



Teacher Preparation Program Handbook



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

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Vision Statement

The College of Education is dedicated to preparing passionate, knowledgeable, and creative professionals committed to academic excellence and social justice.

Mission Statement

Understanding strength lies in diversity, the College of Education places the well-being of learners first, fostering ethical and qualified professionals through education, scholarship, and service.

Performance Expectations for Candidates

A professional educator is a reflective practitioner who is a knowledgeable and thoughtful facilitator of human growth and development. This professional cultivates in learners an ability to apply critical thinking to the solution of problems.

The professional displays a sense of empowerment through:

- The acquisition of a knowledge base
- The ability to see connections between theory and practice
- The use of technology for educational outcomes
- An understanding of a wide variety of strategies for accommodating the developmental readiness and learning style variations associated with all aspects of diversity
- An application of this expertise to the broader community
- Recognizing one's own heritage while honoring the diversity found in schools and communities

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

1. **Plan Coherent Practice and Pedagogy**
 - 1.1. Demonstrate Knowledge of Discipline-Specific Content
 - 1.2. Demonstrate Knowledge of Content-Related Pedagogy
 - 1.3. Demonstrate Knowledge of Standards for Performance Outcomes
 - 1.4. Demonstrate Knowledge and Recognition of the Diverse Needs and Interests of Learners
 - 1.5. Design Effective Instruction and/or Service Using Internal and External Resources
 - 1.6. Plan for the Effective Use of Volunteers and/or Other Professional to Enhance Learning
2. **Create Inclusive Environments Conducive to Optimal Learning**
 - 2.1. Demonstrate Belief that Everyone Can Learn
 - 2.2. Establish Learning Environments Based on Mutual Respect and Rapport
 - 2.3. Demonstrate an Understanding of How Cultural Identities Shape Professional Expectations and Practices
 - 2.4. Demonstrate an Understanding of Cultural Similarities and Differences through Instruction and/or Service to optimize Learning
 - 2.5. Differentiate Practices and Curricula to Ensure Fairness and Value Diversity
 - 2.6. Establish and Communicate Clear Behavioral Expectations
 - 2.7. Structure and Monitor Learning Environment to Support Academic, Interpersonal, and Emotional Performance Outcomes of Learners
 - 2.8. Organize and Manage Instructional Environment
3. **Ensure Effective Instruction and Assessment**
 - 3.1. Communicate Clear Learner Expectations, Content Explanations, and Guidance/Feedback
 - 3.2. Engage Everyone in Varied Learning Activities and Resources
 - 3.3. Monitor and Differentiate Relevant Instruction and/or Service to Meet the Needs of Learners
 - 3.4. Provide Opportunities for Individual and Collaborative Problem-Solving through Critical and Creative Thinking
 - 3.5. Design and Use Formative and Summative Assessments Congruent with Performance Outcomes of Learners
 - 3.6. Maintain and analyze Data for Use in Monitoring Learner Progress and Differentiating Instruction and/or Service
 - 3.7. Utilize Technology Effectively to Enhance Learning
4. **Exhibit Professionalism**
 - 4.1. Demonstrate Decision-Making Aligned with Professional Ethical Standards
 - 4.2. Participate in Reflective Inquiry for Professional Growth
 - 4.3. Collaborate and Communicate with Colleagues, Families, and Community Members to Meet the Needs of Learners
 - 4.4. Engage in Professional Growth Opportunities and Resources at Local, State, National or International Levels
 - 4.5. Engage in School Initiatives, Activities, and Events to Enhance the Learning Community
 - 4.6. Demonstrate Individual and Collaborative Problem-Solving Skills
 - 4.7. Remain Current and Appropriately Use New Instructional Technologies

InTASC Standards	Danielson Framework Component(s)
#1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Planning and Preparation 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction Instruction 3c: Engaging Students in Learning
#2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Planning and Preparation 1b: Demonstrating Knowledge of Students
#3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Classroom Environment 2a: Creating an Environment of Respect and Rapport Instruction 3c: Engaging Students in Learning
#4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Planning and Preparation 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction Instruction 3c: Engaging Students in Learning
#5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Instruction 3a: Communicating with Students 3c: Engaging Students in Learning 3f: Demonstrating Flexibility and Responsiveness

