

Bluffton University
Educator Preparation Program Handbook
2022-23

Table of Contents

Welcome from Director of Educator Preparation Program.....	2
Ohio Department of Education Approved Programs.....	3
Expectations for Candidates	4
Due Process Statement	5
Red Flag Support System	6
Red Flag Support Notification	7
Field Experience Overview and Expectations	8
Admission to Program – Checkpoint 1.....	9
Requirements for Admission to Educator Preparation Program	10
Application for Admission to Educator Preparation Program	11
Due Process Procedures, Criminal Background Check, OAE Requirement	12
Recommendation of University Instructor.....	13
Recommendation of University Instructor form.....	14
Why I Wish to be a Teacher Essay	15
Personal Data Sheet – Early Field Experience.....	16
Personal Data Sheet Directions – Early Field Experience	17
Basic Skills Test Requirement.....	18
Criminal History Record Check Report – Fingerprint Instructions.....	19
Admission to Student Teaching – Checkpoint 2.....	20
Requirements for Admission to Student Teaching.....	21
Student Teaching Application Form – Primary Education P-5	22
Student Teaching Application Form - Intervention Specialist.....	23
Student Teaching Application Form - Middle Childhood.....	24
Student Teaching Application Form - Adolescent/Young Adult, Multi-Age.....	25
Personal Data Sheet – Student Teaching	26
Personal Data Sheet Directions – Student Teaching.....	27
Ohio Assessments for Educators	28
Teacher Performance Assessment / Student Teaching Portfolio.....	29
Admission Criteria for Student Teaching Form.....	30
Criminal History Record Check Report – Fingerprint Instructions.....	31
Program Completion – Checkpoint 3	32
Program Completion / Licensure	33
Recommendation for Licensure form	34
Follow-Up – Checkpoint 4	35



Dear Prospective Educator:

Welcome to the wonderful work of learning and teaching!

The faculty members of Bluffton's Educator Preparation Program are committed to nurturing candidates and respectfully supporting each one as s/he explores options in education and his/her personal gifts and talents. This finding of one's vocation or calling is taken seriously by the Bluffton education faculty members and we look forward to working with each candidate through this process. Bluffton is committed to preparing candidates for licensure who will "Nurture Communities of Learning and Respect."

The educator preparation program is completed through four different steps or "checkpoints:" Admission to Program, Admission to Student Teaching, Program Completion, and Follow-Up. Each checkpoint is explained in detail in this handbook.

If you have any questions, please do not hesitate to contact the Education Department Office or one of our faculty members.

Sincerely,
Gayle Trollinger, Ph.D.
Education Department Chair
Director of Educator Preparation Program

Ohio Department of Education Approved Licensure/Endorsement Programs

Primary Education P-5

- Preschool – grade 5

Middle Childhood

- ages 8-14 and grades 4-9 (includes preparation in the humanities and 2 areas of concentration: English/Language Arts, Mathematics, Science, Social Studies)

Multi-age Licenses

- ages 3-21 and pre K - 12
 1. Music
 2. Visual Arts

Intervention Specialist License

- ages 5-21 and grades K-12
Mild/Moderate Educational Needs (undergraduate)

Adolescent/Young Adult License (Grades 7 – 12)

- Integrated Language Arts
- Integrated Social Studies
- Integrated Mathematics

Early Childhood

- ages 3-8 and Pre-K through grade 3 (typically developing, at-risk, gifted, mild/moderate educational needs)
(No candidates admitted after Fall 2019)

Endorsements (to be added to a license)

- Middle Childhood Generalist – Language Arts, Mathematics, Social Studies, and/or Science (grades 4-6)
- PreK Special Needs (pre-school special education)
- TESOL – Teaching English to Speakers of Other Languages (K-12)
- Early Childhood Generalist (grades 4-5) – courses offered only during summer after Spring 2019

Expectations for Candidates

1. Class attendance is expected, with excused absences being few and far between. In order to be counted an excused absence, the professor should be contacted (by email, phone or campus mail) prior to the missed class. The professor will then determine if the absence is excused. In the case of an absence, it is the candidate's responsibility to find out about any work missed or material covered in class. The instructor has the right to request verifiable documentation confirming an excused or emergency absence.
 2. Reading an assignment prior to class, turning in on due dates and participating in class discussions are all signs of responsibility. Late work may be penalized, depending on the circumstances.
 3. Candidates are reminded to read the university catalog regarding academic integrity and the Honor system. We value the Honor system and confidently expect that all persons entering the teaching profession will maintain its ideals.
 4. Professional behavior regarding attitude, as well as the discussion of questions and concerns with the instructor is expected of candidates.
 5. High quality work with depth of thinking as well as standard grammar and correct spelling is expected on all assignments. In oral presentations it is expected that candidates will model proper English.
 6. All Education syllabi will have a clearly stated exam and quiz make-up policy. Candidates are expected to follow them.
 7. Any candidates with a documented disability requiring adaptations should meet with the professor during the first two weeks of class.
 8. Travel plans, air travel restrictions, work schedules and social activities do not constitute valid reasons for failing to meet one's obligations in an education course. Conflicts in schedule connected with other courses or official university activity must be cleared in advance and with appropriate documentation.
- ❖ The above stipulations represent the department's minimal expectations. Individual instructors may have policies that go beyond these conditions. In such cases, the instructor's policies and requirements take precedence.

