

ADMISSION, MONITORING, AND EXIT PROCEDURES TEACHER EDUCATION - SPECIAL EDUCATION

Students desiring teacher certification in Special Education should familiarize themselves with this document and the forms that it contains. Questions concerning the procedures should be directed to your advisor or chairperson of the department.

The following are Admission, Monitoring and Exit procedures and requirements for all students who will major in Teacher Education certification programs at Bloomsburg University. **The student is responsible for the completion of each of the following 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 undergraduate student has the right to knowledgeable and effective academic advisement from a faculty member regarding the contents in this packet. **It is the 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, code of conduct, certification requirements, and program requirements.

ADMISSION TO CANDIDACY

Students must submit a completed application packet to the faculty advisor no sooner than the completion of 48 credits and no later than the completion of 65 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 candidacy, students must:

1. Submit documentation of Pennsylvania Qualifying Scores for the Praxis I: Academic Skills Assessments (see page 5 for Praxis requirements).
2. Possess an overall cumulative grade point average of:
Fall 2003 and thereafter – 3.0
3. Possess a grade of C or better in all professional education courses and courses of specialization (C minus does not meet this criterion).
4. Complete 6 semester hours in college level mathematics.
5. Complete at least 6 hours in college level English Composition and literature (i.e., American, British, or European Literature).

6. Successfully complete and submit documentation of a ten-day noncredit field experience by the end of the sophomore year or at the earliest possible time in the case of transfer or non-traditional students. (Forms provided)
7. Submit two (2) recommendations from teacher education faculty at Bloomsburg University: your advisor and one other of your choice. (Forms provided)
8. Submit documentation of a current negative TB Screening administered within the last two years.
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. Three available sources to university students include, but are not limited to: a) CEC, b) PSEA, c) own personal policy. Documentation is required.
10. Submit a resume that follows the sample format.
11. Submit documentation of current Act 34 (Criminal Record) and Act 151 (Child Abuse) clearances (see page 6). Clearances are valid for one year from date issued on the form.
12. **HOLDS will be placed on student records every semester.** Special education majors **must** meet with their faculty advisor every semester prior to scheduling of courses to ensure compliance with the above admission requirements. After this advisement meeting, the HOLD will be removed and the student will be able to schedule classes.

MONITORING

All teacher education students must:

1. Successfully complete the following courses with a grade of C or better (C minus does not meet this criterion):
 - All professional education courses and courses in area of specialization
 - Communication Sequence (as specified on Program of Study Guides)
2. Maintain an overall and area of specialization cumulative grade point average of:

Fall 2003 and thereafter – 3.0

Any student falling below the appropriate criteria will be placed on probation for one semester. Probationary students have one semester to re-establish the required GPA, or they will be dismissed from the certification program. Students will remain in the department for one additional semester after dismissal from the certification program so that appropriate advisement is available.

3. Demonstrate satisfactory performance as outlined in the program of study and consistent with the Professional Competencies listed in PDE 345.33 and PDE Specific Program Guidelines (see page 6).

4. Continue 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 faculty advisor.
5. Maintain and 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. Three available sources to university students include, but are not limited to: a) CEC, b) PSEA, c) own personal policy.
6. Maintain and submit documentation of Act 34 (Criminal Record) and Act 151 (Child Abuse) clearances. Clearances are valid for one year from date issued on the form.
7. Maintain and submit documentation of negative TB test results current within the past two years.
8. Maintain contact with their advisors each semester. Close supervision is provided by advisor to ensure student teaching eligibility and to suggest counseling and/or remediation. **Attend the class meeting held by the Special Education Program for the dissemination of information and general advisement.**

ELIGIBILITY FOR STUDENT TEACHING

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. Completion of the admission to candidacy process.
2. Submission of a current resume.
3. Possession of an overall and area of specialization cumulative grade point average of:

Fall 2003 and thereafter – 3.0
4. Possession of a grade of “C” or better in all professional education courses and special education courses. A grade of C minus does not meet this criterion. All advanced sequence courses must be completed prior to student teaching. Exceptions require the approval of the Department Chair and student teaching supervisor.
5. 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.
6. Possession and documentation of valid Act 34 and Act 151 clearances. Clearances must be valid for the duration of the student teaching assignment.
7. Possession and documentation of a negative TB screening that will be valid through the student teaching assignment.

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.

COMPETENCY IN STUDENT TEACHING

Demonstration of competency in Student Teaching as described by PDE 345 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.)

