

**ADMISSION, MONITORING, AND EXIT PROCEDURES
SPECIAL EDUCATION PROGRAM
GRADUATE STUDENT PACKET**

Graduate students seeking degrees in the special education program should familiarize themselves with this document and the forms, which it contains. Questions concerning the procedures should be directed to your graduate advisor or chairperson of the department.

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

Every graduate student has the right to knowledgeable and effective academic advisement from a faculty member regarding the contents in this packet. **It is the graduate student's responsibility to know and observe the academic policies and regulations of the university.** These include, but are not limited to: scheduling, class standing, academic probation, academic dismissal, certification requirements, and program requirements.

ADMISSION TO THE GRADUATE SPECIAL EDUCATION PROGRAM

Students must satisfy the following admission requirements **prior to completing 12 credits** of coursework:

1. General admission requirements of the School of Graduate Studies:
 - A. A one-page letter of intent stating professional background, experience, and rationale for wanting to be admitted to the department.
 - B. Two letters of recommendation.
 - C. Resume/Vita (A sample resume format is attached.)
 - D. An interview with the graduate advisor.
 - E. An undergraduate cumulative QPA of 2.8. If average is below 2.8, the student may be admitted as provisional, which must be eliminated after completion of 6 semester hours in which a QPA of 3.0 or better is earned. **No Cs may be earned during a probationary period.**
- * 2. Documentation of valid Act 34 (Criminal Record) and Act 151 (Child Abuse) clearances. Clearances are valid for one year from the date of issuance. (Forms provided)
- * 3. Submit documentation of current Act 114 Federal Criminal History Clearance (completed immediately prior to admission; Clearance prior to enrollment in a practicum or internship.)

- * 4. Possession and documentation of a professional liability insurance policy is required. Three available sources to university students include, but are not limited to: a) CEC, b) PSEA, and c) own personal policy.
- 5. Successful completion of the 5-Day Field Experience (forms provided) or documentation of valid field experiences. Documentation of clearances, professional liability insurance, and negative TB screening results (administered within the last two years) must be on file in the Department of Exceptionality Programs before completing this field experience.
- 6. Documentation of current Instructional I certificate (if appropriate). If the graduate student does not possess a PA Instructional I certification, the student must complete the Praxis I Series tests with passing scores before the completion of 12 credits for admission to Teacher Education. Graduate students not seeking educational certification are not required to take the Praxis Series Tests.
- 7. Submission of completed packet to graduate advisor. Advisor will review the packet, interview the student, and make a recommendation to the chairperson regarding admission to the program.

*** All graduate students must have documentation of current Act 34 (Criminal Record) and Act 151 (Child Abuse) clearances, Act 114 Federal Criminal History Clearance, professional liability insurance, and negative TB screening on file in the Department of Exceptionality Programs prior to enrolling in any special education courses.**

NOTE: Full-time graduate students (9-12 credits) must submit a Health Form to the University Health Center, 324 Kehr Union. A copy of the required form can be downloaded from: http://www.bloomu.edu/admin/health_center/

RETENTION IN THE GRADUATE SPECIAL EDUCATION PROGRAM

- 1. Maintenance of a QPA of 3.0 as required for retention in the program. A maximum of two Cs is permissible. A “C minus” is not acceptable. If a C is earned in a practicum course, it must be repeated with a grade of a B or better within a time frame determined by the area of concentration.
- 2. Maintenance and documentation of Act 34 (Criminal Record) and Act 151 (Child Abuse) clearances.
- 3. Maintenance and documentation of professional liability insurance.
- 4. Demonstration of satisfactory performance as outlined in the program of study and consistent with the Professional Competencies listed in PDE 354.33 and PDE Specific Program Guidelines (see page 5).
- 5. Continuation of field and clinical experiences as outlined in the curriculum and/or program of study. Student must update Student Field Experience Data Sheet during advisement meeting with graduate advisor.