Due Process Statement

All Bluffton University students who apply for admission to the Educator Preparation Program or who have been admitted to the program are guaranteed Due Process. In a case of a denial of admission to the program or student teaching, the candidate may request an appeal by the following the procedure outlined below. This process will also be used for all other appeals in the department.

Please take careful note of the timeframe for each step. If at any time, the timeframe expectations are not honored by the candidate, the process will be discontinued. If the Education Department Chair is unable to meet the timeframe expectations, the chair may appoint a designee.

1. Candidate submits a written notice of appeal within two weeks of notification of denial of admission to the Chair of the Department and requests an individual conference to take place within one week. The candidate is welcome (and encouraged) to bring an advocate to the conference who is a member of the Bluffton University community.
2. At the conference, the Chair of the Education Department and candidate will review the reasons for denial of admission. The candidate may provide additional information for consideration.
3. The Chair of the Education Department will respond, in writing to the candidate. The Chair may consult with other members of the department or the university administration.
4. The candidate may request, within one week, an additional meeting with all members of the Education Department if s/he wishes to continue the appeal process.
5. A meeting will be scheduled with all department members and the candidate to discuss the appeal. Department members will vote (secret ballot) on the appeal.
6. The Chair of the Education Department will respond within two days, in writing to the candidate and report the outcome of the vote.
7. If the candidate wishes to continue the appeal, s/he must submit a letter to the Vice President of Academic Affairs and copy the Chair of the Education Department. The appeal will move into the Academic Affairs process at this point.

Red Flag Support System Profession Expectations

Responding to the call to be an educator requires careful thought and consideration. Educators serve not only as facilitators of learning in a classroom, but also as nurturers of communities and models for their students. In order to create an environment of mature professionalism, the Bluffton University education program holds its candidates to high standards. It is expected that candidates give evidence of the professional behavior in the university classroom and in preK-12 classrooms where they complete field and clinical experiences.

In order to provide support for candidates who are not demonstrating the high standards that we expect of our candidates, a Red Flag Support System is in place as of fall 2003. Candidates who require additional support will be notified by their professor or supervisor of the reason for the call for support. A conference will be held with the Director of Educator Preparation Program, and a plan will be developed to support the candidate as she/he matures into a professional educator.

If a candidate is identified in need of support three times while in the program, she/he will be deemed unable to meet the standards of the program and will be dismissed from the program. Readmission will require a letter from the candidate and a conference with education department members and other appropriate members of the Bluffton community.

In severe cases, candidates may be immediately dismissed from the program. This decision will not be made lightly, and a meeting will be held with the candidate and members of the Bluffton University Education Department prior to such a decision.

It is the mission of the Bluffton University Educator Preparation Program to support our candidates as they respond to the call to be a professional educator who nurtures communities of learning and respect and we are committed to provide support as appropriate to our candidates.

Red Flag Support Notification

Student Name: _____ Date of meeting: _____

Red Flag meeting initiated by: _____

Participants in the meeting

Identified area(s) for improvement

Support needed (if any)

Plan to address area(s) for improvement

I have received the Red Flag Support System information and agree to the above stated plan.

Signature of Student

Date

Signature of Director of Educator Preparation Program

Date

Field Experience Overview

Each candidate shall satisfactorily participate in a series of carefully planned, supervised, and evaluated field-based experiences for which specific learning objectives have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions. Experiences and objectives shall be jointly developed among representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers, Bluffton University, and candidates. The field-based experiences shall include placements in culturally, racially, and socioeconomically diverse settings. Please see course descriptions for specific number of hours.

Field-based experiences shall include 12 weeks of student teaching, during which time the candidates will be expected to follow a teacher's regular schedule. Bluffton University supervision shall be conducted or augmented by professional persons having specialization within the particular field of the student teaching assignments. Cooperating teachers in the student teaching experience shall possess the appropriated standard certificate or license, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.

Field Experience Expectations

Please remember that you are a representative of Bluffton University when you are working in the schools. It is expected that you will maintain the highest standards of the profession at all times. If a situation develops and you have concerns, speak with your cooperating teacher immediately or, if appropriate, your university supervisor.

Attendance and punctuality. You are expected to be on time. Be sure to contact everyone involved if, for a legitimate reason, your usual pattern of attendance will be altered. This includes your university supervisor and cooperating teacher. When you miss a field experience, you must meet with your supervisor. Absences that do not follow these procedures or excessive absences will result in a formal meeting with your supervisor and other appropriate department members.

Dress. Professional dress is expected. A good rule of thumb is to follow the norms established in your building. Never dress to extremes. Please do not wear jeans or athletic shoes (unless it is necessary for your placement). Resist the urge to color your hair an unnatural color, get visible tattoos, or pierce unusual body parts. Do not chew gum, eat, etc. while in the classroom with students.

Demonstration of involvement and interest. While in the classroom you should be engaged with the students, teacher, or educational materials at all times. Never use time to study, sleep, etc. Use free time creatively to learn as much as you possibly can.

Professional interaction with students and teachers. Avoid any unprofessional interactions or conversations. Do not discuss your personal life, life in the resident halls, etc. with students. Be very careful about personal conversations with your cooperating teacher. If you aren't sure, avoid it!

Confidentiality. Do not discuss incidents outside of the classroom using names of students or teachers. This is true in the building and off the school grounds. For example, conversations in the cafeteria line or at chapel are often overheard and reflect poorly on you and Bluffton University. Never discuss student records if you are not a part of the meeting specifically called for the purpose. This is especially crucial for students with IEPs.

