

ADVANCED GRADUATE CERTIFICATION PROGRAMS

ADMISSION, MONITORING, AND EXIT PROCEDURES

TEACHER EDUCATION

ADVANCED CERTIFICATION: SPECIAL EDUCATION (PK-8) OR SPECIAL EDUCATION (7-12)

The Department of Exceptionality Programs offers graduate students the opportunity to become certified in Special Education (PK-8) OR Special Education (7-12).

Graduate 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 Dr. Robin Drogan (Graduate Special Education Program Coordinator) or Dr. Darlene Perner (Chairperson of the Department of Exceptionality Programs).

The following are Admission, Monitoring and Exit procedures and requirements for all graduates students who will major in the graduate Advanced Teacher Education certification programs 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.

It is the student's responsibility to know and follow the academic policies and regulations of the university. These include, but are not limited to: scheduling, class standing, academic probation, academic dismissal, code of conduct, certification requirements, and program requirements. Students are encouraged to receive knowledgeable and effective academic advisement from the Graduate Coordinator regarding the contents in this packet.

Admission to Teacher Education

Advanced preparation program at the post-baccalaureate level prepares candidates for an additional professional teacher education license.

Graduate students seeking advanced certification must submit a completed application packet to their Graduate Program Coordinator no sooner than the completion of 12 graduate credits and no later than the completion of 24 graduate credits. The Graduate Program Coordinator will review the admission packet and submit a recommendation to the Department Chairperson indicating that the student be admitted or not be admitted to the program. At this point of the admissions process the student recommended for program admissions becomes a teacher education "candidate."

ADMISSION TO CANDIDACY

For admission to candidacy, students must:

1. Satisfy the general admission requirements for the School of Graduate Studies and the specific requirements for acceptance in the Special Education Graduate Studies Program.
2. Possess an overall cumulative grade point average (GPA) of 3.0. A maximum of two Cs is permissible. A "C minus" is not acceptable.

3. Successful completion of the 5-day field experience (forms provided). This must include the completion of 5 full days of observation under the supervision of a special education teacher (PK-8) (for Special Education Certification [PK-8]) OR a special education teacher (7-12) (for Special Education Certification [7-12]). (Prior experience can be accepted with approval of the Graduate Program Coordinator.)
4. Submit the results from a current tuberculosis screening administered within the last two years.
5. Possess professional liability insurance. The policy shall be a minimum of \$1,000,000.00 per claim and \$3,000,000.00 aggregate. Two available sources for university students include, but are not limited to: 1) PSEA, or b) own personal policy.
6. Obtain current background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record). Clearances are current if provided within one year of the date issued on the form. Any clearance with an infraction will trigger a "Program Review Counseling Session" by the College of Education.

MONITORING

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

1. Maintain an overall cumulative grade point average of 3.0. A maximum of two Cs is permissible except for practicum. A "C minus" is not acceptable.
2. Complete field and clinical experience hours successfully in diverse settings (urban and/or non-urban) and working with diverse populations (English language learners, exceptionalities, gender, race/ethnicity, socio-economic status) as defined by CAEP.
3. Maintain a current tuberculosis screening administered within the last two years.
4. Maintain professional liability insurance. The policy shall be a minimum of \$1,000,000.00 per claim and \$3,000,000.00 aggregate. Two available sources for university students include, but are not limited to: 1) PSEA, or b) own personal policy.
5. Maintain contact with their academic advisor each semester to monitor completion of program requirements and matriculation.
6. Maintain current Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance) and Act 114 (Federal Criminal History Record) clearances.

ELIGIBILITY FOR PRACTICUM

Eligibility for practicum will be determined during the scheduling period prior to the semester in which the practicum will be taken. Graduate students must attend a practicum orientation session and complete the required application for practicum prior to the established deadlines. All criteria listed in items 1-6 above must be completed for participation in any practicum experience.

Practicum eligibility is contingent upon:

1. Submission of a current resume.
2. The practicum should be the culminating course in the teacher education program of study.
3. Documented professional liability insurance must remain in full effect for the duration of the practicum.
4. All clearances must be valid for the duration of the practicum assignment. Any clearance with an infraction will trigger a "Program Review Counseling Session" by the College of Education.