<p>#6: Assessment</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Planning and Preparation</p> <p>1f: Designing Student Assessments</p> <p>Instruction</p> <p>3d: Using Assessment in Instruction</p>
<p>#7: Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Planning and Preparation</p> <p>1b: Demonstrating knowledge of students</p> <p>1e: Designing coherent instruction</p>
<p>#8: Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Instruction</p> <p>3b: Using Questioning and Discussion Techniques</p> <p>3c: Engaging students in learning</p>
<p>#9: Professional Learning and Ethical Practice</p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Professional Responsibilities</p> <p>4a: Reflecting on Teaching</p> <p>4e: Growing and Developing Professionally</p> <p>4f: Showing Professionalism</p>
<p>#10: Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Professional Responsibilities</p> <p>4c: Communicating with Families</p> <p>4d: Participating in a Professional Community</p> <p>4f: Showing Professionalism</p>

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

What are dispositions? Dispositions are the habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards p.VI, https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf).

Stage 1 - Students receive exposure to the dispositions in their course work, particularly in their introduction to education courses. Students enrolled in an introductory education course (SPECED 100, ELEMED 120, ELEMED150, EDFOUND 206) will be evaluated by the instructor on four dispositions as demonstrated in the course (see Pre-Teacher Education Dispositions).

Stage 2 – Students enrolled in SPECED 275 Linking Assessment to Instruction will again be evaluated by the instructor on the four course-related dispositions (see Pre-Teacher Education Dispositions).

Stage 3 – Students enrolled in a practicum or upper-level field experience course will be evaluated by the supervisor or instructor on the Pre-Candidate Preservice Assessment of Student Teaching (PreCPAST), which includes a sub-scale of four dispositions, assessed on candidate performance in the practicum experience.

Stage 4 – Students enrolled in student teaching will be evaluated by the University supervisor (in consultation with cooperating teacher and student teacher) on the Candidate Preservice Assessment of Student Teaching (CPAST), which includes a sub-scale of eight dispositions.

It is the student's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors in all environments (e.g., courses, advisement meetings, student teaching, public venues). The assessed dispositions are as follows:

1. Demonstrates Punctuality (InTasc 9)
2. Meets Deadlines and Obligations (InTASC 9)
3. Collaboration (InTASC 10)
4. Actively seeks constructive feedback to learn and grow (InTASC 9, 10)
5. Participates in Professional Development (InTASC 5,9,10)
6. Demonstrates Effective Communication with Parents or Legal Guardians (InTASC 10)
7. Advocacy to Meet the Needs of Learners or for the Teaching Profession (InTASC 10)
8. Preparation (InTASC 7)

Dispositions 1,2,3, & 4 are assessed in all stages.

Dispositions 5,6,7, and 8 are assessed ONLY in stage 4 (Student Teaching).

ADMISSION, MONITORING, AND EXIT PROCEDURES

The College of Education offers students the opportunity to become certified in Early Childhood (PK-4), Midlevel (4-8), Secondary (7-12), Special Education (PK-12)/Early Childhood Education (PK-4), or Early Childhood (PK-4)/Deaf and Hard of Hearing (N-12).

Students desiring teacher certification should familiarize themselves with this document and the forms that it contains. Questions concerning the procedures should be directed to your faculty advisor or your department chairperson, Dr. Todd Hoover (Chairperson of the Department of Early Childhood), Dr. Maureen Walsh (Chairperson of the Department of Exceptionality Programs) Dr. Kim Cardimona (Department of Middle/Secondary/K-12).

The following are Admission, Monitoring and Exit procedures and requirements for all undergraduate students who will major in Teacher Education certification programs at Bloomsburg University. **The student is responsible for the completion of each of the following requirements contained in this packet.** In setting these requirements, attention was given to all standards and criteria for teacher candidates as mandated by the State Board of Education of Pennsylvania, the Pennsylvania Department of Education (PDE), and the Council for the Accreditation of Educator Preparation (CAEP).

Every student will receive knowledgeable and effective academic advisement from a faculty member regarding the content in this packet. However, it is the student's responsibility to know and follow the academic policies and regulations of the university. These include, but are not limited to: scheduling, class standing, academic probation, academic dismissal, code of conduct, certification requirements, and program requirements.

