirts, button-up shirts, blouses, ties, closed-toe shoes, etc.) and refraining from using your cellphone in the classroom.

You are to work closely with the teacher you are assigned. The teacher will have you work with them as they deem appropriate, doing things such as: 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 10 days, 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 are 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!”

If you have questions concerning this experience, please contact your advisor, the Department of Exceptionality Programs, Navy Hall 103 (570) 389-4119, or the Department of Teaching and Learning, McCormick Center 2221 (570) 389-4955.

*If you have already completed some or all of your 10-Day field experience, please contact your advisor immediately. Your advisor/department chairperson can consider approving field days completed prior to acceptance in your program.
10-Day Professional Field Experience

SECTION 1: SCHOOL ENVIRONMENT/PROCEDURES/LIBRARY SERVICES

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 but are 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.

________________________________________________________________________________
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16
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.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

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.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

V. **Class Changes/Student Dismissal**

Observe class changes three (3) different times throughout the day (one [1] being end of the day dismissal) observing the following items:

- Student to Student Interactions
- Student to Teacher Interactions
- Teacher to Teacher Interactions
- Interactions with other personnel: Custodians, Secretaries, Aides, etc.

Write Observations Here.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

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VI. **Cafeteria**
Spend one (1) 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, Cafeteria Staff, 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?
Your second part of the professional field experience is to gain a greater understanding of the students’ function in the social workings of the school. Today’s observations are specifically to observe issues and programs that 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 one (1) or two (2) activity coaches or sponsors about the importance of activities in educating students

Write Observations Here.
III. **Interviews (Review attached sheet, Tips for Interviewing)**

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.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Interview a couple students, focus on the following questions:
- What do you like best about school?
- What characteristics do your best teachers have?
- What do you think is the most important thing that you are learning right now?

Write notes here.

______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________

IV. **Reflection**

Review your observations from the day and write a one (1)-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 students face today, how do these affect the teacher in the classroom?
- What conclusions can you draw about student life compared to one (1) specific class?
These observations will focus on some aspects of the classroom. Before you complete either of the two (2) 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 two (2)-three (3) paragraphs below on your impressions after completing these tasks. Read through the entire day’s observation to plan your course of action.

Describe tasks engaged here.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
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_________________________________________________________________________________

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

- **Walls** → Charts, maps, colors, notices, fire drill procedures, student work, etc.
- **Furniture** → Condition, arranged for what type of learning, easy to arrange, etc.
- **Bulletin Boards** → Message displayed, themes, related to teaching, updated regularly, etc.
- **Specialized Areas** → Learning centers, library area, computer area, condition of areas, etc.
- **Technology/Media** → List all media and technology in classroom.

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

Choose three (3) 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 (3) percentages On and Off-Task
- Amount of time On and Off-Task in a school day
- Amount of time On and Off-Task in a school year

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

Add the three (3) percentages together and divide by three (3) for average:

\[
\text{AVG \% TIME ON-TASK} = \frac{\text{Total \% Time ON-TASK}}{3} \rightarrow
\]

\[
100 - \frac{\text{Total \% Time OFF-TASK}}{\text{Total \% Time ON-TASK}} = \frac{\text{Total \% Time OFF-TASK}}{3} \% \text{ AVG TIME OFF-TASK}
\]

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.

\[
\text{AVG \% TIME OFF-TASK} \times 990 = \frac{\text{Total \% Time OFF-TASK}}{3} \text{ hours per year!}
\]

V. Reflection
Below, write a two (2)-three (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 (1) 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>
<th>STUDENT 1</th>
<th>STUDENT 2</th>
<th>STUDENT 3</th>
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<tbody>
<tr>
<td></td>
<td>On-Task</td>
<td>Off-Task</td>
<td>On-Task</td>
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**Ex: On-Task**
- Note taking
- Engaged in activity
- Asking/answering questions related to lesson

**Ex: Off-Task**
- Socializing
- Sleeping
- Misbehaving
- Sharpening pencil
- Hall-pass
- Fire-Drill
- Visitor at door
- Working on something not related to content
10-Day Professional Field Experience

SECTION 4: CURRICULUM AND ASSESSMENT

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 textbook. Using the enclosed guide, evaluate the textbook. Ask the teacher for a copy of the curriculum. Using the enclosed guide, evaluate the curriculum.