EXIT

All special education students must have:

1. Completed the prescribed teacher education curriculum with an overall and area of specialization cumulative grade point average of:

Fall 2003 and thereafter – 3.0
2. Demonstrated competency in student teaching with 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 Praxis Series tests as outlined on page 5.

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.

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

	<u>Qualifying Scores</u>
10710 or Computerized 5710 Pre-Professional Skills Test: Reading (former Communication)	172*
20720 or Computerized 5720 Pre-Professional Skills Test: Writing (former Communication)	173*
10730 or Computerized 5730 Pre-Professional Skills Test: Mathematics (former Gen Knowledge)	173*
 - STUDENTS MUST TAKE PRAXIS II SUBJECT ASSESSMENTS/SPECIALTY AREA TESTS:
30511 Fundamental Subjects: Content Knowledge (test effective 9/1/02*) **150** (score effective 9/1/03**)
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)
 - DURING THE STUDENT TEACHING COURSE, form PDE 430, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, will be completed by the BU Faculty Supervisor on each student teacher (effective 9/1/03*)
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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 9/1/00: 20500 Communication Skills (QS 646) was replaced by 10710 or 5710 PPST Reading, 20720 or 5720 PPST Writing . Computerized versions are accepted by PA with tests taken on or after 1/16/02.
- As of 9/1/00: 10510 General Knowledge (QS 644) was replaced by 10730 or 5730 PPST Mathematics and, for any K-6 or K-12 certificates by 30511 Fundamental Subjects: Content Knowledge.
- 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 student 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.

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. This form may be obtained at: www.psp.state.pa.us/psp/lib/sp4-164.pdf

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: www.dpw.state.pa.us/ocyf/pdf/DPWchildabuse.pdf

PA DEPARTMENT OF EDUCATION TEACHER CERTIFICATION STANDARDS (PDE 345.33):

The Professional Competencies listed in PDE 345.33 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.

**Bloomsburg University of Pennsylvania
College of Professional Studies**

School of Education Mission Statement and Framework

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

**The Charlotte Danielson Framework for Beginning Teacher
Competency Components of Professional Practice**

Domain 1: Planning and Preparation

- A. Knowledge of content and how to teach
- B. Knowledge of students
- C. Selecting instructional goals
- D. Knowledge of resources
- E. Instructional design
- F. Assessing student learning

Domain 2: The Classroom Environment

- A. Creating an environment of respect and rapport
- B. Establishing a culture for learning
- C. Managing classroom procedures
- D. Managing student behavior
- E. Organizing physical space

Domain 3: Instruction

- A. Communication
- B. Techniques of questioning and discussion
- C. Engaging students in learning
- D. Providing feedback to students
- E. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- A. Reflecting on teaching
- B. Maintaining accurate records
- C. Communicating with families
- D. Contributing to the school and district
- E. Growing and developing professionally
- F. Showing professionalism

From: Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (ASCD); BU Education Framework

Department of Exceptionality Programs

**Special Education N-12
Certification Program**

Teacher Education Faculty Recommendation

Name _____

Date _____

I _____ do _____ do not

recommend this student for admission to the Special Education N-12 Certification Program.

Faculty Signature

Comments:

Department of Exceptionality Programs

**Special Education N-12
Certification Program**

Teacher Education Faculty Recommendation

Name _____

Date _____

I _____ do _____ do not

recommend this student for admission to the Special Education N-12 Certification Program.

Faculty Signature

Comments:

Susan George

Current Address

123 Student Place
Bloomsburg, PA 17815
(570) 123-4567

Permanent Address

1999 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 1999
Bachelor of Science Degree in Education	Bloomsburg University of PA Bloomsburg, PA 17815 May 2003 Major: Special Education G.P.A. in Education 3.5

Certification to teach Special Education N-12

Pre-Professional Experience

March 2003- May 2003	STUDENT TEACHING Milton Junior High School Milton, PA 17847
January 2003- March 2003	STUDENT TEACHING Bloomsburg Memorial Elementary School Bloomsburg, PA 17815
September 2002- December 2002	VOLUNTEER EXPERIENCE CMSU Community Supports and Services Danville, PA 17870 Instructed an individual with severe disabilities in self-care skills and community-based instruction
September 2002- December 2002	VOLUNTEER EXPERIENCE Bloomsburg Middle School Bloomsburg, PA 17815 Instructed a seventh grade student with learning disabilities in reading during the Bloomsburg Middle School-After School Tutoring Program