5. The results of TB screening must be valid for the duration of the practicum assignment. To maintain and to insure proper supervision for **ALL** practicum graduate students that require practicum placements **with cooperating teachers**, the placements will be limited to 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 practicum placements.

EXIT FROM TEACHER EDUCATION PREPARATION PROGRAMS:

Documented Competency and Completion of Program Requirements for Graduation

ALL candidates must have:

1. Completed all coursework within the prescribed professional education curriculum with a cumulative grade point average of 3.0. A maximum of two Cs is permissible except for the practicum.
2. Completed and documented an approved experience in diversity as required by the COE.
3. Demonstrated competency in the practicum.
4. Earned a B or better in the practicum. If a C is earned in the practicum, it must be repeated successfully with a grade of a B.

Certification is not a requirement to exit the program. In order for students to add on a Special Education certification, candidates must have a valid teacher's license, completed a PDE-approved teacher preparation program, and passed their program's PECT assessment(s). Qualifying (passing) scores are established by the Pennsylvania Secretary of Education (www.education.state.pa.us, choose "Teachers and Teacher Certifications" and then choose "Testing Requirements"). Bloomsburg University does not certify candidates, but does recommend candidates for certification by verifying candidate competence in their professional education graduate program and the completion of the required courses designated in the program to meet PDE certification requirements.

NONCOMPLIANCE:

A candidate may be removed from their program, practicum and/or internship based on the following:

1. If Act 34 (Request for Criminal History Record), Act 151 (Child Abuse History Clearance) or Act 114 (Federal Criminal History Record) report any incidents.
2. Failure to comply with school district and/or university policies and procedures, including any violation of the law.
3. If a criminal infraction occurs during student teaching, practicum/and or internship
4. Unsatisfactory level of competency.

Note: Students are provided with a system by which to grieve complaints of alleged academic injustices through the Teacher Education Admission, Progression, and Retention Board of the College of Education.

FOR GRADUATE STUDENTS IN THE ADVANCED CERTIFICATION PROGRAM(S)

Reference to the Pennsylvania Educator Certification Tests (PECT) for Bloomsburg University Teacher Education Programs

NOTE: Bloomsburg University must be identified as score recipient
when students register for the PECT tests.

SPECIAL EDUCATION (PK-8)

Leads to PA certification in #61-9226 Special Education PK-8

**SPECIAL EDUCATION (PK-8) GRADUATE PROGRAM COMPLETERS MUST TAKE THE
FOLLOWING PECT SUBJECT ASSESSMENTS/SPECIALTY AREA TEST:**

PECT Assessments

Special Education PK-8 (Modules 1 & 2)

To Register and locate testing centers for PECT exams, go to: www.pa.nesinc.com

SPECIAL EDUCATION (7-12)

Leads to PA certification in #61-9227 Special Education 7-12

**SPECIAL EDUCATION (7-12) GRADUATE PROGRAM COMPLETERS MUST TAKE THE FOLLOWING
PECT SUBJECT ASSESSMENTS/SPECIALTY AREA TEST:**

PECT Assessments

Special Education 7-12 (Modules 1 & 2)

To Register and locate testing centers for PECT exams, go to: www.pa.nesinc.com

NOTES:

Scores. The PA Department of Education recognizes scores for ten years from the date of the test administration. All candidates must meet the qualifying score for all applicable tests at the time their application for certification is received by PDE.

PDE reference: www.education.state.pa.us, PA Certification, Types of Certificates and Testing Requirements, Tests for PA.
BU's PA certification application: http://www.bloomu.edu/teacher_certification.

6/1/12

Teacher Certification

For information regarding certification and applying for certification, please contact:

Teacher Certification Officer, BU College of Education: Angela D. McCabe, MCHS
3103A, Phone: 570-389-5128, amccabe@bloomu.edu

FOR YOUR INFORMATION

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

Act 34 of 1985 (Criminal Record)

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

Act 151 of 1985 (Child Abuse)

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

Welcome to the: Child Welfare Portal

Our service provides a means for mandated reporters to report child abuse in Pennsylvania and for users to apply for a PA Child Abuse History Clearance online.

