

College of Education Undergraduate PROGRAM PACKET



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

-Albert Einstein

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Bloomsburg University of Pennsylvania

College of Education

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

Bloomsburg University – College of Education
Professional Beliefs

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

InTASC Standards	Danielson Framework Component(s)
<p>#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.</p>	<p>Planning and Preparation 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction Instruction 3c: Engaging Students in Learning</p>
<p>#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.</p>	<p>Planning and Preparation 1b: Demonstrating Knowledge of Students</p>
<p>#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.</p>	<p>Classroom Environment 2a: Creating an Environment of Respect and Rapport Instruction 3c: Engaging Students in Learning</p>
<p>#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.</p>	<p>Planning and Preparation 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction Instruction 3c: Engaging Students in Learning</p>
<p>#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.</p>	<p>Instruction 3a: Communicating with Students 3c: Engaging Students in Learning 3f: Demonstrating Flexibility and Responsiveness</p>
<p>#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.</p>	<p>Planning and Preparation 1f: Designing Student Assessments Instruction 3d: Using Assessment in Instruction</p>

<p>#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.</p>	<p>Planning and Preparation 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p>
<p>#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.</p>	<p>Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging students in learning</p>
<p>#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.</p>	<p>Professional Responsibilities 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 4f: Showing Professionalism</p>
<p>#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.</p>	<p>Professional Responsibilities 4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism</p>

Preparation Standard 1: Learner Development and Individual Learning Differences	
1.0	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.
Initial Preparation Standard 2: Learning Environments	
2.0	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
Initial Preparation Standard 3: Curricular Content Knowledge	
3.0	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Initial Preparation Standard 4: Assessment	
4.0	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
Initial Preparation Standard 5: Instructional Planning and Strategies	
5.0	Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Initial Preparation Standard 6: Professional Learning and Ethical Practice	
6.0	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Initial Preparation Standard 7: Collaboration	
7.0	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

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. 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 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 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, 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. Successful completion of the 10-day field experience and your completed Professional Field Experience notebook. (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-12) teacher or Deaf Education (PK-12) teacher.
6. 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.
7. Submit two (2) recommendations from Bloomsburg University education faculty.
8. Submit the results from a current tuberculosis screening administered within the last two (2) years. Note: Some districts require this screening every year.
9. 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.
10. Submit a resume.
11. 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.
12. 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 45 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. When students reach 60 credits, faculty advisors sign off on admission packet requirements, review and discuss 10 day field experience (PDE Stage 1 & 2) activities and reflections with students.
4. After student receives advisor sign-off on packet, the student meets with the COE Certification Officer to submit completed packet for final review and formal acceptance as a BS Ed. Teacher Candidate.
5. After each semester, all COE student GPA's are monitored by the department chairpersons and support staff. Any student whose GPA falls below a 3.0 is placed on probation (see probation section below). A formal letter explaining probation is mailed from the department chairperson,

and an advisement hold is placed on his/her account requiring them to meet with his/her faculty advisor to discuss grades and develop a course of action.

6. The Certification Officer holds a meeting on the first Friday of each semester for any student planning to student teach in the upcoming semester/year. A message is sent to all students and faculty, who announce the location and times of the meeting to all students. The meetings are also advertised on the Bloomsburg University Today Page of the website.
7. 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 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>

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 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, 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 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 a 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 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 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.

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 (3103-A 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: 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 Stephanie Bissinger, MCHS 3105

Act 34 of 1985 (Criminal Record)

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

Act 151 of 1985 (Child Abuse)

Requires the prospective employee of a child care program to obtain child abuse and criminal record information for submission to the prospective employer. The reports are valid for one year. This form may

be obtained at <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. 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/> . 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.”

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

For more information, see www.education.state.pa.us and “Background Checks” under “Codes and Regulations”.

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>

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> or b) alternative personal policy.

Note: Some of these policies may change over time. It is your responsibility to meet with your advisor and read e-mails and notices of changes to BU and PDE requirements throughout your years as an education major.

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 Stephanie Bissinger 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 Stephanie Bissinger **each year before** they expire.

Stephanie Bissinger
 3105, McCormick Center for Human Services, Bloomsburg University, College of Education
 (570) 389-4007; sbissinger@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.)

Admission Packets 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.

Requirements	Date Verified	Advisor Signature
1. C or better in all teacher education courses in the College of Education, specialized content courses, and ENGLISH101 Foundations of College Writing		
2. 10-day Field Experience**		
3. Six (6) credit-hours in college level Mathematics***		
4. Six (6) credit-hours in college level English Comp. and Lit***		

Requirements	Date Verified	Signature
1. GPA of at least a 3.0 (<i>enter GPA</i>)		
2. Resume		
3. Two (2) recommendations from BU teacher education faculty		
4. Basic Skills Tests (Praxis Core/PAPA/SAT/ACT - PASSED)*		

*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.