Admission to Educator Preparation Program

Checkpoint 1

Admission to Educator Preparation Program

During EDU 200 Introduction to Teaching in a Diverse Society, students must complete the process for admission to the educator preparation program. The Director of Educator Preparation Program attends a class session to explain the requirements for admission. Applications for admission are processed by the Education Department and students will receive credit for admission to the program on their transcripts. It is expected that students will be fully admitted without conditions by the end of the semester during which they take EDU 200. Admission to the educator preparation program is a prerequisite for EDU 220 Curriculum and Assessment.

For further information about the program, please refer to the Educator Preparation Program Handbook available online.

Requirements for Admission

- Application for Admission
- Due Process Procedures, Criminal Background Check, OAE Requirement statements
- Recommendations of 2 university instructors (BENV 100 instructor, plus 1 additional instructor). The student submits the name of a university instructor. Recommendation forms distributed by the Education Dept.
- Personal Data Sheet – complete prior to early field experience
- Declare major and licensure
Prim Ed P-5, IS, MC – complete the application for admission to the Educator Preparation Program
AYA, MA – complete declaration process of their academic department
- Fingerprints – Criminal History Record Check Report
Instructions available from Mrs. Susan Collier (Centennial Hall, 3rd floor, office # 351)
- Why I Wish to Teach essay
- Basic Skills – Evidence of proficiency in reading, math, and writing. This requirement can be met by achieving qualifying scores on the ACT test OR
 - for math – earning at least a C in MAT 100 College Algebra
 - for reading and writing – earning at least a C in ENG 299 Fundamentals in Reading and Writing
- Positive evaluation from the early field experience cooperating teacher. Evaluation forms distributed by the Education Dept.
- Successful completion of Introduction to Teaching (grade of C- or higher) and early field experience
- Attain grades of C- or higher in all required coursework for bachelor's degree
- Cumulative and major grade point averages of 2.70 or higher are required for admission to the program. For middle childhood candidates, a GPA of 2.70 or higher must be earned and maintained in both concentrations. These GPA requirements must be maintained while enrolled in the program. If a candidate's cumulative or major GPA falls below 2.70, s/he will be on probation for one year. If the required GPA is not met after one year, s/he will not be permitted to continue in the program. No candidate will be admitted to student teaching with a cumulative or major GPA below 2.70. This policy is not subject to appeal.
- Recommendations from Faculty Advisor, Academic Dean, Dean of Students, Director of Educator Preparation Program, and Introduction to Teaching instructor.
- Interviews with members of the Education Department (only if needed)

Bluffton University
Application for Admission to Educator Preparation Program

I hereby apply for admission to the Bluffton University Educator Preparation Program.

Name: _____ Date of Birth: _____
please print first name, middle initial, last name Month / Day / Year

Campus Box #: _____ Cell Phone #: _____

Faculty Advisor: _____

Home Street Address: _____

City: _____ State: _____ Zip Code: _____

I am a: ___ 1st year ___ Soph. ___ Jr. ___ Sr. ___ Transfer ___ Post-bac

I am seeking licensure in:

___ Primary Education P-5

___ Intervention Specialist (Mild/Moderate)

___ Middle Childhood (4-9): Circle 2 concentration areas: Language Arts Math Social Studies Science

___ Multi-age (PreK-12): Circle 1 content area: Art Music

___ Adolescent/Young Adult (7-12): Circle 1 content area: Language Arts Math Social Studies

I am seeking an endorsement in:

___ Middle Childhood Generalist (4-6) ___ Pre-K Special Needs ___ TESOL

Signature: _____ Date: _____

Admission Criteria for Educator Preparation Program
(This section completed by Bluffton University Education Department)

Declaration of Major: _____ Personal Data Sheet: _____ Fingerprint Report: _____

Basic Skills: Reading _____ Math _____ Writing _____

EDU 200 grade: _____ EDU 205 grade: _____ Cumulative GPA: _____

Recommendation from:

Recommendation Decision:

Faculty Advisor	Yes _____	No _____	Other _____
Academic Dean	Yes _____	No _____	Other _____
Dean of Students	Yes _____	No _____	Other _____
Director of Educator Preparation Program	Yes _____	No _____	Other _____
Intro to Teaching Instructor	Yes _____	No _____	Other _____
BENV 100 Instructor	Yes _____	No _____	Other _____
University Instructor	Yes _____	No _____	Other _____
Early Field Supervisor	Yes _____	No _____	Other _____
Early Field Cooperating Teacher	Yes _____	No _____	Other _____

Date admitted to program: _____

Name: _____
please print first name, middle initial, last name

Due Process Procedures

All Bluffton University students who apply for admission to the Educator Preparation Program are guaranteed due process. In a case of a denial of admission to the program, the candidate may request an appeal by following the procedures outlined in the Educator Preparation Program Handbook (available online at <http://www.bluffton.edu/edu/students.html>). The grade point average requirement cannot be appealed.

Signature

Date

Criminal Background Check

The following legal questions will be asked on the Ohio license application. Please read the questions and if you are not able to answer no to all of them, consider speaking with a legal counsel.

1. Have you ever been convicted of, found guilty of, pled guilty to, or pled no contest to any misdemeanor other than traffic offenses?
2. Have you ever been convicted of, found guilty of, pled guilty to, or pled no contest to any felony?
3. Have you ever had a criminal conviction sealed or expunged?
4. Have you ever had ANY professional certificate, license, or permit, or an application for same, revoked, suspended, limited, or denied?
5. Have you surrendered ANY certificate, license, or permit, other than a driver's license?