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

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

2. How do you manage your classroom?

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

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

5. When do you begin to plan for your assessments?

6. Do you make your own assessments? Why/Why not? How do or would you develop your own assessments?

7. How often do you reflect on your instructional practices? How do you improve your instruction?

8. How do you determine how much homework to assign?

9. How often do you contact parents and for what purpose?

10. What suggestions do you have, so I can better prepare to be an effective teacher?
SECTION 4: CURRICULUM AND ASSESSMENT

TEXTBOOK REVIEW

Name of Textbook: __________________________________Copyright Date: ____________

Author: ___________________________ Publisher: ___________________________

Intended Grade Level: ___________________________

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
SECTION 4: CURRICULUM AND ASSESSMENT

CURRICULUM REVIEW

Curriculum Area: ___________________________ Date Adopted: ___________________________

The Curriculum has the following:

Yes  No  An introduction and explanation of how to utilize/navigate the curriculum

Yes  No  Content/objectives listed

Yes  No  Sequencing of content

Yes  No  Linked to standards

Yes  No  Consistent readable format

Yes  No  Suggested differentiated instructional strategies

Yes  No  Suggested activities to enhance instruction

Yes  No  Suggested timeline for covering content

Yes  No  Specific resources (Ex. manipulatives, videos, on-line sites, additional texts, etc.)

Yes  No  Sample lesson plans

Yes  No  Local assessments

Yes  No  Supplemental materials to enhance curriculum

Yes  No  Enrichment activities

Yes  No  Suggested adaptations

Yes  No  Additional tools to assist teachers (Ex. content anxiety assessments, Blooms Taxonomy wheel, links to professional organizations, etc.)

Yes  No  References to other district guides (Ex. mentoring, induction, assessment, etc.)

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

___________________________________________________________________________
___________________________________________________________________________
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___________________________________________________________________________
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Write a reflection in this space based on all of your discoveries today regarding curriculum, assessment, and instruction. Focus on the teacher interview and your critiques. Write your notes here.

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These observations will focus on the teacher. You will complete two (2) 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.

**Teacher #1**

I. **Teacher Movement**

Spend one (1) 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 three (3)-minute time frame place an “X” in the box where the teacher spent most of the three (3) minutes, and if his/her position changed somewhat, place a “✔”. For example, if during the first three (3) minutes of class, the teacher passed back homework for about 45 seconds but then spent the next two (2) minutes 15 seconds in the front of the room, the chart would look like the Ex. row.

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<tr>
<th>MINUTES</th>
<th>Front</th>
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II. **Teacher Questioning**

During a 20-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)
- 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>
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<tr>
<th>Question Number</th>
<th>Type of question</th>
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III. **Non-verbal Teacher Behaviors**

During the next 20 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.
- How did the teacher’s mobility in the classroom contribute or inhibit instruction?
- How did the teacher’s non-verbal cues add to the overall lesson and contribute to classroom management?
- What conclusions can you draw from the questions being asked by the teacher including the wait time and reaction?
- Could the teacher have asked better questions?
- How could the teacher have created greater student accountability for listening to their peers’ responses to questions?
Teacher #2

I. Teacher Movement

Spend one (1) 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 three (3)-minute time frame place an “X” in the box where the teacher spent most of the three (3) minutes, and if his/her position changed somewhat place a “✔”. For example, if during the first three (3) minutes of class, the teacher passed back homework for about 45 seconds but then spent the next two (2) minutes 15 seconds in the front of the room, the chart would look like the Ex. row.

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- What conclusions can you draw from the questions being asked by the teacher including the wait time and reaction?
- Could the teacher have asked better questions?
- How could the teacher have created greater student accountability for listening to their peers’ responses to questions?
References


10-Day Professional Field Experience

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.