**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 _____

Department Chair Signature _____ Date _____

Clearances Verified _____ Date _____

Stephanie Bissinger

Elizabeth Jones

1111 Center Street • Allentown, PA 17944
(570) 444-3236 • ejones@bloomu.edu

SAMPLE RESUME
*Keep current throughout your program.

EDUCATION

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA EXPECTED GRADUATION: May 2020
Bachelor of Science in Education Overall GPA: **3.52**
Dual Major: Special Education/Elementary Education
PA PK-4 Early Childhood and Special Education Certification, Expected May 2020

RELATED EXPERIENCE

- Preservice Teacher Field Experience:** Blue Mountain Area East, Blue Mountain, PA January 20XX
- 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)
- Preservice Teacher Field Experience:** Mahanoy Area Elementary School, Mahanoy City, PA December 20XX
- 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 20XX
- 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

- Server, Hostess, Caterer:** Romito's Catering Hall, Family-Owned Business, Bensalem, PA – 2015-present
- 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
Dean's List (list semesters here)
BU Student Council for Exceptional Children (CEC) 20XX-present
- BOCCE Bash Volunteer
 - Special Olympics' Basketball Coach
- BU Best Buddies
BU Student Pennsylvania State Education Association (SPSEA), Treasurer 20XX-present

REFERENCES - Create a separate page titled: Professional References for Elizabeth Jones. Then list the name(s) and contact information of your student teaching supervisor, cooperating teacher(s), and professor(s), who know you well (also others including supervisor in a place of employment/volunteering who knows your work ethic, loyalty, punctuality).

College of Education
BU Teacher Education Faculty Recommendation

Student Name _____ Date _____

Please rate the student in terms of the following professional dispositions based on your knowledge having worked with her/him.

Punctuality: *Reports on time to class and meetings and engages in instruction and classroom activities.* _____ Meets Expectations _____ Does NOT Meet Expectations

Deadlines and Obligations: *Meets deadlines and obligations established and informs instructor prior to absences for required work.* _____ Meets Expectations _____ Does NOT Meet Expectations

Collaboration: *Demonstrates collaborative relationships with instructor(s) and peers; works with and learns from peers; demonstrates effective communication skills.* _____ Meets Expectations _____ Does NOT Meet Expectations

Responds Positively to Feedback and Constructive Criticism: *Is receptive to constructive criticism and feedback and utilizes feedback to reflect, learn, and improve.* _____ Meets Expectations _____ Does NOT Meet Expectations

I _____ do _____ do not recommend this student for admission to _____
as a B.S. Ed. teacher candidate. (Name of Program/Major)

Bloomsburg University Teacher Education Faculty Signature & Print Last Name

Additional Comments:

College of Education
BU Teacher Education Faculty Recommendation

Student Name _____ Date _____

Please rate the student in terms of the following professional dispositions based on your knowledge having worked with her/him.

Punctuality: *Reports on time to class and meetings and engages in instruction and classroom activities.* _____ Meets Expectations _____ Does NOT Meet Expectations

Deadlines and Obligations: *Meets deadlines and obligations established and informs instructor prior to absences for required work.* _____ Meets Expectations _____ Does NOT Meet Expectations

Collaboration: *Demonstrates collaborative relationships with instructor(s) and peers; works with and learns from peers; demonstrates effective communication skills.* _____ Meets Expectations _____ Does NOT Meet Expectations

Responds Positively to Feedback and Constructive Criticism: *Is receptive to constructive criticism and feedback and utilizes feedback to reflect, learn, and improve.* _____ Meets Expectations _____ Does NOT Meet Expectations

I _____ do _____ do not recommend this student for admission to _____
as a B.S. Ed. teacher candidate. (Name of Program/Major)

Bloomsburg University Teacher Education Faculty Signature & Print Last Name

Additional Comments:

PDE Basic Skills Assessments – UNDERGRADUATE REQUIREMENT ONLY

Be certain to check for the most recent information.

<https://www.education.pa.gov/Educators/Certification/CertTestingRequirements/Pages/default.aspx>

Basic Skills Assessment Options

Basic Skills Assessments – 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		<i>Test Registration Link:</i> ACT	
Test Name	Section	Passing Score	Minimum Composite Score
ACT - before September 1, 2015: Send an email to ra-edcertquestions@pa.gov with a copy of your full score report for a determination.			
ACT – September 1, 2015 to August 31, 2016			
	Reading	22	20
	Writing	21	17
	Mathematics	21	19
	Composite ACT Test Score:	64	
ACT – after August 31, 2016			
	Reading	22	20
	Writing after Sept. 2016	8	7
	Mathematics	21	19
	Composite ACT Test Score:	51	

II. CORE Academic		<i>Test Registration Link:</i> ETS	
See below for changes to the CORE Academic	Test Number	Passing Score	Minimum Composite Score
Reading	See Table Below	156	148
Mathematics	See Table Below	142	132
Writing	See Table Below	162	158
	Composite CORE Test Score:	460	