ELIGIBILITY FOR STUDENT TEACHING (For graduate students enrolled in the Master's plus certification program)

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

1. Submission of a current resume.
2. Possession of an overall cumulative grade point average of 3.0 or better.
3. Completion of all required Special Education methods courses.
4. Continuation and documentation of professional liability insurance. This 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 student teaching assignment or graduate special education practicum.
5. Possession and documentation of valid Act 34 (Criminal Record), Act 151 (Child Abuse), and **Act 114 FBI Federal Criminal History Record** clearances. Clearances must be valid for the duration of the student teaching assignment **or** the graduate special education practicum.
6. Possession and documentation of a negative TB screening that will be valid through the student teaching assignment **or** the graduate special education practicum.
7. Documentation of taking the Required Praxis II tests prior to student teaching. **OR** for students who possess an undergraduate general education teaching certificate, the Praxis II must be taken the semester prior to graduation. In order to receive Pennsylvania Department of Education Instructional Level I certification, **and to graduate** candidates must successfully complete the Praxis Series tests.

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 Special Education supervisory faculty. These areas include the following counties:

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

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

EXIT

1. A cumulative grade point average of 3.0 or better.

The following Exit criteria apply to students enrolled in the Master's plus Certification graduate program.

2. Demonstration of competency in Student Teaching as described by PDE 354 Standards and supported by:
 - a) Written evaluations by cooperating teachers
 - b) Written evaluations by university supervisors
 - c) Grades of "C" or better (C minus does not meet this criterion.)
3. In order to receive Pennsylvania Department of Education Instructional Level I certification, candidates must successfully complete the following Praxis Series tests:
 - a. Praxis Series I:
 - 1) Pre-Professional Skills Test: Reading (#10710)
 - 2) Pre-Professional Skills Test: Writing (#20720)
 - 3) Pre-Professional Skills Test: Mathematics (#10730)
 - b. Praxis Series II:
 - 1) Fundamental Subjects: Content Knowledge (#30511)
 - 2) Education of Exceptional Students: Core Content Knowledge (#20353)
 - c. If you plan on teaching in a state other than Pennsylvania, make sure you are aware of the state's certification test requirements. It is suggested that you complete certification in Pennsylvania first. Reciprocal agreements exist with many other states. If you do not have the initial certificate, there exists no agreement.
 - d. If you are currently certified in education, you only need to take the Praxis Specialty Area Test: #20353 – Education of Exceptional Students: Core Content Knowledge.

** Principles of Learning & Teaching, K-6 or 7-12, will no longer be required for graduates of a PA Teacher Education program, provided they have entered student teaching <u>after</u> 9/1/03.

IMPORTANT NOTICE: IN ACCORDANCE WITH PRP 3810, YOU MUST PASS ALL PRAXIS SERIES TESTS TO GRADUATE WITH A MASTER OF SCIENCE IN EXCEPTIONALITIES WITH CERTIFICATION.

SPECIAL EDUCATION

Administered and advised at both the bachelor's and master's levels
by the Department of Exceptionality Programs within the College of Professional Studies
Leads to PA Certification #61-9225 Special Education N-12.

1. STUDENTS MUST TAKE THESE PRAXIS I TESTS before 48 credits, while in PTE major and/or before admission to teacher education program

Qualifying Scores

10710 or Computerized 5710 Pre-Professional Skills Test: Reading	172 (Test effective 9/1/00)
20720 or Computerized 5720 Pre-Professional Skills Test: Writing	173 (Test effective 9/1/00)
10730 or Computerized 5730 Pre-Professional Skills Test: Mathematics	173 (Test effective 9/1/00)

In addition, beginning 9/15/05, a second method of accomplishing the PPST requirements is through achieving a composite/summary test score total of 521, provided that the following individual PPST I test scores are met:

- Reading – Score of **171 minimum**
- Writing-- Score of **170 minimum**
- Mathematics – Score of **171 minimum**
- **Composite Total required = 521**

Example: If a student scores 178 in PPST math, 172 in Reading, and 171 in Writing, this student would meet the Praxis I composite test requirement as the composite score of 521 was met and no individual test score was under the required score minimum.