I have read the above questions and acknowledge that they will appear on the Ohio license application.

Signature

Date

Ohio Assessments for Educators Requirement

I understand that I am required by the State of Ohio to complete the Ohio Assessments for Educators for licensure. For all required assessments for the license(s) I am seeking, I understand that I must have passing scores on file in the Bluffton University Education Dept by the deadline for **nonemergency withdrawal date** posted by the Registrar's Office for the semester **prior** to student teaching. Failure to meet this requirement will result in at least a semester postponement of student teaching.

Signature

Date

Return this form with your Application for Admission to the Educator Preparation Program.

**Recommendation of University Instructor
for Admission to Educator Preparation Program**

Date: _____

Student's Name: _____
(print first name, middle initial, last name)

Major: _____

Please list the name of a Bluffton University instructor whom you would like to complete a recommendation for you for your application for admission to the Bluffton University Educator Preparation Program. The instructor must have had you in class.

Recommendation forms will be distributed and collected by the Bluffton University Education Department at the mid-term point of the semester.

Name of University Instructor: _____

Waiver

Under the terms of the Family Educational Rights and Privacy Act of 1974, you have the right to inspect and review the recommendations. If you sign the statement below, you are agreeing to give up this right. There is no obligation to sign the statement.

I hereby waive my right to inspect and review the recommendations.

Student's Signature: _____ Date: _____

Recommendation for Admission to Educator Preparation Program

The student listed below is applying for admission to the Educator Preparation Program and has chosen you to be an evaluator. Your evaluation is needed and appreciated. Please complete the form and return to the Education Office, Marbeck Box 18, by (date to be announced).

University Instructor: _____

Student: _____

Student's Major: _____

Place an (X) in the appropriate column below. Your judgment should be based upon recent observation.

If you select: **Target** you are stating that the student is exceeding expectations.

Acceptable you are stating that the student is meeting the expectations.

Emerging you are stating that the student is working toward meeting the expectations.

Quality Factor	Target	Acceptable	Emerging	Comments
Academic ability				
Ability to relate to people				
Dependability				
Verbal communication				
Written communication				
Enthusiasm for learning				
Class attendance				
Class participation				
Music competence (Music Dept only)				

Would you encourage this person to enter the teaching profession?

_____ Yes

_____ No

_____ Undecided

Comments:

What does this student need in order to be an acceptable candidate for the Educator Preparation Program?

Instructor's Signature: _____

Date: _____

Under the terms of the Family Education Rights and Privacy Act of 1974, a student has the right to inspect and review this evaluation. The student signs a waiver if he/she agrees to give up this right. The student's decision is indicated below:

_____ Waiver Signed – The information on this form will not be shown to the student.

_____ Waiver Not Signed – The student has the right to review the information on this form.

Essay Assignment

Why I Wish to be a Teacher

(assigned in EDU 200)

Write a 300-500 word essay (typed, double spaced) exploring your reasons for wanting to become a teacher. This essay will become an important part of your application for the Educator Preparation Program at Bluffton University. Your organization and writing of this essay should be taken seriously.

Your essay will be evaluated according to the following material: organization, content, and use of English. The following questions are to help you get started.

- Are there particular individuals who have inspired you to become a teacher?
- What personal qualities do you have which will contribute to your becoming an excellent teacher? What areas do you perceive as needing improvement?
- What past experiences have you had which would indicate your ability to work well with children?
- What hobbies or special interests do you have which may add to your effectiveness as a teacher?
- What are your career objectives and education goals?

Bluffton University

Early Field Experience

Personal Data Sheet

Name: _____ Hometown: _____ Date: _____

College year at the time of field experience (underline): First year Sophomore Junior Senior

Licensure Area (check):

___ Primary Education P-5

___ Intervention Specialist

___ Middle Childhood (underline 2 concentration areas) Social Studies Math Science Language Arts

___ Adolescent/Young Adult (underline 1 content area) Social Studies Math Language Arts

___ Multi-age (underline 1 content area) Art Music

EDUCATIONAL/TEACHING GOALS:

WORK EXPERIENCE:

EXPERIENCES WITH CHILDREN:

HOBBIES, SPECIAL INTERESTS, ACTIVITIES:

PERSONAL QUALITIES THAT WILL MAKE YOU AN EFFECTIVE TEACHER:

Personal Data Sheet Directions – Early Field Experience

The personal data sheet is completed by all EDU 205 early field students. These sheets are sent to principals and cooperating teachers and provide them with background information about you.

Please follow the directions outlined below when completing your personal data sheet:

1. Copy the form to a Word document and save it on your computer.
2. Type in your responses, making sure to check spelling and grammar. Ask someone to proofread it to double check for errors and readability. Teachers have, in the past, declined to accept early field students because of unprofessional personal data sheets.
3. Suggestions for specific items:
 - **Educational/Teaching Goals:** Include short-term plans and long-term goals (where do you see yourself in the profession ten years from now?)
 - **Work Experience:** Include generic jobs or type of employment you have had in the past and currently; these don't necessarily have to be related to teaching.
 - **Experiences with Children/Youth:** This could include tutoring, teaching Sunday School, working camps, coaching a youth team, babysitting, lifeguarding, or having younger siblings.
 - **Hobbies, Special Interests, Activities:** Teachers will be looking to see what they may have in common with you or what your hobbies/interests tell them about you. Avoid only listing things like, "I like hanging out with my friends, playing Xbox, watching TV" as it may imply a lack of more stimulating activities in your lifestyle.
 - **Personal Qualities That Will Make You An Effective Teacher:** This one is self-explanatory.
4. We recommend using a paragraph format for your answers. It is acceptable to bullet items, but only after an introductory sentence. For example:

My past experiences in working with children include:

 - lifeguarding at the local pool for 3 summers.
 - teaching primary Sunday school class at my church for 2 years.
 - babysitting for my neighbor's children (ages 3 and 4).
5. The personal data sheet should be a maximum length of 1 page. Adjust font size and spacing as needed.
6. Send your completed personal data sheet as an email attachment to Mrs. Susan Collier (colliers@bluffton.edu) no later than 4 p.m. on (date to be announced).