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: 5713 (NEW!) Writing: 5723 (NEW!) Mathematics: 5733 (NEW!) Initial test administration beginning 9/1/2019 Mandatorily required 3/1/2020 *****	See Testing Chart for Individual Test Scores	ETS Opens in a New Window https://www.ets.org/praxis/pa
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

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

Test Name	Test Number	Passing Score	Minimum Composite Score
Reading	8001	220	193
Mathematics	8002	193	176*
Writing	8003	220	192
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](#)

Test Date	Test	Passing Score	Minimum Composite Score
SAT – prior to March 1, 2016	Critical Reading	500	500
	Mathematics	500	500
	Writing	500	500
	Composite SAT Test Score:	1500	
SAT - after February 29, 2016	Reading	27	25
	Mathematics	26	24
	Writing and Language	28	26
	Composite SAT Test Score:	81	

V. PPST (Praxis I)*

Test Name	Test Number	Passing Score	Minimum Composite Score
PPST or Computerized PPST Reading	0710 or 5710	172	169
PPST or Computerized PPST Writing	0720 or 5720	173	170
PPST or Computerized PPST Mathematics	0730 or 5730	173	170
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

Other materials: http://www.pa.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html

10 DAY PROFESSIONAL FIELD EXPERIENCE

Introduction

One of the main requirements prior to student teaching is the completion of the 10-day noncredit field experience. Following this introduction, are the specific tasks that you are required to complete as your 10-Day Professional Field Experience Notebook. Be certain to review each section to better understand the requirements of your Notebook. If you have any questions, do not hesitate to ask your advisor.

REQUIREMENTS

Total = 10 Days*

- **Dual Majors - 5 days in general education setting, 5 days in special education or deaf education setting**
- **All other education majors - 10 days in varied settings according to your required grade levels**

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 major is Early Childhood (PK-4), Special Education (PK-12)/Early Childhood Education (PK-4), or Early Childhood (PK-4)/Deaf and Hard of Hearing (PK-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.

Each principal must approve your placements (e.g., one for each general education experience and one for your special education experience). Once 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 with copies of your documentation. Take the 10-Day Professional Field Experience Notebook sections with you to record your observations, write reflections, and obtain signatures.

You will be working closely with the teacher assigned to you. The teacher may ask you to assist in daily responsibilities (e.g. correct papers, update bulletin boards, teach mini-lessons). You should

fulfill these responsibilities and also complete the tasks for each observation outlined. Upon completion of each observation, obtain the signature of the principal or teacher.

It is highly recommended that you read through the notebook requirements BEFORE you begin your experience, so that you are aware of what you need to observe while you are completing your hours. Several of the sections will best be completed with information on what you have observed over multiple days. Know what you are looking for before you begin the experience.

After your 10 days of field experience and completion of your Notebook, submit your signature pages and Notebook to your advisor. It is advisable to make a copy for your own records. Once your advisor approves your 10-Day Field Experience Notebook and signatures, and signs your College of Education (COE) Undergraduate Program Admission Form, submit this Form along with the other required completed documents to Stephanie Bissinger, sbissinger@bloomu.edu.

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 may consider approving field days completed prior to acceptance in your program.**

Remember: You are making an impression on future colleagues and potential future employers! Represent yourself and BU professionally and responsibly! This means dressing professionally (for example: slacks, knee-length skirts, button-up shirts, blouses, ties, closed-toe shoes) and refraining from using your cellphone in the school.

References

Danielson, C. (2009). *Implementing the framework for teaching in enhancing professional practice*. Alexandria, VA. ASCD.

Pennsylvania Department of Education (2012, reviewed in 2018). *The framework for K-12 program guidelines*. Retrieved from <https://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/K-12%20Program%20Framework%20Guidelines.pdf>

10-Day Professional Field Experience

SIGNATURE PAGE

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: _____

School Personnel Signature and Printed Name

Building: _____ District Name: _____ Total Days: _____

School Personnel Signature and Printed Name

Building: _____ District Name: _____ Total Days: _____

School Personnel Signature and Printed Name

Bloomsburg University Teacher Education Field Experience Diversity Requirements

Urban
 Non-Urban

Student ID Number
Name of School¹

Category	Diversity ²	Description
1	ESL	Classroom that includes an ESL population
2	Exceptionalities	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
3	Gender	Classroom with both male and female students
4	Race/Ethnicity	20% or more non-white students in classroom
5	Socio-Economic Status	20% or more students in <u>school building</u> registered for free/reduced lunch

Date(s) Attended	# of Hours	Category Number(s)	Authorized K-12 Signature	Graduate of Bloomsburg University?
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

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 placement². 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?



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. 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, but completion of this field experience is REQUIRED to matriculate through the program, including participation in higher-level courses, practicum experiences, student teaching, and ultimately, student teaching.

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.

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