[CREATE A NEW ACCOUNT](#) or [LOGIN](#)

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 and choose "Department of Education". 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/index_pdeNew.htm. Telephonic registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST.

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

Some school districts may also require the FBI clearance for observations and/or field experiences; in these cases, students will need to comply with the requirements of the school district.

All fingerprinting MUST take place in PA at an approved Cogent Systems site. An FBI check completed outside of PA will not be valid for use in Pennsylvania public school settings.



CONCEPTUAL FRAMEWORK

Overview

A conceptual framework enables a unit to articulate and share with its professional community its way of seeing, thinking and being. This way of seeing, thinking and being encapsulates the sense of the unit across all unit programs. In addition, it sets forth the operational manner of the unit regarding what candidates should know (content knowledge) and be able to do (curricular, technological and pedagogical knowledge and skills), and the kinds of assessments and evaluation measures needed to produce the desired results in candidates' performance. (Dottin, xviii)

The Conceptual Framework of the Unit establishes an integrated vision for teaching, learning, professionalism, and educator preparation at Bloomsburg University. It provides the foundation for the institution's philosophical underpinnings, beliefs and values as well as outlines the proficiencies we emphasize and our commitment to the preparation of effective education professionals. Additionally, it guides the planning, development, and implementation of programs and ensures connections between coursework, field experiences, student teaching, and unit-wide assessment practices. The Conceptual Framework reflects our commitment to developing high professional standards, instilling candidates with the necessary skills for problem solving, preparing students to excel in collaborative professional settings, valuing the necessity of life-long learning, and preparing educators to work effectively with diverse populations. All initial teacher education programs focus on the development of the required knowledge, skills, and professional dispositions to ensure that candidates are prepared to meet all unit, state, and professional standards at the completion of their program. Advanced programs emphasize the same knowledge, skills, and dispositions as described for initial programs, as well as those identified through application of the Rigor and Relevance Framework.

Advanced Programs Extension of the COE Beliefs, Skills and Professional Dispositions

Within the College of Education at Bloomsburg University, the core expectations and competencies for all candidates are identified in the College of Education Professional Beliefs and Dispositions. Candidates are expected to demonstrate professional growth as they progress through identified transition points within their chosen program of study. The Advanced Programs at Bloomsburg University are designed with the expectation that candidates must also develop and apply knowledge, skills and dispositions to serve as effective educational professionals. For these programs, the conceptual framework is extended to include the key elements of the Rigor and Relevance Framework. This extension establishes a focus on the acquisition of knowledge, the application of knowledge in educational settings, the assimilation of new ideas, and the adaptation of knowledge for creative problem-solving in educational settings. The desired outcomes are the development of educational professionals

who are experts in teaching and learning, capable of improving teaching and learning, and equipped to serve as educational leaders in the 21st century.

Program Level	Rigor & Relevance
Capstone	Assimilation & Adaptation
Pre-Capstone	Application & Assimilation
Entry	Acquisition & Application

*Adapted from the Rigor and Relevance Framework, by the International Center for Leadership in Education, 2002, *Rigor and Relevance Handbook*, p. 2. Retrieved from <http://www.leadered.com/rrr.html>.

The faculty members of the Unit have also identified the core candidate proficiencies related to the expected knowledge, skills and dispositions for effective practice. In addition to this, Unit faculty members have identified the key professional dispositions that educators must possess to interact effectively with students, families, colleagues, and communities. The emphasis on dispositions reflects the critical importance of professional behaviors and the high degree of value placed on developing professional attitudes, values, and beliefs within the professional Education Unit.

Bloomsburg University – College of Education Professional Dispositions

***“Professional Dispositions** - Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. CAEP expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that CAEP expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.”*

<http://www.caepnet.org>

The dispositions of the conceptual framework serve to represent the unit’s understanding of the attitudes and behaviors expected of educational professionals. These dispositions are modeled and encouraged by members of the unit. Candidates are expected to demonstrate professional dispositions as a reflection of the values they hold.

Uphold Professional and Ethical Standards

Candidates honor the law and demonstrate professional integrity through behaviors that reflect national, state, and institutional ethical standards.

