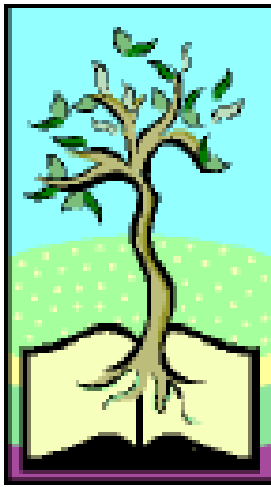


APPLICATION PACKET

ADMISSION TO THE TEACHER EDUCATION PROGRAM (PreK-4 and Middle-Level Grades 4-8)



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

-Albert Einstein

Department of Early Childhood
& Adolescent Education

Website: <http://departments.bloomu.edu/eleded/>

Revised 6-29-10

Bloomsburg University of Pennsylvania College of Education

Mission Statement

The Mission of the College of Education is to:

1. The mission of Bloomsburg University's College of Education is: to prepare *ethical educational professionals* who are *empowered* to assess the development and facilitate the growth of all learners to succeed and lead in our diverse and technologically complex world; and
2. to serve as a *resource* to the region.

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. This 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

Department of Early Childhood and Adolescent Education

The Early Childhood and Adolescent Education program at Bloomsburg University is designed to help you become an effective teacher. The Danielson framework of professional practice describes those components of teaching that teacher candidates should know and be able to do to help all students learn.

Danielson's Components of Professional Practice

Domain 1: Planning and Preparation

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

Component 1c: *Selecting Instructional Goals*

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

Component 1d: *Demonstrating Knowledge of Resources*

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

Component 1e: *Designing Coherent Instruction*

- Learning activities
- Instructional Materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessment
- Use for planning

Domain 2: The Classroom Environment

Component 2a: *Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interaction with other students

Component 2b: *Establishing a Culture for Learning*

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Department of Early Childhood and Adolescent Education

Component 2c: *Managing Classroom Procedures*

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

Component 2d: *Managing Student Behavior*

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: *Organizing Physical Space*

- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

Component 3a: *Communicating with Students*

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

Component 3b: *Using Questioning and Discussion Techniques*

- Quality of questions
- Discussion techniques
- Student participation

Component 3c: *Engaging Students in Learning*

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: *Using Assessment in Instruction*

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Component 3e: *Demonstrating Flexibility and Responsiveness*

- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

Component 4a: *Reflecting on Teaching*

- Accuracy
- Use in future teaching

Component 4b: *Maintaining Accurate Records*

- Student completion of assignments
- Student progress in learning
- Non-instructional records

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Component 4c: *Communicating with Families*

- Information about the instructional program
- Information about individual students
- Engagement of Families in the instructional program

Component 4d: *Participating in a Professional Community*

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Component 4e: *Growing and Developing Professionally*

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Component 4f: *Showing Professionalism*

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

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

Section 2. Introduction

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

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

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

Department of Early Childhood and Adolescent Education

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

Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment. (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.

(2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees,

Department of Early Childhood and Adolescent Education

including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.

(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

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

Section 8. Civil Rights

The professional educator may not:

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

Section 9. Improper personal or financial gain

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

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

INTASC Principles

Interstate New Teachers Assessment and Support Consortium

- Principle 1:* **Making content meaningful**
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 these aspects of subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:* **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Principle 6:* **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:* **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:* **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9:* **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10:* **Interpersonal relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

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CERTIFICATION CHANGES

The State Board of Education adopted changes that affect all of PA's instructional and educational specialist programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners. New regulations for certifying teachers will become effective on January 1, 2013.

I. APPLICATION FOR ADMISSION TO TEACHER EDUCATION PROGRAM

The following pages contain the requirements for admissions to Teacher Education PreK-4, and Mid-Level and other pertinent information for successful completion of the Teacher Education Program (Retention, Monitoring, Eligibility for Student Teaching, and exiting Teacher Education, Instructional Level I certification programs).