Building: ____________________  District Name: ____________________  Total Days: ____

_____________________________________________________________________

School Personnel Signature and Printed Name

Building: ____________________  District Name: ____________________  Total Days: ____

_____________________________________________________________________

School Personnel Signature and Printed Name

Building: ____________________  District Name: ____________________  Total Days: ____

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School Personnel Signature and Printed Name

36
Bloomsburg University Teacher Education Field Experience Diversity Requirements

Student ID Number □ Urban □ Non-Urban Name of School

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

Date(s) Attended □ # of Hours □ Category Number(s) □ Authorized K-12 Signature □ Graduate of Bloomsburg University?

Students pursuing a teaching certification at Bloomsburg University must have documented experience working with diverse students as indicated above. This field experience must be a minimum of 30 hours, and must include exposure to all five diversity requirements. These requirements must be met prior to your student teaching placement. Failure to meet the diversity categories will mean that Bloomsburg University will not be able to recommend you for certification in teacher education.

While it is the student’s responsibility to find placements for this field experience, the College of Education will provide demographic data about schools in the area, as well as outside the area, to assist students. Visit the COE Diverse Field Experiences webpage at http://www.bloomu.edu/documents/coe/DiversityRequirements.pdf 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/or department chair.

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

- 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.

- How have your experiences working with diverse learners impacted you?
Department of Teaching and Learning: Professional Development Requirement

(INTACS 9 and 10; CAEP K6 #5)

For the purposes of teacher evaluation, Pennsylvania has adopted the Charlotte Danielson’s Framework for Teaching as its vision for effective instruction. The model focuses on four (4) domains of teaching responsibility: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities.

Over the course of your tenure here at BU, you will engage in many courses that will focus on planning and preparation, classroom environment, and instruction. Your participation in co-curricular activities and service projects will address the final domain of professional responsibilities. To that end, you are required to complete 35 hours of professional development activities through the professional organizations that are related to your program of study. Completion of these requirements will provide you with experiences that will help you to improve your professional practice and to contribute to the life of the school.

The PA Department of Education places responsibility for Growing and Developing Professionally on teachers stating, “teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues.”

Additionally, the state places great emphasis on Service to the Profession. Teachers are called upon to participate fully “in professional organizations so that they can continually improve their personal practice and provide leadership and support to colleagues.” This participation takes many forms, such as “frequent teacher attendance in ... workshops; regular academic reading; participation in learning networks with colleagues; regular sharing of feedback; participation in professional organizations supporting academic inquiry.”

As you can see, inevitably, teachers’ duties extend beyond the doors of their classrooms and their regular work hours. K-12 teachers typically teach and serve on committees, organize school events for students and parents both before and after school hours, oversee student clubs, attend professional development trainings, engage in action research, attend local, regional, national, and international conferences, or plan and present programs for students, staff, colleagues, and beyond.

To that end, you are required to clock a minimum of 35 hours of professional development that show a continuous effort to support your professional growth and provide service to the profession. Hours are expected to reflect a variety of professional development opportunities and to be completed throughout your freshmen, sophomore, junior, and first semester senior years (averaging a minimum of five [5] hours per semester). Evidence of completed hours is due prior to student teaching and is expected to be turned in with the student teaching packet. Possible activities include:

- Regular attendance at meetings of pre-professional organizations (e.g., AMLE, ASCD, Kappa Delta Pi, NCTE, PSEA)
- McDowell Institute Speaker Series and trainings
- Participation in club activities (e.g., Education Career Day sponsored by BU’s NCTE, Girls in STEM, Parent’s Night Out sponsored by Kappa Delta Pi, Pop-up Adventure Playground)
- Attendance at education-related lectures, symposia, and workshops
**Department of Teaching and Learning: Professional Development Requirement**

*Co-curricular transcripts are preferred for documenting evidence of professional development participation.*

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<thead>
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<th>Date</th>
<th>Time</th>
<th>Organization</th>
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Exceptionality Programs: SPECED