March 2002- April 2002	VOLUNTEER EXPERIENCE Individual's place of residence Bloomsburg, PA 17815 Tutored an eight year old student with autism in math and reading
December 2000	FIELD EXPERIENCE Rockaway Borough Elementary School Rockaway, NJ 07866 One week observation in an inclusive elementary education classroom and one week observation with a tenth grade learning support teacher; instructed reading, math and social studies groups, provided one-on-one instruction, and helped with station teaching
January 2000- April 2000	FIELD EXPERIENCE <i>America Reads!</i> BU Tutor Tutored students in reading at Central Columbia Elementary School
September 1999- November 1999	VOLUNTEER EXPERIENCE Bloomsburg University Bloomsburg, PA 17815 Instructed students with mild disabilities in a weekly recreation program

Work Experience

June 2000-2002 – August 2000-2002	SUMMER CAMP COUNSELOR Camp Mark Seven 144 Mohawk Hotel Road Old Forge, New York 13420
September 2001- June 2001	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

2001 – 2003	Pennsylvania State Education Association
2001 – 2003	Member of National Honor Society – Phi Delta Kappa
2001 – 2002	Treasurer of Phi Delta Kappa
2001 – 2003	Dean's List—Four Semesters
1999 – 2003	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
Dept. of Exceptionality Programs

RE: **10-Day Field Experience**

* * * * *

In order to help students determine in the early years of college life whether they definitely want to teach, and to give those students who know they want to teach a profitable college experience, the Special Education faculty has initiated a program for undergraduate students to be known as a **10-Day Field Experience**. This is a period of 10 **full** school days when a student in special education will work in a school of his/her choice. (These days need not be sequential.) The student will experience all the responsibilities of teaching and learn the many roles of a teacher. During this time the student should see the whole school at work. This field experience is a requirement for candidacy in Teacher Education - Special Education.

Some important points about the field experience are listed below:

1. All students must have Act 34, Act 151, Professional Liability Insurance and a negative TB screening documentation on file in the Department of Exceptionality Programs Office 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 special education teacher.
3. Field Experience participants should be given an opportunity to teach at least one lesson with the cooperating teacher or principal supervising the activity. A lesson plan should be developed with the cooperating teacher before the activity is performed.
4. Because Pennsylvania certification is N-12, it would be advantageous to attempt to experience various types and levels of classrooms. This experience can be completed at two different placements. If there is an interest in completing an experience in places other than public schools, such as detention centers, state centers, preschools, or approved private schools, this can be incorporated; however, the cooperating teacher must be certified in special education, 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.

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 which 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 Special Education Office and the copies as indicated on the application.
5. Upon completion of the 10-Day Field Experience, request your cooperating teacher to forward the evaluation form to the Special Education 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 advisor or the Dept. of Exceptionality Programs, Navy Hall 104 (389-4119).

DEPARTMENT OF EXCEPTIONALITY PROGRAMS
BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania

Application for 10-Day Field Experience

Student's Name _____ P.O. Box _____

Home Address _____

Major _____

Number of credits at the end of present semester _____

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

* * * * *

School District Permission

Miss

Mrs.

Mr. _____, a student seeking to enter Teacher Education
- Special 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 student to contact a supervisor or teacher in our school
district/intermediate unit/facility to make more specific arrangements.

Date _____ Signature of Administrator _____

Title _____

School District _____

* * * * *

Teacher Acceptance

I have discussed the 10-Day Field Experience program with the above 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 - Special Education Office, BU
Yellow copy - School District Office
Pink copy - Teacher

Student Must Return to Faculty Advisor

TO: 10-Day Field Experience Participant

RE: Report Concerning 10-Day Field Experience

In order to help evaluate the 10-Day Field Experience, please insert under each Daily Experience area those numbers that correspond to experiences to which you were exposed (see page 3 of this report). 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:

Day 6 _____ Date _____ Time: From _____ To _____

Numbers: _____

Comments:

Day 7 _____ Date _____ Time: From _____ To _____

Numbers: _____

Comments:

Day 8 _____ Date _____ Time: From _____ To _____

Numbers: _____

Comments:

Day 9 _____ Date _____ Time: From _____ To _____

Numbers: _____

Comments:

Day 10 _____ 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 the facility
and the teacher with whom you worked.*

DEPARTMENT OF EXCEPTIONALITY PROGRAMS
BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania

TO: _____

_____, a student in Special 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