ADMISSION TO CANDIDACY

All students must complete all of the following items and submit to the COETPP (COE Teacher Preparation Program) BOLT Course. Enrollment in upper division teacher education coursework (300 and 400 level courses) is contingent upon admission to the teacher education program. For admission to teacher education, students must:

1. Due to Act 55 of 2022 signed into law by Governor Wolf on July 8, 2022, requires the Secretary of Education to waive the requirement to satisfactorily complete the assessment of basic skills required under section 1207.3 and 22 Pa. Code § 49.18(c) (relating to assessment) for 3 years from July 8, 2022 through July 8, 2025. This applies to all students who enter preparation programs during this period as well as otherwise qualified candidates for licensure who make application during this period.
2. Possess an overall cumulative grade point average of 2.8. Possess a grade of C or better in all teacher education courses in the College of Education and ENLISH101 Foundations of College Writing. The grade of C- [minus] does not meet this criterion. (Note: If you are seeking a second degree, both degree program requirements and course grade expectations must be followed.)
3. Complete at least six (6) semester hour credits in college level mathematics.

4. Complete at least six (6) semester hour credits in college level English composition and literature.
5. Complete [Pre-Admission Reflection Notebook](#)
6. Submit two (2) recommendations from Bloomsburg University education faculty.
7. Submit the results from a current tuberculosis screening administered within the last two (2) years.
Note: Some districts require this screening every year.
8. Submit documentation of professional liability insurance. The policy shall be a minimum of \$1,000,000.00 per claim and \$3,000,000.00 aggregate. Two available sources for university students include, but are not limited to: 1) PSEA <https://www.psea.org/apps/students.aspx> or b) alternative personal policy.
9. Submit a copy of current background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record). Clearances are current if provided within one (1) year of the date issued on the document. Any clearance with an infraction will initiate a “Program Review Counseling Session” by the College of Education.
10. Submit signed Act 24 (Arrest/Conviction report) as required by school districts prior to service in their schools.

MONITORING

Monitoring begins upon admission to Bloomsburg University and continues through graduation. Part of professional dispositions is for students to be proactive in meeting with program advisor(s) each semester for assistance in the monitoring process.

The following expectations have been created within the COE to assist faculty advisors in monitoring student progress.

1. Each semester faculty advisors meet with students to discuss dispositions, course selection, GPA, and program requirements listed under Admissions to Candidacy.
2. During the second semester (after 48 credits) of a student’s career, faculty advisors discuss practicum (PDE Stage 3 field experience) requirements, offerings, and information with students. Students are reminded that all documents and requirements for candidacy are also required at the time of practicum sign-up and enrollment. NOTE: Students cannot complete a practicum unless they have submitted their program packet and are declared BS Ed.
3. Once a student has met all the requirements for admission into the TPP, the student will submit all documents through BOLT Teacher Preparation Program - COETPP.
4. The Office of Field Placement holds a meeting at the beginning of each semester regarding student teaching in the upcoming semesters. An email will be sent to students with time and location information.
5. Faculty advisors monitor student eligibility for student teaching.

ELIGIBILITY FOR STUDENT TEACHING

Spring Student Teachers – Deadline 2nd Friday in September

Fall Student Teachers – Deadline 2nd Friday in February

Eligibility for student teaching and clinical experiences will be determined during the scheduling period prior to the student teaching and clinical experience semester. Students must attend a student teaching orientation session and complete the required application for student teaching prior to the established deadlines. Completion of the admission to teacher education process. All criteria listed in items 1-8 must be completed for participation in the student teaching experience.

The following information should be submitted in the COETPP BOLT page under “Student Teaching Application”

1. Submission of a current resume.
2. Degree Audit to ensure all necessary coursework is completed
3. Student Teaching Placement Agreement
4. Documented professional liability insurance must remain in full effect for the duration of the student teaching assignment.
5. Valid clearances must be maintained for the **duration** of the student teaching assignment. Any clearance with an infraction will initiate a “Program Review Counseling Session” by the College of Education.
6. Valid TB screening must be maintained for the duration of the student teaching assignment.
7. Completion of ACT 126 Child Abuse and Recognition training available at <https://www.reportabusepa.pitt.edu>
8. Final application form.

The Field Experience Office will obtain and finalize all student teaching placements. To maintain and to insure proper supervision for ALL student teachers, student teaching placements are limited to those areas specified on the student teaching application form and approved by the Field Experience Office.

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

EXIT FROM TEACHER EDUCATION PREPARATION PROGRAMS

Documented Competency and Completion of Program Requirements for Graduation

ALL teacher candidates must have

1. Completed all coursework within the prescribed professional education curriculum with a cumulative grade point average of 2.8
2. Demonstrated competency in student teaching and all teacher education courses in the College of Education and Human Studies with grades of C- or better and the requirements outline in the student teaching handbook.