SPECED 099: Process and Documentation of Completion

General Overview

Students will formally enroll in SPECED 099 in either the fall or spring semester of a given year. When a given student enrolls will be based on how far along s/he is in earning the 30 required hours of documented service in Best Buddies, Student CEC and/or Trinity House. Fulfillment of this requirement and when the student should schedule SPECED 099 should be a standard part of the discussion during advisement sessions commencing first semester freshman year. It is imperative that students enroll in the correct section of SPECED 099 which lists his or her faculty advisor as the instructor. Students should complete SPECED 099 by NO LATER THAN the fall of his/her junior year (with rare exception). Students should be encouraged to begin “banking” documented hours in the respective service organization that the student selects (using the documentation sheet provided through that service organization). Students are encouraged to be involved with more than one (1) of these three (3) service organizations based on interest and availability of time. As such, a student is permitted to use a compilation of hours of service to meet this 30-hour requirement by either 1) total hours of service from within one (1) service organization or 2) a combination of service hours from any combination of these three (3) service organizations.

Documentation of Completion

Each given student’s advisor will be responsible to document via BOLT at the end of the given fall or spring semester in which the student (advisee) enrolls in SPECED 099 an indication of completion. A grade of “Pass” or “Fail” is to be used for SPECED 099. Faculty may have students submit required documents via BOLT (drop box) for SPECED 099 or through other means if preferred by the faculty advisor. Successful completion is to be determined by the student’s advisor based upon review of submitted required materials. Required materials for submission by the student and review by the advisor include 1) the relevant documentation form of service hours completed and 2) the Self-reflective Report associated with SPECED 099. The review process of these submitted materials by the advisor will operate in a parallel manner as to advisor review of the completion of the required diversity requirement (with the major difference being that the student will earn one [1] GEP in Goal Area 10 for completion on SPECED 099). The semester the student enrolls in SPECED 099, is the semester the student needs to finish completing their 30 hours. In the event of unusual circumstances, a given student may be awarded an “Incomplete” (with paper work associated with award of an “I”) to allow additional time for completion of SPECED 099 if warranted. This should be a rare occurrence.
The student is responsible to submit a copy of 1) documentation as evidence of successful completion of 30 service hours in Student CEC, best Buddies and/or Trinity House and 2) a copy of the Student Reflection Report. Both of these materials are to be submitted in a timely manner (must be completed by the second semester junior year) directly to the student’s advisor as stipulated by the faculty advisor. The student is to word process responses to the reflection/writing prompts noted below. The response for each reflection/writing prompt must be (at a minimum) 500 words in length (1000 words total between the two reflection/writing prompts). After the faculty advisor has signed this form verifying completion of these requirements, the student will be advised to schedule SPECED 099 by the faculty advisor.

- How did my 30 service (volunteer) hours benefit an individual (or individuals) with disabilities?

- How did my 30 service (volunteer) hours benefit me in my preparatory experiences as an aspiring teacher?
STUDENT COUNCIL FOR EXCEPTIONAL CHILDREN

Volunteer Activities Form for SPECED 099 Co-Curricular Experience

When you attend a meeting or participate in an activity or event, you should have the person in charge (i.e., an SCEC officer) sign this form documenting your participation in the signature column. Signatures should be obtained at each meeting, event or activity, and not retroactively after a meeting, event or activity. Please direct any questions to either Dr. Lylo or Dr. Perner, SCEC Co-Advisors.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>YEAR</th>
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### SCEC sponsored SPECED 099 Hours

*Activities/events with a primary focus on interacting with individuals with diverse abilities*

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>SCEC sponsored SPECED 099 Activity</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Example Activities: Special Olympics, Bocce Bash, EOS</td>
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<tr>
<th>Total Hours</th>
<th>(count for SPECED 099 30-hour requirement)</th>
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SCEC Faculty Co-advisor Signature __________________________ Date __________

You can also use your SPECED 099 hours to gain Active Membership status in SCEC.

**One semester of active membership** requires the following:

- attendance at TWO (2) general SCEC meetings
- participation in at least SEVEN (7) hours of volunteer SCEC sponsored activities (SPECED 099 activities listed above count towards the 7 hours)
- participation in SCEC activities will also count for the active membership hours requirement and should be listed below

### ACTIVE MEMBERSHIP REQUIREMENTS

Active members receive a certificate at the end of each semester and can include SCEC membership on their resumes.