- **Complies with university and school district policies and procedures (e.g., meets expectations, produces quality work, exhibits academic honesty, demonstrates good citizenship)**
- **Adheres to local, state, and federal rules and laws (e.g., creates a safe environment for students, demonstrates ethical conduct, maintains professional relationships)**
- **Communicates with honesty and integrity (e.g., uses appropriate language, maintains confidentiality, treats all people with respect and dignity)**
- **Displays a professional demeanor (e.g., dresses appropriately, meets attendance expectations, actively participates in class)**
- **Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, uses personal electronic devices as appropriate)**

Embrace Diversity

Candidates demonstrate fairness, empathy, and compassion based on their belief that everyone can learn.

Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of ALL learners.

- **Exhibits fair treatment of others (students, colleagues, professionals, staff, and families) (e.g., promotes social justice, exhibits fairness in assessing students' academic, social and emotional development, promotes respectful students' interactions with others)**
- **Interacts with sensitivity to community and cultural norms (race, ethnicity, age, gender, sexual orientation, ability/disability, and social economic status)**
- **Values and responds to all aspects of a child's well-being (cognitive, emotional, psychological, social, and physical)**
- **Utilizes a full range of differentiated instructional practices (e.g., considers students' strengths, needs and experiences when planning instruction, uses flexible groupings for instruction, provides opportunities for all students to succeed)**

Engage in Collaborative Endeavors

Candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive partnerships (with and between learners: students, families, colleagues, other school professionals, and the global community) to support achievement of learning outcomes.

- **Meets professional expectations (e.g., seeks help in a timely manner, completes assignments on time, participates equitably in teamwork, is punctual, follows procedures for extensions)**

- Considers and responds to multiple perspectives (e.g., incorporates professional feedback and constructive suggestions)
- Demonstrates kind, caring and respectful interactions with others (e.g., maintains emotional control, responds appropriately to actions and reactions of others, adapts to unexpected or new situations, acts from a positive frame of reference)
- Utilizes professional oral and written communication based on the purpose and audience (e.g., employs suitable tone of voice, and verbal and nonverbal expressions, uses grammatically correct sentences, exercises appropriate self-disclosure)

Reflect and Problem-Solve

Candidates demonstrate the ability to make informed decisions through systematic reflection and problem-solving.

Critical and creative thinking is used for identifying and implementing strategies for improving academic, interpersonal, and emotional learner outcomes.

- Accepts responsibility for personal actions or decisions (e.g., shows an understanding of policies and procedures for professional behaviors and dispositions)
- Solves problems proactively (e.g., recognizes problems and seeks resolutions, collaborates and problem solves with others)
- Seeks clarification and assistance as needed (e.g., seeks and utilizes human and material resources)
- Engages in processes of continuous reflection based on relevant assessment data (e.g., utilizes systematic reflection processes for problem-solving and modifying educational practices)

Value Life-long Learning

Candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Completes assigned tasks that demonstrate high personal and professional standards
- Seeks to keep abreast of new ideas, evidence-based practices, and understandings in the field to improve instructional practices and teaching activities (e.g., reads educational journals, attends professional meetings and conferences, engages in professional discussions with others)
- Demonstrates positive attitude toward learning through intellectual curiosity and participation in professionally-related experiences (e.g., actively participates in class activities and professionally-related associations, exceeds expectations for assignments, tasks and teamwork)
- Reflects upon teaching practices (e.g., identifies areas of strengths and needs, engages in professional development based upon self-reflection)

**Bloomsburg University – College of Education
Professional Beliefs**

We believe effective educational professionals apply their knowledge, skills, and dispositions to:

1. Plan Coherent Practice and Pedagogy

- 1.1. Demonstrate Knowledge of Discipline-Specific Content
- 1.2. Demonstrate Knowledge of Content-Related Pedagogy
- 1.3. Demonstrate Knowledge of Standards for Performance Outcomes
- 1.4. Demonstrate Knowledge and Recognition of the Diverse Needs and Interests of Learners
- 1.5. Design Effective Instruction and/or Service Using Internal and External Resources
- 1.6. Plan for the Effective Use of Volunteers and/or Other Professional to Enhance Learning

2. Create Inclusive Environments Conducive to Optimal Learning

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

3. Ensure Effective Instruction and Assessment

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

4. Exhibit Professionalism

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

For Graduate Students
Bloomsburg University Teacher Education
Field Experience Diversity Requirements

☐ Urban
☐ Non-Urban

Student I.D. Number

Name of School¹

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

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

Graduate students pursuing an initial or advanced teaching certification or an MS in Special Education at Bloomsburg University must have documented experience working with diverse students as indicated above. Field experience must be a minimum of 30 hours, and must include exposure to all five diversity requirements. These requirements must be met prior to your graduate practicum or 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 or a graduate degree.