Basic Skills Test Requirement

All candidates applying for admission to the Educator Preparation Program must provide evidence that they are proficient in reading, mathematics, and writing. This can be accomplished by one of the following ways:

ACT Test

The candidate must earn the following qualifying scores:

Reading – 22 or higher

Mathematics – 20 or higher

English – 18 or higher

To take the ACT, access test and registration information online at <http://www.act.org>

You are responsible for providing a copy of your score report to the Bluffton University Education Department.

If you do not achieve qualifying scores on the ACT, you may retake the test.

For Reading and Writing Basic Skills Requirement

A grade of C or higher in ENG 299 Fundamentals in Reading and Writing can be used as evidence of having met the reading and writing basic skills test requirement.

For Math Basic Skills Requirement

A grade of C or higher in MAT 100 College Algebra can be used as evidence of having met the math basic skills test requirement.

PLEASE NOTE

You must complete all requirements and be admitted to the Educator Preparation Program prior to taking EDU 353 Educational Psychology which is typically taken after EDU 220 Curriculum and Assessment.

Criminal History Record Check Report - Fingerprint Instructions

Students must have on file in the Bluffton University Education Department a valid criminal history record check report from the Ohio Bureau of Criminal Identification & Investigation (BCI&I) and/or the Federal Bureau of Investigation (FBI). A criminal history record check report is required for:

- applying for admission to the Bluffton University Educator Preparation Program
- EDU 205 Field Experience – early field experience
- EDU 356 Early Childhood Practicum – preschool field work
- Student Teaching
- applying for licensure from the Ohio Department of Education

How to Schedule A Fingerprinting Appointment

Contact Mrs. Susan Collier to schedule an appointment to be fingerprinted.

Phone: 419-358-3435

Email: colliers@bluffton.edu

Office location: Centennial Hall, 3rd floor, office # 351

Fingerprinting Hours: By appointment only

What to Bring With You to Your Fingerprinting Appointment

1. Fee must be paid prior to being fingerprinted.
\$30 – BCI report; \$30 – FBI report; \$60 Both reports
Payment must be in cash or check payable to Bluffton University.
2. valid driver's license
3. social security number (you do not need your card, but you must know your number)

If You Already Have a Valid Report

If you obtained a valid criminal history record check report at a site other than Bluffton University, you are responsible for delivering a hard copy of the report to Mrs. Susan Collier.

If You Need a Copy of Your Report

You can obtain hard copies of your reports by contacting Mrs. Susan Collier.

The Bluffton University Education Department cannot mail or fax copies of the reports to parties other than the student.

A criminal history record check report is valid for one year from the date of completion.

If you have questions about fingerprinting, contact Mrs. Susan Collier, Administrative Assistant for the Bluffton University Education Department

Phone: 419-358-3435

Office location: Centennial Hall 3rd floor, office # 351

Email: colliers@bluffton.edu

Office hours: Monday-Thursday 8 a.m. – 4 p.m.

Admission to Student Teaching

Checkpoint 2

Admission to Student Teaching

The semester before a candidate wishes to complete student teaching, the candidate must apply for admission to student teaching. It is expected that all candidates will be fully admitted without conditions by the deadline for nonemergency withdrawal date the semester prior to student teaching.

During the semester prior to student teaching, the Education Department processes all applications and informs candidates of the status of their applications. It is the responsibility of the candidate to submit all documents and test scores. If a candidate does not complete all requirements for student teaching by the deadline, it will be assumed that the candidate no longer plans to complete student teaching.

Requirements for Admission

- Full admission to the Educator Preparation Program
- Successful completion of a minimum of 88 semester hours (senior status)
- Cumulative GPA of 2.70 or higher
- GPA in major of 2.70 or higher
- All courses in the major area, profession education area, and general education area passed with at least a C- or higher
- Successful completion of EDU 305
- Recommendations from Faculty Advisor, Academic Dean, Dean of Students, Director of Educator Preparation Program
- Recommendation by the Education Department faculty
- Student Teaching Application Form
- Personal Data Sheet
- Attend the student teaching orientation session held during the semester prior to student teaching.
- OSEA membership form / liability insurance
- Passing scores on all Ohio Assessments for Educators exams required for licensure. Candidates must request that scores be sent to Bluffton University and the Ohio Department of Education. OAE exam information available at www.oh.nesinc.com
- Fingerprints – Criminal History Record Check Report (both BCI and FBI reports)

Student Teaching Fees - Fees are charged to the student's tuition account for the semester in which the student is registered for student teaching.

OSEA membership/liability insurance	\$0
Fingerprinting	\$60
Student Teaching charge	\$100
edTPA Assessment	\$300
Total	<u>\$460</u>

Students completing a second student teaching experience will pay for only the \$100 student teaching charge.