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<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>SCEC Student Organization Activity</th>
<th>Signature</th>
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<tbody>
<tr>
<td>1</td>
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<td>General Meeting</td>
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In order to be considered an active member in Trinity House you are required to attend scheduled meetings throughout the semester as well as participate in Trinity House sponsored activities.

When you attend and/or participate in a volunteer activity you should have the person in charge of the meeting or activity sign this form documenting that you participated in that event. All documented hours are applicable towards service hours required in SPECED 099 (when relevant). Signatures should be obtained at each meeting/event and not retro-actively after a meeting/event. Please direct any questions to Ms. Pitchford.

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Activity/Event</th>
<th>Signature</th>
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Best Buddies Volunteer Activities Form

In order to be considered an active member in Best Buddies you are required to: 1) attend scheduled meetings, 2) attend scheduled events throughout the semester, 3) participate in at least one (1) fundraiser per semester, and 4) participate in at least one (1) Best Buddies planning committee. As a peer buddy you must also: 1) have at least one (1) weekly contact with your buddy and two (2) one-to-one activities per month, and 2) complete your monthly friendship update online with https://www.bestbuddiesonline.org by the due date. When you attend and/or participate in a meeting or event you should have the secretary or president sign this form documenting that you participated. Documented hours (that meet the requirements for each category) are applicable towards service hours required in SPECED 099 ONLY IF the member completes the yearly commitment and associated requirements to Best Buddies. Members who complete hours but do not meet the yearly commitment will not be credited for any hours toward SPECED 099. Signatures should be obtained at each meeting/event and not retroactively after a meeting/event. Please direct any questions to Dr. Pang or Dr. Zilz.

<table>
<thead>
<tr>
<th>Peer Buddy Name:</th>
<th>Buddy Name:</th>
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### BEST BUDDIES ACTIVITY LOG

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Weekly contacts w/ Buddy (identify nature of contact)</th>
<th>One-to-One Activities w/ Buddy (identify activity)</th>
<th>Meetings Attended (enter checkmark)</th>
<th>Fundraisers Attended (name of fundraiser)</th>
<th>Committee Participation (name of committee)</th>
<th>Events (Name of event)</th>
<th>Signature</th>
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TOTAL HOURS

____________________________________________________
Faculty Signature

______________________
Date

rev. 9/27/17
Exceptionality Programs: DEAFHH

DEAFHH 099: Process and Documentation of Completion

General Overview

Students will formally enroll in the General Education Course DEAFHH 099 Co-Curricular Experience, in either the fall or spring semester of a given year after they have completed 30 required hours of documented service in SLED. Fulfillment of this requirement and when the student should schedule DEAFHH 099 should be a standard part of the discussion during advisement sessions commencing first semester freshman year. Students should complete DEAFHH 099 by NO LATER THAN the spring of his/her junior year (with rare exception for transfer students). Students should be encouraged to begin “banking” documented hours in the respective service organization (using the documentation sheet provided through the service organization).

Documentation of Completion

Each given student’s advisor will be responsible to document via BOLT at the end of the given fall or spring semester in which the student (advisee) enrolls in DEAFHH 099 an indication of completion. A grade of “Pass” or “Fail” is to be used for the DEAFHH 099. Faculty may have students submit required documents via BOLT (drop box) for DEAFHH 099 or through other means (e.g., hard copies placed in the advisement folder) if preferred by the faculty advisor. Successful completion is to be determined by the student’s advisor based upon review of submitted required materials. Required materials for submission by the student and reviewed by the advisor include: 1) the relevant signed documentation form of service hours completed and 2) the Self-Reflective Report associated with DEAFHH 099. The review process of these submitted materials by the advisor will operate in a parallel manner as to advisor review of the completion of the required diversity requirement (with the major difference being that the student will earn one (1) GEP in Goal Area 10 for completion of DEAFHH 099). In the unusual event that a given student is enrolled in DEAFHH 099 but doesn’t complete their 30 hours or Self-Reflective Report, they can receive an “Incomplete” (with paperwork associated with award of an “I”) to allow additional time for completion of DEAFHH 099 if warranted (however this should be a rare occurrence).
SLED Volunteer Activities Form (DEAFHH)