Admission to Teacher Education Program

Students must submit a completed application packet to the faculty advisor by **48** general education credits. Transfer students with **48** credits or more must submit a completed application packet during their second semester at Bloomsburg University. The faculty advisor will review the packet, interview the student, and submit a recommendation to the department chairperson indicating that the student be admitted or not be admitted to the program. Enrollment in 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 Scores for the Praxis I: Pre-Professional Skills Tests (PPST).
2. Possess an overall cumulative grade point average of 3.0.
3. Possess a grade of C or better in all professional education and specialization courses (the grade of C- (minus) does not meet this criterion).
4. Complete six (6) semester credit hours or transfer credits in college level mathematics, and at least six (6) semester credit hours or transfer credits in English Composition (3 credits) and English Literature (3 credits) as part of the 48 credits for admission.
5. Successfully complete a 40 hour noncredit field experience that includes 30 hours in a diverse setting (see diversity requirements).
6. Submit two (2) recommendations.
7. Submit a Tuberculin Test (Date test administered, date read, and results) administered within the last two years.
8. Possess professional liability insurance. The policy shall be a minimum of \$1,000,000.00 per claim and \$3,000,000.00 aggregate (available through membership in SPSEA).
9. Submit a resume that follows the sample format.
10. Obtain current Act 34 (Request for Criminal Record Check), Act 114 (FBI/FederalCriminal History Record Check), and Act 151 (PA Child Abuse History Check)clearances. These documents are valid for one year from date issued.
11. Complete **48** general education credits.
12. The completed Application for Admissions (pages 4-16 of this document) must be reviewed and returned to the Staff Coordinator for Teacher Education Packets, McCormick 3128.

II. Other Pertinent Information for Successful Completion of the Teacher Education Program

A. Eligibility for Student Teaching

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

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

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

B. Exit Criteria

All students seeking to complete the Certification Instructional Level I programs in Early Childhood Education (PreK-4) or Mid-Level Education (4-8) must:

- a. possess an overall GPA of 3.0 or higher.
- b. complete all the Required and Elective Education courses with a grade of "C" or higher (60, 62, 63, and 65 courses).
- c. complete all of the experiential requirements.
- d. possess **updated** Act 34, Act 114 FBI/Federal Criminal History, and Act 151 clearances.
- e. Submit a Tuberculin Test (Date test administered, date read, and results) administered within the last two years.
- f. complete both student teaching experiences with a grade of "C" or higher.
- g. file an application for graduation form at the proper time.
- h. file an Application for Certification form properly filled out with attached fees.
- i. complete and pass **all** required PRAXIS tests.
- j. complete a student teaching portfolio

C. Probation

When a student's overall grade point average falls below a 3.0, s/he is immediately placed on departmental probation the following semester. Usually this occurs after courses for the preceding semester have been selected. Thus, a student with a GPA below 3.0 may continue for one more semester to be enrolled in education courses. During the first semester on probation,

Department of Early Childhood and Adolescent Education

every student is strongly advised to repeat courses in which the grade of C- or below was earned. This gives each student the best opportunity to raise his/her GPA to the required level. If the first 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 semester probation student drops an education course, it is gone. There will be no overrides. If a student earns the 3.0 GPA after their first semester on probation, s/he will have to be scheduled into education courses by the chairperson of the department on a "space available" basis.

Students, who do not improve their GPA to a 3.0 after two 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 3.0 GPA will be permitted to continue in education courses.