Bluffton University Educator Preparation Program

Student Teaching Application Form – PRIMARY EDUCATION P-5

Name: _____ Cell Phone: _____ Email: _____

I will student teach in: ___ Fall Semester _____ (year) _____ Spring Semester _____ (year)

Where did you attend high school? _____

Have you lived in Ohio the past five years? ___ Yes ___ No If no, place of permanent residence: _____

Transportation Information

_____ I will commute from: _____ _____ I will live on campus
 _____ I have a car and am willing to take up to _____ riders. _____ I don't have a car and will need to carpool.

It is understood that those riding with you will help pay expenses of the transportation to and from the student teaching experience. Bluffton University assumes no responsibility for providing or arranging transportation.

Extracurricular Activities

I will participate in BU athletics during student teaching: ___ Yes ___ No List sport: _____

I will be participating in a BU cross cultural trip in May following my student teaching: _____ Yes _____ No

It is not recommended that candidates work off-campus jobs (including coaching assignments) or take classes during student teaching. If you choose to do so, it must be approved by the field coordinator. These activities must be of secondary importance during student teaching. Please check all that apply:

_____ I plan to work off campus _____ I plan to coach
 _____ I plan to take the following class: _____ Credit hours: _____

Decision of field coordinator: Approved: _____ Denied: _____
 (initials of field coordinator) (initials of field coordinator)

Placement Information

Please list the schools where you completed the field experiences listed below:

<u>Field Experience</u>	<u>School</u>	<u>Grade Level</u>
EDU 205 Early Field Experience		
Intervention Specialist Student Teaching (if completed)		

Please indicate your preference: a) _____ Rural _____ Urban b) _____ Public _____ Parochial
 Grade level preference: _____ 1st _____ 2nd _____ 3rd _____ 4th _____ 5th

_____ Check here if you are providing additional information on the back of this form relevant to your placement situation.

Your stated preferences will be taken into consideration. However, there is no guarantee that your placement will precisely match these preferences.

Bluffton University Educator Preparation Program

Student Teaching Application Form - INTERVENTION SPECIALIST

Name: _____ Cell Phone: _____ Email: _____

I will student teach in: Spring Semester _____ (year)

My areas of licensure are: _____ IS only _____ IS and _____ (area of licensure)

Where did you attend high school? _____

Have you lived in Ohio the past five years? ___ Yes ___ No If no, place of permanent residence: _____

Transportation Information

_____ I will commute from: _____ _____ I will live on campus

_____ I have a car and am willing to take up to _____ riders. _____ I don't have a car and will need to carpool.

It is understood that those riding with you will help pay expenses of the transportation to and from the student teaching experience. Bluffton University assumes no responsibility for providing or arranging transportation.

Extracurricular Activities

I will participate in BU athletics during student teaching: ___ Yes ___ No List sport: _____

I will be participating in a BU cross cultural trip in May following my student teaching: _____ Yes _____ No

It is not recommended that candidates work off-campus jobs (including coaching assignments) or take classes during student teaching. If you choose to do so, it must be approved by the field coordinator. These activities must be of secondary importance during student teaching. Please check all that apply:

_____ I plan to work off campus _____ I plan to coach

_____ I plan to take the following class: _____ Credit hours: _____

Decision of field coordinator: Approved: _____ Denied: _____ (initials of field coordinator) (initials of field coordinator)

Placement Information

Please list the schools where you completed the field experiences listed below:

Table with 3 columns: Field Experience, School, Grade Level. Rows include EDU 205 Early Field Experience and Primary Ed Student Teaching (if completed).

Please indicate your preference: a) _____ Rural _____ Urban b) _____ Public _____ Parochial

Grade level preference: _____

_____ Check here if you are providing additional information on the back of this form relevant to your placement situation.

Your stated preferences will be taken into consideration. However, there is no guarantee that your placement will precisely match these preferences.

Bluffton University Educator Preparation Program

Student Teaching Application Form - MIDDLE CHILDHOOD

Name: _____ Cell Phone: _____ Email: _____

I will student teach in: ___ Fall Semester _____ (year) ___ Spring Semester _____ (year)

My two areas of concentration are: ___ language arts ___ math ___ science ___ social studies

Where did you attend high school? _____

Have you lived in Ohio the past five years? ___ Yes ___ No If no, place of permanent residence: _____

Transportation Information

___ I will commute from: _____ ___ I will live on campus

___ I have a car and am willing to take up to ___ riders. ___ I don't have a car and will need to carpool.

It is understood that those riding with you will help pay expenses of the transportation to and from the student teaching experience. Bluffton University assumes no responsibility for providing or arranging transportation.

Extracurricular Activities

I will participate in BU athletics during student teaching: ___ Yes ___ No List sport: _____

I will be participating in a BU cross cultural trip in May following my student teaching: ___ Yes ___ No

It is not recommended that candidates work off-campus jobs (including coaching assignments) or take classes during student teaching. If you choose to do so, it must be approved by the field coordinator. These activities must be of secondary importance during student teaching. Please check all that apply:

___ I plan to work off campus ___ I plan to coach

___ I plan to take the following class: _____ Credit hours: _____

Decision of field coordinator: Approved: _____ Denied: _____
(initials of field coordinator) (initials of field coordinator)

Placement Information

Please list the school where you completed early field experience

<u>Field Experience</u>	<u>School</u>	<u>Grade Level</u>
EDU 205 Early Field Experience		

Please indicate your preference: a) ___ Rural ___ Urban b) ___ Public ___ Parochial

Grade level preference: ___ 4-5 ___ 6 ___ 7 ___ 8 ___ 9

___ Check here if you are providing additional information on the back of this form relevant to your placement situation.