2. STUDENTS MUST TAKE PRAXIS II TEST required for any area within K-6/K-12 grade levels:
30511 Fundamental Subjects: Content Knowledge (test effective 9/1/02*) 150 (score effective 9/1/03)**
3. STUDENTS MUST TAKE PRAXIS II SUBJECT ASSESSMENTS/SPECIALTY AREA TESTS:
20353 Education of Exceptional Students: Core Content Knowledge (effective 9/1/01) **136**
Replaces the following two:
20351 Special Education: Knowledge-Based Core Principles * (QS 152 was effective 9/1/98 to 9/1/01)
10352 Special Education: Application of Principles Across
Categories of Disabilities* (QS 144 was effective 9/1/98 to 9/1/01)
4. **DURING THE STUDENT TEACHING COURSE, form PDE 430, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, will be completed twice by the BU Faculty Supervisor on each student teacher (effective 9/1/03*)**

DUAL: SPECIAL EDUCATION AND ELEMENTARY EDUCATION

Leads to PA certifications in
#61-9225 Special Education N-12 AND #61-2810 Elementary K-6

STUDENTS TAKE ALL FIVE PRAXIS TESTS ABOVE, PLUS:

10011 Elementary Education: Curriculum, Instruction, and Assessment (effective 9/1/99) **168**

***Test Replaced:** The Department of Education will recognize a qualifying score of any test identified as replaced for a period of five years from the date of the test administration, if the test administration is prior to the date it was replaced. The following core battery tests were replaced:

- As of 9/1/02, then extended to 9/1/03: 10014 Elementary Education: Content Knowledge (QS 142) was replaced by 30511 Fundamental Subjects: Content Knowledge.
- As of 9/1/03: if student teaching course was completed after 9/1/03, 30522 Principles of Learning and Teaching (PLT) K-6 (QS 167) and/or 30524 PLT 7-12 (QS 167) were replaced by form PDE 430 that faculty will complete to evaluate the student teacher during the course. Those who finished the student teaching course before 9/1/03 must take PLT K-6 or 7-12, as appropriate, OR repeat the student teaching course.

****Score Replaced:** If a qualifying score changes on an existing test, the qualifying score in effect for PA on the date the certification application reaches PDE is the score that applies. For example, PA often sets no qualifying score (NQS) for the first year the test is used, after which a qualifying score (QS) is established. If the candidate applies for certification after the NQS is removed for PA, the student must obtain the QS in effect for PA at the time certification application reaches PDE. PDE reference: www.state.pa.us, Learning in PA, Teaching in PA, Teacher Certification, Testing Requirements, Tests for PA.

NOTE: A teacher, who already has at least one Pennsylvania Level 1 or Level 2 instructional certificate, who returns to pursue a second or additional certificate, needs to take only the specialty Praxis test for the certificate being added.

Prepared by Sharon J. Swank, Teacher Certification Coordinator, based on PDE correspondence / copy for faculty advisors

For Your Information

REQUIRED CLEARANCES:

Act 34 of 1985 (Criminal Record)

Requires that prospective employees of public and private schools present evidence to the employer of any state police criminal record or a statement from the state police that such a record doesn't exist. Out-of-state residents must provide similar information from the FBI. 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.

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.

Act 114 of 2006 (FBI Federal Criminal History Record)

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

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

PA DEPARTMENT OF EDUCATION TEACHER CERTIFICATION STANDARDS (PDE 354.33):

The Professional Competencies listed in PDE 354.33 and PDE Specific Program Guidelines include the following:

- Understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.
- Understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.
- Understands how students differ in their ability and approaches to learning and creates opportunities that support their intellectual, social, career and personal development.

- Understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving and performance skills.
- Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction in the classroom.
- Plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
- Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.
- Contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

John Doe

Current Address

123 Student Place
Bloomsburg, PA 17815
(717) 123-4567

Permanent Address

1967 Resume Drive
New Prospects, PA 17869
(814) 890-1234

Professional Objective

To obtain a teaching position in special education where I can provide effective instruction to students with disabilities, grades N-12.