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

D. Forms

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

- a. A copy of the APPLICATION FOR ADMISSIONS booklet and program guides are available at the department website, <http://departments.bloomu.edu/elemented> under Forms.
- b. Act 34 and Act 151 clearance forms are available in the Department of Early Childhood and Elementary Education office located in McCormick or online at www.pde.state.pa.us. Act 114 FBI/Federal Criminal History Record Checks registration is available online at www.pa.cogentid.com or call 1-888-439-2486 Monday through Friday, 8 a.m. to 6 p.m.
- c. Tuberculosis testing can be provided by the University Health Center or your family physician.
- d. Application for Student Teaching from the Student Teacher Coordinator.
- e. Application for graduation available at the Registrar's Office in the Room 150 of the Student Services Center.
- f. Application for Certification available in the office of the Dean in the College of Education located in McCormick.
- g. PRAXIS information is available in the Early Childhood/Elementary Education Department or online at www.ets.org/praxis/

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, assistant chairperson, or chairperson on all matters impacting upon their successful program completion. This department is not responsible for any errors or acts of omissions committed unknowingly. All parties have a duty to ensure adherence to academic standards and policies.

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

III. APPLICATION FOR ADMISSION TO TEACHER EDUCATION PROGRAM

A. Student Information Form

(Please print legibly)

1. Name: _____ Date: _____

2. Student ID #: _____ Home Address: _____

3. University Address: _____

4. Local Telephone No.: _____ Home No.: _____

5. I have received the packet of Admission Materials and intend to follow the curricular and experiential requirements for:

- Early Childhood PreK-4
- Middle Level 4-8 Language Arts
- Middle Level 4-8 Social Studies
- Middle Level 4-8 Math
- Middle Level 4-8 Science

6. My status is: (check one)

An entering freshmen student

A transfer student from another college or university
College or University: _____
No. of credits transferred: _____

A transfer student from another department
Department: _____
No. of credits accepted: _____

**The Department of Early Childhood and Adolescent Education is located in
3213 McCormick Hall.**

Department of Early Childhood and Adolescent Education

B. Recommendation Form

Name: _____ Date _____

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

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

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Communication Skills: (overall performance on a daily basis) | 1 | 2 | 3 | 4 | 5 | NA |
| a. Oral | 1 | 2 | 3 | 4 | 5 | NA |
| b. Written | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Accepts Constructive Criticism: | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Dependability: | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Punctuality: | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Poise: | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Self-Control: | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Sense of Humor: | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Initiative: | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Ability to work with others: | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Attitude: | 1 | 2 | 3 | 4 | 5 | NA |

How long have you known the applicant _____

In what capacity (describe):

Name of person making the recommendation: _____

Print

Signature

Address: _____

Telephone: _____(office) _____(home)

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

Additional comments:

Department of Early Childhood and Adolescent Education

B. Recommendation Form

Name: _____ Date _____

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

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

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Communication Skills: (overall performance on a daily basis) | 1 | 2 | 3 | 4 | 5 | NA |
| a. Oral | 1 | 2 | 3 | 4 | 5 | NA |
| b. Written | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Accepts Constructive Criticism: | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Dependability: | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Punctuality: | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Poise: | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Self-Control: | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Sense of Humor: | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Initiative: | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Ability to work with others: | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Attitude: | 1 | 2 | 3 | 4 | 5 | NA |

How long have you known the applicant _____

In what capacity (describe):

Name of person making the recommendation: _____

Print

Signature

Address: _____

Telephone: _____(office) _____(home)

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

Additional comments:

C. Tuberculosis Examination Form (valid for two years)

(Attach forms below)

D. Professional Membership Verification

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

Attach copy of proof of insurance or SPSEA membership.

Department of Early Childhood and Adolescent Education

**Bloomsburg University Teacher Education
Field Experience Diversity Requirements**

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

Student I.D. Number _____

Name of School¹

- Urban
 Non-Urban

Date(s) Attended	Authorized K-12 Signature	# of Hours	Category Number(s)

Effective fall 2007, students pursuing a teaching certification at Bloomsburg University must have documented experience working with diverse students as indicated above. Field experience must be a minimum of 30 hours and include exposure to all five diversity requirements. These requirements must be met prior to your student teaching 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 Teacher Education Unit will provide demographic data on schools in the area, as well as outside the area, to assist students. Visit the Teacher Education Admission website at http://www.departments.bloomu.edu/cps/TeacherEd_Admission.html for more information. *Please do not approach any schools in the Columbia/Montour areas, as they are being used primarily for student teaching placements.* Questions should be addressed directly to your advisor and/or department chair.