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.bloomu.edu/teacher-admission> and "Specific diversity requirements" for more information. *Please do not approach any schools in the Columbia/Montour areas, as they are being used primarily for student teaching.* Questions should be addressed directly to the Graduate Coordinator and/or Department Chair.

Graduate Student's Signature

Date

Graduate Coordinator'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 the practicum or student teaching.

Student Reflection/Attach Sheets

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?



TO: Professional Field Experience Graduate Participants and Cooperating Teachers

FROM: Darlene E. Perner, Ed.D., Chairperson
Dept. of Exceptionality Programs

RE: **5-Day Field Experience: Special Education PK-8 OR Special Education 7-12 Certification**

* * * * *

In order to help students determine whether they definitely want to teach, and to give those students who know they want to teach a profitable graduate experience, the Special Education faculty have initiated a program for graduate students to be known as a **5-Day Special Education Certification Program Field Experience**. A total field experience of **5 full** school days is required; the **5** days are with a special education teacher (PK-8) **OR** with a special education teacher (7-12) depending on the certification being sought. (These days need not be sequential.) The student will experience all the responsibilities of teaching and learn 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 current Act 34, Act 151, Act 114 (FBI clearance), Professional Liability Insurance and negative TB screening documentations on file in the Department of Exceptionality Programs Office prior to starting their 5-Day Field Experience. Please note that school districts require these current documents for participation in their schools.
2. All 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. 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. The Special Education PK-8 experience OR Special Education 7-12 experience is required.* If there is an interest in completing a Special Education experience in places other than public schools, such as detention centers, state centers or approved private schools, this can be incorporated; however, the cooperating teacher must be certified 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.

As a graduate student field experience participant, the following directions will be helpful you in organizing and planning this experience:

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

If you have questions concerning this experience, please contact the Graduate Coordinator or the Department of Exceptionality Programs, Navy Hall 103 (389-4119).

***If you have already completed some or all of your 5 day field experience, please contact the Graduate Coordinator immediately. The Graduate Coordinator can consider approving any field days completed prior to acceptance in the Special Education Advanced Graduate Certification Program.**

DEPARTMENT OF EXCEPTIONALITY PROGRAMS
BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania
Application for 5-Day Field Experience:

Special Education PK-8 OR Special Education 7-12
Graduate Student FIELD EXPERIENCE

Graduate 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 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 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 5-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 _____

* * * * *

NAME _____

Graduate Student Must Return to the Graduate Coordinator

TO: 5-Day Field Experience Participant

**RE: Report Concerning 5-Day Special Education PK-8 OR Special Education 7-12
Field Experience**

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

1. Name and school address of either the Superintendent of the School District or the Executive Director of the Intermediate Unit (I.U.) that hosted you for your Field Experience.

2. Name and school 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 | 8. Observing other teachers in the school |
| 2. Teaching a lesson* | 9. Discussing guidance program with counselors |
| 3. Assisting in study halls* | 10. Reviewing school district curricular guides for your major field |
| 4. Assisting in the lunch room* | 11. Other-specify under Comments |
| 5. Tutoring individual students* | |
| 6. Working with small groups of students* | |
| 7. Observing your cooperative teacher | |

*Only under the supervision of the cooperating teacher or another teacher

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 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 verification form and return it in the envelope provided.

Thank you very much for your support and cooperation.

Sincerely,

Darlene E. Perner, Ed.D.
Chairperson

Number of days participated _____ Grade Level(s) _____

Kinds of experiences _____

Comments concerning student's performance _____

Signature of Cooperating Teacher