Your stated preferences will be taken into consideration. However, there is no guarantee that your placement will precisely match these preferences.

Bluffton University Educator Preparation Program

Student Teaching Application Form – ADOLESCENT/YOUNG ADULT, MULTI-AGE

Name: _____ Cell Phone: _____ Email: _____

I will student teach in: ___ Fall Semester _____ (year) _____ Spring Semester _____ (year)

My area of licensure is: _____ Adolescent/Young Adult _____ Multi-age

My licensure content area is: _____
(if multi-age music, please state instrumental or vocal specialty)

Where did you attend high school? _____

Have you lived in Ohio the past five years? ___ Yes ___ No If no, place of permanent residence: _____

Transportation Information

_____ I will commute from: _____ I will live on campus

_____ I have a car and am willing to take up to _____ riders. _____ I don't have a car and will need to carpool.

It is understood that those riding with you will help pay expenses of the transportation to and from the student teaching experience. Bluffton University assumes no responsibility for providing or arranging transportation.

Extracurricular Activities

I will participate in BU athletics during student teaching: ___ Yes ___ No List sport: _____

I will be participating in a BU cross cultural trip in May following my student teaching: _____ Yes _____ No

It is not recommended that candidates work off-campus jobs (including coaching assignments) or take classes during student teaching. If you choose to do so, it must be approved by the field coordinator. These activities must be of secondary importance during student teaching. Please check all that apply:

_____ I plan to work off campus _____ I plan to coach

_____ I plan to take the following class: _____ Credit hours: _____

Decision of field coordinator: Approved: _____ Denied: _____
(initials of field coordinator) (initials of field coordinator)

Placement Information

Please list the school where you completed early field experience

<u>Field Experience</u>	<u>School</u>	<u>Grade Level</u>
EDU 205 Early Field Experience		

Please indicate your preference: a) _____ Rural _____ Urban b) _____ Public _____ Parochial

Grade level preference (AYA): _____ 7-8 _____ 9-10 _____ 11-12

Grade level preference (Multi-Age): _____ elementary _____ middle school _____ high school

_____ Check here if you are providing additional information on the back of this form relevant to your placement situation.

Your stated preferences will be taken into consideration. However, there is no guarantee that your placement will precisely match these preferences.

Bluffton University

Student Teaching

Personal Data Sheet

Name: _____ Hometown: _____ Date: _____

College year at the time of field experience: Senior

Licensure Area (check):

___ Primary Education P-5

___ Intervention Specialist

___ Middle Childhood (underline 2 concentration areas) Social Studies Math Science Language Arts

___ Adolescent/Young Adult (underline 1 content area) Social Studies Math Language Arts

___ Multi-age (underline 1 content area) Art Music

EDUCATIONAL/TEACHING GOALS:

WORK EXPERIENCE:

EXPERIENCES WITH CHILDREN:

HOBBIES, SPECIAL INTERESTS, ACTIVITIES:

PERSONAL QUALITIES THAT WILL MAKE YOU AN EFFECTIVE TEACHER:

Personal Data Sheet Directions – Student Teaching

The personal data sheet is completed by all student teaching candidates. These sheets are sent to principals and cooperating teachers and provide them with background information about you.

Please follow the directions outlined below when completing your personal data sheet:

1. Copy the form to a Word document and save it on your computer.
2. Type in your responses, making sure to check spelling and grammar. Ask someone to proofread it to double check for errors and readability. Teachers have, in the past, declined to accept students because of unprofessional personal data sheets.
3. Suggestion for specific items:
 - **Education/Teaching Goals:** Include short term plans and long-term goals (where do you see yourself in the profession ten years from now?)
 - **Work Experience:** Include generic jobs or type of employment you have had in the past and currently; these don't necessarily have to be related to teaching.
 - **Experiences with Children/Youth:** This could include tutoring, early field experience, teaching Sunday School, working camps, coaching a youth team, babysitting, lifeguarding, or having younger siblings.
 - **Hobbies, Special Interests, Activities:** Teachers will be looking to see what they may have in common with you or what your hobbies/interests tell them about you. Avoid only listing things like, "I like hanging out with my friends, playing Xbox, watching TV" as it may imply a lack of more stimulating activities in your lifestyle.
 - **Personal Qualities That Will Make You An Effective Teacher:** This one is self-explanatory
4. We recommend using a paragraph format for your answers. It is acceptable to bullet items, but only after an introductory sentence. For example:

My past experiences in working with children include:

 - lifeguarding at the local pool for 3 summers.
 - teaching primary Sunday school class at my church for 2 years.
 - babysitting for my neighbor's children (ages 3 and 4).
5. The personal data sheet should be a maximum length of 1 page. Adjust font size and spacing as needed.
6. Send your completed personal data sheet as an email attachment to Mrs. Susan Collier (colliers@bluffton.edu) no later than 4 p.m. on (date to be announced).

Ohio Assessments for Educators Test Information

The State Board of Education has adopted examinations for licensure that are provided by

- Evaluation Systems group of Pearson – These assessments include Professional Knowledge Assessments and Content Assessments.

- Educational Testing Service – Where specified, Praxis II subject assessments are required.

- American Council on the Teaching of Foreign Languages (ACTFL) – Tests in world languages include two components: the oral proficiency interview (OPI) and the writing proficiency test (WPT).

Successful completion of required tests is designed to ensure that candidates for licensure have acquired the minimal knowledge necessary for entry-level positions.