Faculty/Advisor's Signature Date

Student's Signature Date

¹ A separate sheet must be completed for each school.

² The department chair has discretion regarding any diversity requirement completed during student teaching.

Student Reflection - Attach Your Five-paragraph Essay on a Separate Sheet

1. In each of the five defined diversities (ESL, Exceptionalities, Gender, Race/Ethnicity and SES), choose examples from your field experiences (practicum, student teaching, internship, observations, etc.) of strategies that will enhance your skills as a teacher.

2. How have your experiences working with diverse learners impacted you?

E. First Professional Field Experience Form: OBSERVATION

(Print legibly or type)

Name: _____

You are required to spend 20 hours in an Early Childhood, Elementary, or Middle School setting. Observations must be consistent with the certification type that you are seeking. Please note these days do not need to be consecutive. During this time, you will visit and observe children in at least three (3) different care and education settings. These sites may include, but are not limited to: day care, Head Start, campus day care, nursery schools, preschools, middle school, elementary public, parochial, private schools, or intermediate units specializing in the needs of challenged children.

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

Record your observations below. **HAVE THE TEACHER SIGN** the form before you leave. If this is your last day, thank the teacher and send a thank you letter/note.

Reflection is an important component of your observation experience. Personal reflection involves asking questions about your experience and the classroom you observed. It involves examining connections between your college course work and your experience. When reflecting on your observation experience, identify and briefly describe the classroom you observed. Describe the most significant or interesting problem, dilemma, or challenge that teacher faced in the classroom. Then, select two or more of the following questions to reflect on: (a) Did this experience change the way you view teaching? How?; (b) Did this experience change the way you view learning? How?; and (c) How did this experience affect you personally?

Date of Day One: _____ Time: _____

Grade Level: _____ Teacher's Signature: _____

Reflection: Contact Phone Number: _____

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Date of Day Two: _____ Time: _____
Grade Level: _____ Teacher's Signature: _____
Reflection: _____ Contact Phone Number: _____

Date of Day Three: _____ Time: _____
Grade Level: _____ Teacher's Signature: _____
Reflection: _____ Contact Phone Number: _____

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Date of Day Four: _____ Time: _____
Grade Level: _____ Teacher's Signature: _____
Reflection: _____ Contact Phone Number: _____

Date of Day Five: _____ Time: _____
Grade Level: _____ Teacher's Signature: _____
Reflection: _____ Contact Phone Number: _____

F. Second Professional Field Experience Form: PARTICIPATION

(Print legibly or type)

Name: _____

You are required to spend 20 hours in an Early Childhood, Elementary, or Middle School setting. Observations must be consistent with the certification type that you are seeking. Please note these days do not need to be consecutive. During this time, you will work with the children. These sites may include, but are not limited to: day care, Head Start, campus day care, nursery schools, preschools, middle school, elementary public, parochial, private schools, or intermediate units specializing in the needs of challenged children. You may work with one teacher for the entire week.

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

Record your professional participation below. **HAVE THE TEACHER SIGN** the form before you leave. If this is your last day, thank the teacher and send a thank you letter/note.

Reflection is an important component of your professional participation experience. Personal reflection involves asking questions about your experience and the classroom you participated in. It involves examining connections between your college course work and your experience. When reflecting on your professional participation experience, identify and briefly describe the classroom you participated in. Describe the most significant or interesting problem, dilemma, or challenge that teacher faced in the classroom. Then, select two or more of the following questions to reflect on: (a) Did this experience change the way you view teaching? How?; (b) Did this experience change the way you view learning? How?; and (c) How did this experience affect you personally?