Education

Academic diploma from New Prospects High School
New Prospects, PA 17869
June 1996

Bachelor of Science Degree in Education Bloomsburg University of PA
Bloomsburg, PA 17815
May 2000
Major: Special Education
G.P.A. in Education 3.5

Certification to teach Special Education: Cognitive, Behavior, Physical/Health Disabilities N-12

Professional Experience

August 2000- LEARNING SUPPORT TEACHER
Present Pleasant Valley Elementary School
Pleasant Valley, PA 12345

March 2000- STUDENT TEACHING
May 2000 Milton Junior High School
Milton, PA 17847

January 2000- STUDENT TEACHING
March 2000 Bloomsburg Memorial Elementary School
Bloomsburg, PA 17815

September 1999- VOLUNTEER EXPERIENCE
December 1999 CMSU Community Supports and Services
Danville, PA 17870
Instructed individual with severe and profound mental retardation in basic self-help skills, letter discrimination, fine and gross motor skills, as well as improving speech.

September 1999-
December 1999 TUTOR
Bloomsburg University
Bloomsburg, PA 17815
Instructed a third grade student in math. Instructed a seventh grade student with learning disabilities in reading.

March 1999-
April 1999 VOLUNTEER EXPERIENCE
Individual's place of residence
Bloomsburg, PA 17815
Worked with individual with severe cerebral palsy in number and letter recognition, as well as fine and gross motor coordination.

December 1997 FIELD EXPERIENCE
Rockaway Borough Elementary School
Rockaway, NJ 07866
Two week observation in a classroom for students with visual and perceptual disabilities, 1-3 grade. Instructed reading and math groups, social studies lesson, and one-on-one instruction.

March 1997-
April 1997 ASSISTED IN READING CLINIC
Instructed students with learning disabilities in a reading clinic using a token economy.

October 1996-
November 1996 VOLUNTEER EXPERIENCE
Bloomsburg University
Bloomsburg, PA 17815
Instructed students with fine and gross motor coordination skills, as well as specific behavior problems, in a recreation program.

Work Experience

September 1998-
July 1998 COACHED GYMNASTICS
Berwick YMCA
Vine and Third Street
Berwick, PA 18603
Instructed children with disabilities in an inclusive setting in general and concentrated exercises.

Organizations and Activities

January 2000 - Present Pennsylvania State Education Association

September 1999-
May 2000 Dean's List

January 1998-
May 2000 Member of National Honor Society – Phi Delta Kappa

September 1997-
May 2000 Member of the Council for Exceptional Children (CEC)

* Credentials can be obtained from Career Development and Placement Center, Bloomsburg University, Bloomsburg, PA.

TO: Professional Field Experience Participants and Cooperating Teachers

FROM: James K. Krause, Ed.D., Chairperson
Department of Exceptionality Programs

RE: 5-Day Field Experience: Graduate Students in Special Education Degree Programs

* * * * *

The 5-day field experience is a period of five full school days for graduate students completing degree programs in special education, but are lacking prior experience with individuals with exceptionalities. (These days need not be sequential.) The student will experience all the responsibilities of teaching and learning the many roles of a special education teacher. During this time the student should see the whole school at work. This field experience is a requirement for candidacy in Teacher Education.

Some important points about the field experience are listed below:

1. All students must have Act 34 (Criminal Record), Act 151 (Child Abuse), and Act 114 Federal Criminal History Clearances, Professional Liability Insurance and a negative TB screening documentation on file in the Department of Exceptionality Programs Office **prior to starting** their 5-Day Field Experience.
2. All graduate students, during their 5-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 special education teacher.
3. Graduate Field Experience participants should be given an opportunity to teach at least one lesson with the cooperating teacher supervising the activity. A lesson plan should be developed with the cooperating teacher before the activity is performed.
4. The cooperating teacher must be certified in special education and the facility must be state approved.
5. Graduate 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.

The following directions will be helpful in organizing and planning this experience:

1. Complete the student portion of the application form.
2. Contact the office of the superintendent or administrator of the school or facility or the special education supervisor for the intermediate unit that you have selected to arrange an interview to discuss this program. Obtain that person's signature for permission to contact a building principal, or person in charge, who will in turn give you permission to contact a teacher within that school district. Approvals are required from each placement.
3. Contact the teacher and have him/her give permission for the experience by signing the form attached to this memo. Arrange a specific time to complete this field experience.
4. File the original copy of the application form in the Department of Exceptionality Programs Office and the copies as indicated on the application.
5. Upon completion of the 5-Day Field Experience, request your cooperating teacher to forward the evaluation form to the Department of Exceptionality Programs Office. File your personal evaluation form with your faculty advisor. An evaluation form is required from each participating placement.