3. Obtained two satisfactory (2) evaluations during student teaching using PDE 430 form, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice.
4. Teacher certification is not a requirement to exit the program; however, in order for initial (first) certificate candidates to be eligible to apply for Pennsylvania Department of Education (PDE) Instructional Level I certification, teacher candidates must have completed a bachelor's degree, completed a PDE-approved teacher preparation program, and passed their program's Basic Skills tests or met applicable waivers, PECT assessments, and/or Praxis II Subject Assessments. Qualifying (passing) scores are established by the Pennsylvania Secretary of Education <https://www.education.pa.gov> Bloomsburg University does not certify teacher candidates, but does recommend teacher candidates for certification by verifying teacher candidate competence in their professional education program including graduation. To receive your PDE Instructional I Certification, candidates must complete an online certification application through TIMS (Teacher Information Management System) at www.education.pa.gov. Once submitted, your application will be recommended by the College of Education and Human Studies Teacher Certification Coordinator.

PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)/PRAXIS II SUBJECT ASSESSMENTS - UNDERGRADUATE PROGRAMS

At the end of your program, teacher candidates must take and pass required PECT or PRAXIS II tests to qualify for PA Teacher Certification. **Check the PA Department of Education website for up-to-date information about REQUIRED PASSING SCORES.** NOTE: The GPA used for the Sliding Scale Scores refers to the student's FINAL GPA at graduation. Although not required, it is advised that students take the PECT and/or Praxis II before graduation. Test Centers are located throughout PA and the country. You can search them <http://www.pa.nesinc.com/> or <https://www.ets.org/praxis/about/subject> sites for more information. Students are responsible for requesting test scores be reported to Bloomsburg University. Save an electronic copy of your official score report.

Important note regarding out-of-state licensure/certification: Bloomsburg University is approved to offer Education programs that lead to certification in Pennsylvania. While we regularly monitor licensure/certification laws in each state, <https://www.bloomu.edu/teacher-certification>, state requirements are subject to change without notice. If you are interested in certification **outside of Pennsylvania**, we encourage you to contact the appropriate state licensing agency to seek guidance and verify requirements before beginning a program and during your program of study. Visit <https://www.bloomu.edu/teacher-certification> and <https://www2.ed.gov/about/contacts/state/index.html> for more information.

If you are planning to teach in New Jersey, please note that you may be required to complete the edTPA, a performance-based assessment. It is strongly recommended that you contact the school district(s) of interest and the New Jersey Department of Education for more information.

NONCOMPLIANCE

A candidate may be removed from his or her program, student teaching placement, practicum and/or internship based on the following:

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

*Note: Students are provided with a system by which to grieve complaints of alleged academic injustices through the Teacher Education Admission, Progression, and Retention Board of the College of Education and through PRP 3592 (Academic Grievance Procedure), and 4862 (Student Non-Academic Grievance Policy).

PROBATION

When a student's overall grade point average (GPA) falls below a 2.8, they are immediately placed on departmental probation for the following semester. If at the end of the following semester the student obtains a GPA of 3.0, they are taken off probationary status; however, if they fail to obtain a GPA of 2.8, they remain on probationary status for a second semester. Thereafter, the following semester is their last semester to increase their GPA to 2.8. If they do not get a GPA of 2.8, they are dismissed from the program and must change their major. Usually this occurs after courses for the next semester have been scheduled. During the first and second semester on probation, students must repeat education and specialized content courses in which the grade of C- or below was earned, and repeat general education courses where a D or F has been earned. This gives the students the best opportunity to increase their GPAs. If a student on probation drops an education course that has been prescheduled, this course will not be reentered upon the student's schedule. Thus, when a student on probation drops an education course, it is gone. There will be no overrides. If a student earns the GPA of 2.8 after their second semester on probation, they will have to be scheduled into education courses by the chairperson of the department on a "space available" basis. It is required that you seek the advice of your advisor during any probationary period.

Students, who do not improve their GPA to a 2.8 after two (2) semesters, are dismissed. They are advised to seek another area of study. Any student may reapply when their GPA reaches 2.8 following the established application process. No student who has been on probation for two (2) semesters and has not earned a GPA of 2.8 will be permitted to continue in teacher education; they must change their major.