Date of Day One: _____ Time: _____

Grade Level: _____ Teacher's Signature: _____

Reflection: _____ Contact Phone Number: _____

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Date of Day Two: _____ Time: _____
Grade Level: _____ Teacher's Signature: _____
Reflection: _____ Contact Phone Number: _____

Date of Day Three: _____ Time: _____
Grade Level: _____ Teacher's Signature: _____
Reflection: _____ Contact Phone Number: _____

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Date of Day Four: _____ Time: _____
Grade Level: _____ Teacher's Signature: _____
Reflection: _____ Contact Phone Number: _____

Date of Day Five: _____ Time: _____
Grade Level: _____ Teacher's Signature: _____
Reflection: _____ Contact Phone Number: _____

G. Attach Typed Résumé (It is recommended that you limit the document to one page.)

Sample Résumé

JAMIE BOND

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

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

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

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

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

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

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

CREDENTIALS Career Services Office, University of Iowa, Iowa City, IA
 Telephone: 876-098-6543 Fax: 876-098-4444

H. Attach copies of Act 34 Criminal Record clearance, Act 151 Child Abuse clearance, Act 114 FBI/Federal Criminal History Record Check, and PRAXIS I test scores for reading, writing, and math.

- **(Act 34) – The Criminal History clearance must be completed online at <http://epatch.state.pa.us>, you must print the copy of the clearance IMMEDIATELY because there is no hard copy sent through the mail.**
-
- **(Act 114) - The FBI/Federal Criminal History Record Check requires two steps—registration then fingerprinting. You can register online at www.pa.cogentid.com (use the PA Department of Education link). You must register prior to going to the fingerprint site.**
-
- **(Act 151) – The Pennsylvania Child Abuse History Clearance Form (CY 113) is available in the Early Childhood & Elementary Education office or online at <http://www.dpw.state.pa.us/PartnersProviders/ChildWelfare/003671038.htm>. A hard copy must be mailed to Childline and Abuse Registry.**
-
- **PRAXIS I information is available online at www.ets.org/praxis/**
 -
 - **Students must take and pass:**
 - - **10710 or Computerized 5710 Pre-Professional Reading test**
 - **20720 or Computerized 5720 Pre-Professional Writing test**
 - **10730 or Computerized 5730 Pre-Professional Mathematics test**

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I. Signature Page

(Print legibly or type)

Name: _____ Student ID # _____

Circle either YES or NO for the following categories.

The student possesses:

- | | | |
|-----|----|--|
| Yes | No | An earned Grade Point Average of 3.0 or higher. |
| Yes | No | A "C" or higher in 60, 62, 63, 65, and 79 prefix courses, in English Composition courses and/or Public Speaking/Interpersonal Communication. |
| Yes | No | Two recommendations forms completed. |
| Yes | No | Submit a Tuberculin Test (Date test administered, date read, and results) administered within the last two years. |
| Yes | No | Evidence of liability insurance. |
| Yes | No | Evidence of completion of 20 hours Observation. |
| Yes | No | Evidence of completion of 20 hours Participation. |
| Yes | No | A five-paragraph essay detailing 30 hours of experiences with all five areas of diverse populations. (This may be part of observation and/or participation hours.) |
| Yes | No | Evidence of a completed resume. |
| Yes | No | A copy of updated Act 34 PA Criminal Record clearance. |
| Yes | No | A copy of updated Act 151 PA Child Abuse History clearance. |
| Yes | No | A copy of updated Act 114 FBI/Federal Criminal History Record Check |
| Yes | No | Passing results of PRAXIS tests required by 48 general education credits: |

COMMENTS:

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

Approved: Yes No

Signature: _____ Date: _____

****Please return the completed application for admissions (pages 4-17) to Angela Laubach, the Staff Coordinator for Teacher Education Packets, McCormick 3128.****