In order to be considered an active member in SLED you are required to: 1) attend scheduled meetings, 2) attend scheduled events throughout the semester, 3) participate in at least one (1) fundraiser per semester, and 4) participate in at least one (1) SLED planning committee. When you attend and/or participate in a meeting or event you should have the person in charge of the meeting or event sign this form documenting that you participated. Documented hours (that meet the requirements for each category) are applicable towards service hours required in DEAFHH 099 (when relevant). Signatures should be obtained at each meeting/event and not retro-actively after a meeting/event. Please direct any questions to Dr. Stryker.

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Meetings Attended (check)</th>
<th>Fundraisers Attended (name of fundraiser)</th>
<th>Volunteer Activity</th>
<th>Signature</th>
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Total Hours

__________________________   _________________________
Faculty Signature          Date
DEAFHH 099: Documentation of 30 Hours and the Student Reflection Report

Student Name: _________________________________________  Student ID #:________________

Date of Submission to Advisor: __________________________

Faculty Advisor Name: _________________________________

Faculty Advisors Signature Verifying Completion: ________________________________

The student is responsible to submit a copy of 1) documentation as evidence of successful completion of 30 service hours in SLED and 2) a copy of the Student Self-Reflective Report. Both of these materials are to be submitted in a timely manner (must be completed by the second semester junior year) directly to the student’s advisor. The student is to word process responses to the reflection/writing prompts noted below. The response for each reflection/writing prompt must be (at a minimum) 500 words in length (1000 words total between the two reflection/writing prompts). After the faculty advisor has signed this form verifying completion of these requirements, the student will be advised to schedule DEAFHH 099 by the faculty advisor.

- How did my 30 service (volunteer) hours benefit an individual (or individuals) with disabilities?

- How did my 30 service (volunteer) hours benefit me in my preparatory experiences as an aspiring teacher?
TO: Professional Field Experience Participants and Cooperating Teachers
FROM: Maureen Walsh, Ph.D., Chairperson  Molly Marnella, Ph.D., Chairperson
Dept. of Exceptionality Programs  Dept. of Teaching and Learning

RE: 10-Day Field Experience

In order to help students determine in the early stage of their program whether they definitely want to teach, and to give those students who know they want to teach a profitable college experience, Bloomsburg University College of Education faculty have initiated a program for students to be known as a 10-Day Field Experience. A total field experience of 10 full school days is required (for our dual majors, five (5) days are with a general education setting (PK-4) and five (5) days are in the special education setting (PK-8). All other majors spend 10 days in varied settings, to give them a broad exposure, as they consider their future careers. The days need not be sequential. The student is to experience numerous responsibilities of teaching and learn some of the many roles of various teachers. During this time, the student should see the whole school at work. This field experience is a requirement for candidacy in Teacher Education.

Some important points about the field experience are:
1. All students must have current Act 34, Act 151, Professional Liability Insurance and negative TB screening documentations on file in the College of Education prior to starting their 10-Day Field Experience.
2. All students, during their 10-Day Field Experience, should become acquainted with and spend part of their time in conference with the principal, school nurse, home and school visitor or social worker, guidance counselor, and other professionals working with the teacher.
3. Participate during instruction and assist cooperating teacher as much as possible to develop a broad perspective. Activities may include co-teaching, small group assistance, one-on-one instruction, tutoring, etc. School district personnel determine any final decisions about the level of participation.
4. If there is an interest in completing an experience in places other than public schools, such as detention centers, state centers or approved private schools, this can be incorporated; however, the cooperating teacher must be certified, and the facility must be state approved. Summer camps are not acceptable.
5. Field Experience participants are responsible to the teacher with whom they work and/or the proper administrative official. They are not supervised by the University during this period and are expected to conduct themselves in a professional manner.
6. No grade is given for the field experience.

We thank you for your cooperation and assistance in preparing future educators. The BU student experience should consist of 10 days observing various aspects of the school(s). The BU student 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.

Please note: The student has NOT completed a teacher education program and cannot assume professional teaching responsibilities.