All students seeking the final exiting experience, student teaching, must have a GPA of 2.8 and meet all the curricular and experiential requirements.

FORMS

Forms for Teacher Education programs are available on campus and online:

1. Application process and program guides are available at the department website, <https://www.bloomu.edu/teacher-preparation-program> under “Teaching Resources” or under related links.
2. Act 34 Clearance forms are available online at <https://epatch.state.pa.us/> Act 151 Pennsylvania Child Abuse History Clearance may be completed online at <https://www.compass.state.pa.us/cwis/public/home> Act 114 FBI/Federal Criminal History Record Check registration is available online at <https://uenroll.identogo.com/> using service code: 1KG6RT
3. Tuberculosis testing can be provided by the University Health Center or your family physician.
4. Application for Admission to the TPP and Student Teaching can be found on the COETPP BOLT Page.

Special note: This booklet is designed as a guide. It does not replace the University catalog, University policy, or University approved guidelines. Each student is required to visit with their advisor, or chairperson on all matters impacting upon their successful program completion. The College of Education and Human Studies is not responsible for any errors or acts of omissions committed unknowingly. All parties have a duty to ensure adherence to academic standards and policies.

REQUIRED CLEARANCES FOR ANY FIELD EXPERIENCE

PDE Website: <https://www.education.pa.gov/Educators/Clearances/Pages/default.aspx>

The College of Education requires the following clearances must be acquired and kept up-to-date. There are fees associated with some of the clearances. Clearances are required to go into any field experience. Students can upload these clearances via the database instructions are listed [here](#). ***It is important that you keep copies for your records as clearances cannot be emailed, faxed or mailed to you.*** The best option for uploading clearances is to save them as PDF documents. If you have any questions, you may contact Stephanie Bissinger, (sbissinger@bloomu.edu) or 570-389-4007.

Act 34 of 1985 (Criminal Record) – Valid for one year

This report may be obtained at: <https://epatch.state.pa.us>. DO NOT choose “volunteer” you need to make sure you are choosing Employment. If the clearance comes through with Volunteer it can not be accepted.

Act 151 of 1985 (Child Abuse) – Valid for one year

This form may be obtained at <https://www.compass.state.pa.us/CWIS/Public/Home> On the home page, there is a box at the top (see below). Click on “Create Individual Account” and then apply for your clearance. Please choose school (see below description) Don’t forget to print your results!

School Employee Governed by Public School Code: Applying as a school employee who is required to obtain background checks pursuant to Section 111 of the Public School Code.

Act 114 of 2006 (FBI Federal Criminal History Record) – Valid for one year

For this clearance see all information at <https://uenroll.identogo.com/>. Under the Service Code entry box, enter “1KG6RT”. You will then be directed to the page where you can schedule/manage an appointment and locate fingerprinting locations, and you will see “1KG6RT - Pennsylvania PDE-Colleges/Universities Teacher Education Program” at the top of this page. Select “Schedule or Manage Appointment” then complete the registration. Note that the applicant for this clearance, which requires fingerprinting, must register prior to going to the fingerprint site. Registration is completed online and an appointment must be made at a PA fingerprinting site. You will receive a receipt with a UEID number on it. Keep this as this is the only way to access your fingerprints.

Act 126 – (Mandated Reporter Training) - Good for 5 years

School entities and independent contractors of school entities shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. To complete this training, go to <https://www.reportabusepa.pitt.edu>

Act 24 - Arrest and Convictions – Valid for 1 year

<https://www.education.pa.gov/Educators/Clearances/Laws/Pages/Act24.aspx>

TUBERCULOSIS TEST

Submit the results from a current tuberculosis screening administered within the last two (2) years, unless otherwise required by individual districts.

LIABILITY INSURANCE – you are able to choose coverage periods

Possess 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 for university students include, but are not limited to: 1) PSEA <https://www.psea.org/apps/students.aspx>, b) Council for Exceptional Children (CEC)

<https://cec.sped.org/Membership/New-Membership-Options/Your-Membership/University-College-Classroom-Package?fbclid=IwAR0Fr0eya3FYmtsgsUSkkfhNfgtdhTUTNY7lKEuvuJnDr3d--viHYRdWE6k> or c) alternative personal

REMINDER: Make sure you keep copies of your clearances as you may be required to supply them to any district/school you are working with during your education career.