If you have questions concerning this experience, please contact your graduate advisor (Dr. Sheila Dove Jones, 389-4815, sjones@bloomu.edu) or the Department of Exceptionality Programs Office, Navy Hall 104 (389-4119).

DEPARTMENT OF EXCEPTIONALITY PROGRAMS
BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania

Application for 5-Day Field Experience: Graduate Students in Special Education

Student's Name _____ P.O. Box _____

Home Address _____

E-mail _____

Graduate Program _____

Number of credits at the end of present semester _____

Name of school/facility that you will contact to arrange your field experience

* * * * *

School District Permission

Miss

Mrs.

Mr. _____, a graduate student seeking to enter Teacher Education at Bloomsburg University, met with me to discuss the possibility of working with a teacher in our school district during the period beginning

_____ and ending _____. After discussing the purpose of this program, I grant my permission for the above graduate student to contact a supervisor or teacher in our school district/intermediate unit/facility to make more specific arrangements.

_____ Signature of Administrator _____

Date

Title _____

School District _____

* * * * *

Teacher Acceptance

I have discussed the 5-Day Field Experience program with the above graduate student from Bloomsburg University and agree to permit him/her to work with me. This experience will be during the time period stated above.

Signature of Cooperating Teacher _____

Department _____

School _____

* * * * *

FILE: Original copy – **Department of Exceptionality Programs Office**, BU

Yellow copy - School District Office

Pink copy - Teacher

NAME _____

Graduate Student Must Return to Graduate Faculty Advisor

TO: 5-Day Field Experience Participant

RE: Report Concerning 5-Day Field Experience for Graduate Students in Special Education

In order to help evaluate the 5-Day Field Experience, please insert under each Daily Experience area those numbers which correspond to experiences to which you were exposed. Please add additional comments where necessary.

1. Name and address of superintendent of schools in district/I.U. where you worked.

2. Name and address of teacher with whom you worked:

******* Daily Experiences *******

Day 1 _____ Date _____ Time: From _____ To _____

Numbers: _____

Comments:

Day 2 _____ Date _____ Time: From _____ To _____

Numbers: _____

Comments:

Day 3 _____ Date _____ Time: From _____ To _____

Numbers: _____

Comments:

Day 4 _____ Date _____ Time: From _____ To _____

Numbers: _____

Comments:

Day 5 _____ Date _____ Time: From _____ To _____

Numbers: _____

Comments:

******* Experiences *******

- | | |
|---|---|
| 1. Planning lessons | 11. Obtaining reference materials |
| 2. Teaching classes | 12. Counseling individual students |
| 3. Supervising study halls | 13. Attending faculty meetings |
| 4. Supervising lunch rooms | 14. Attending extracurricular activities |
| 5. Taking attendance | 15. Observing your cooperating teacher |
| 6. Duplicating instructional materials | 16. Observing other teachers in the school |
| 7. Supervising independent study | 17. Discussing guidance program with counselors |
| 8. Tutoring individual students | 18. Reviewing school district curricular guides
for your major field |
| 9. Supervising small groups of students | 19. Other - specify under Comments |
| 10. Writing sample test items | |

*Don't forget to write a thank you note to the superintendent or director of facility
and the teacher with whom you worked.*

DEPARTMENT OF EXCEPTIONALITY PROGRAMS
BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania

TO: _____

_____, a graduate student in Teacher Education at Bloomsburg University, recently spent a few days working with you as part of a field experience program. Would you please complete this sheet and return it in the envelope provided.

Thank you very much for your support and cooperation.

Sincerely,

James K. Krause, Ed.D.
Chairperson

Number of days participated _____

Kinds of experiences _____

Comments concerning student's performance _____

Signature of Cooperating Teacher

MISSION STATEMENT

The Mission of the School of Education is to:

- 1) Prepare professionals who
 - Demonstrate necessary knowledge, skills, and dispositions through performances and products
 - Are reflective practitioners in a diverse and technologically complex world, and
- 2) Contribute to communities through outreach

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

Revised and approved by the faculty on April 25, 2003

EDUCATION FRAMEWORK

Bloomsburg University of Pennsylvania, School of Education's classroom observation and evaluation forms (formative and summative) are based on the educational framework that was adopted in 1999. (See Appendices K and L). The following describes the four major components of this educational framework (Danielson, 2007):

Components of Professional Practice¹

Domain I: 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

¹ This section is excerpted from Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, Virginia: Association for Supervision and Curriculum Development.

Component 1c: *Setting Instructional Outcomes*

- *Value, sequence, and alignment
- *Clarity
- *Balance
- *Suitability for diverse students

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 assessments
- *Use for planning

Domain 2: The Classroom Environment

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

- *Teacher interaction with students
- *Student interactions with other students

Component 2b: *Establishing a Culture for Learning*

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

Component 2c: *Managing Classroom Procedures*

- *Management of instructional groups
- *Management of transitions
- *Management of materials and supplies
- *Performance of noninstructional 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
- *Noninstructional records

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

The following Dispositions have been accepted by the Special Education Program. Special Education Program students should be aware of, reflect upon, and adhere to these Dispositions throughout their academic career. This document is part of the Special Education Program packet.

DISPOSITION CHECKLIST FOR SPECIAL EDUCATION PROFESSIONALS

It is important to understand at this stage of your career development that professional behavior is expected to be consistently displayed by all students enrolled in teacher certification programs. This includes courses offered within Exceptionality Programs. As such, your active engagement in your learning of the necessary knowledge, skills and dispositions that will lead you towards a successful teaching career is required beyond the basic behavioral expectations that exist on campus for all BU students. Further, it is important to understand that your enrollment in courses within Exceptionality Programs, entitles you to the opportunity to progress towards graduation and a future career as a teacher. The degree to which you succeed rests, in largest part, squarely on your shoulders in terms of your efforts and commitment towards your aspired teaching career. Please be sure to meet all student responsibilities as stipulated in course syllabi in tandem with all requirements as relevant in your teacher education program. In addition, please be sure to respectfully inquire with your professors and/or advisor should you be uncertain about the expectations described above.

Self-Reflection/Assessment

Below is a list of professional behaviors and dispositions that have been identified as necessary attributes of successful professionals in the field of special education. Please take time to conduct self-reflection by assessing the level at which you currently demonstrate these essential behaviors and dispositions. Keep in mind that these are the same behaviors and dispositions that you will be evaluated on during your enrollment in our Exceptionality Programs.

Rank each item using the following indicators: 4 (Always) 3 (Often) 2 (Sometime) 1 (never)

____ Attends all classes and mandatory meetings (e.g., courses, advisement sessions, mandatory student teaching meetings)

____ Demonstrates punctuality to class, advisement appointments, and field experience placements (e.g., arrives on time to classes and field experiences; meets assignment and admission packet deadlines)

____ Demonstrates ethical behaviors (e.g., holds student information in confidence; cites references in papers; follows university policies and rules; returns all borrowed instructional materials and equipment)

____ Pays attention and focuses during class (e.g., focuses on speaker and tasks; participates in class activities)

____ Speaks clearly and professionally (e.g., speaking, writing, corresponding electronically)

____ Prepares for class (e.g., completes assignments before class; reads text prior to class; organizes materials)

____ Dresses professionally (e.g., wears clean, neat, and appropriate attire for the setting)

____ Accepts constructive criticism (e.g., considers and responds to criticism; listens to and incorporates suggestions)

____ Completes high quality work as specified by course syllabi and field experience guidelines (e.g., follows class expectations; proofreads assignments prior to submission; asks for assignment clarification)

____ Demonstrates respect for others (e.g., listens while others speak; respects others' opinions; uses appropriate language for social situation; maintains professional relationships with others; turns off cell phone during class)

____ Demonstrates ability to work and to interact with others in a professional manner (e.g., deals with others in a straight forward, honest fashion; strives for consensus; exhibits positive and appropriate interactions with others; collaborates and problem-solves with colleagues; positively recognizes contributions of others)

____ Shows interest in teaching as a career (e.g., participates in SCEC, Best Buddies, PSEA and other events)