The Ohio Department of Education requires only one Professional Knowledge Assessment test be successfully completed in an educator's career. However, new content or licensure areas require additional Pearson, ACTFL or Praxis II subject tests to establish minimum competency in that subject area.

Educator Preparation Program information meetings will be held each semester to provide candidates with the most current licensure information. Candidates will be notified of the meeting date / time by the Bluffton University Education Department.

Test requirement information and registration procedures are available in the Bluffton University Education Department or online at www.oh.nesinc.com

Teacher Performance Assessment Student Teaching

The Teacher Performance Assessment (edTPA) is a summative, subject-specific portfolio-based assessment of teaching performance that demonstrates teaching candidates' readiness for licensure. Teaching candidates complete the edTPA during their preparation program within a clinical field experience. Evidence of teaching competence consists of authentic artifacts documenting teaching and learning during a learning segment and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the edTPA, candidates apply what they have learned from their coursework about research, theory, and best practices related to teaching and learning.

The Bluffton University Education Department will provide training, information, and support to student teachers about edTPA portfolio materials and submission requirements during EDU 425 Leadership Seminar in Education.

Bluffton University
Admission Criteria for Student Teaching
 (completed by Bluffton University Education Department)

Student's Name: _____ Campus Box: _____

Semester/Yr of Student Teaching: _____ Faculty Advisor: _____

Licensure Area: _____

Date of transcript review: _____ No. of credit hours completed: _____
 (minimum of 88 required)

Cumulative GPA: _____ (2.70 or higher) Major GPA: _____ (2.70 or higher)

Date admitted to Educator Preparation Program: _____

Date OSEA membership/liability insurance form completed: _____

Successful completion of EDU 305 Content Area Literacy:
 Semester/Year: _____ Grade: _____

Ohio Assessments for Educators Exams (Evaluation Systems group of Pearson)

Professional Knowledge Assessment

Code: _____ Date: _____ Score: _____ Pass/Fail _____

Content Assessment

Code: _____	Date: _____	Score: _____	Pass/Fail _____
Code: _____	Date: _____	Score: _____	Pass/Fail _____
Code: _____	Date: _____	Score: _____	Pass/Fail _____
Code: _____	Date: _____	Score: _____	Pass/Fail _____
Code: _____	Date: _____	Score: _____	Pass/Fail _____

Recommendation for student teaching:

Faculty Advisor:	Yes _____	No _____	Other _____
Academic Dean:	Yes _____	No _____	Other _____
Dean of Students:	Yes _____	No _____	Other _____
Dir of Educator Prep Program:	Yes _____	No _____	Other _____
Major Dept Chair:	Yes _____	No _____	Other _____

Date admitted to student teaching: _____

Criminal History Record Check Report - Fingerprint Instructions (Instructions for Student Teachers)

Students must have on file in the Bluffton University Education Department a valid criminal history record check report from the Ohio Bureau of Criminal Identification & Investigation (BCI&I) and/or the Federal Bureau of Investigation (FBI). A criminal history record check report is required for:

- applying for admission to the Bluffton University Educator Preparation Program
- EDU 205 Field Experience – early field experience
- EDU 356 Early Childhood Practicum – preschool field work
- Student Teaching
- applying for licensure from the Ohio Department of Education

How to Schedule A Fingerprinting Appointment

Contact Mrs. Susan Collier to schedule an appointment to be fingerprinted.

Phone: 419-358-3435

Email: colliers@bluffton.edu

Office location: Centennial Hall, 3rd floor, office # 351

Fingerprinting Hours: By appointment only

What to Bring With You to Your Fingerprinting Appointment

1. valid driver's license
2. social security number (you do not need your card, but you must know your number)

If You Already Have a Valid Report

If you obtained a valid criminal history record check report at a site other than Bluffton University, you are responsible for delivering a hard copy of the report to Mrs. Susan Collier.

If You Need a Copy of Your Report

You can obtain hard copies of your reports by contacting Mrs. Susan Collier.

The Bluffton University Education Department cannot mail or fax copies of the reports to parties other than the student.

A criminal history record check report is valid for one year from the date of completion.

If you have questions about fingerprinting, contact Mrs. Susan Collier, Administrative Assistant for the Bluffton University Education Department

Phone: 419-358-3435

Office location: Centennial Hall 3rd floor, office # 351

Email: colliers@bluffton.edu

Office hours: Monday-Thursday 8 a.m. – 4 p.m.

Program Completion

Checkpoint 3

Program Completion

The completion of the Educator Preparation Program is based on successful completion of the major, and educator preparation and all liberal arts and sciences requirements.

Requirements for Completion

- Successful completion of the student teaching experience including submission of all documentation
- Cumulative GPA of 2.70 or higher
- GPA in major of 2.70 or higher
- All courses in the licensure area, profession education area, and general education area passed with at least a C- or higher
- Successful completion of all requirements for program
- Recommendations from Faculty Advisor, Academic Dean, Dean of Students, Director of Educator Preparation Program
- Fingerprints – Criminal History Record Check Report (both BCI and FBI reports)
- Successful completion of EDU 425 Leadership Seminar in Education
- edTPA score of 35 or higher (*Effective Fall Semester 2017*)
- Initial Ohio License Application Form. Complete online through ODE website

Licensure

Bluffton University will recommend candidates for an initial four-year resident educator license based upon:

- Successful completion of the Bluffton University General Education Program, the requirements of the student's major, and the state approved Bluffton University Educator Preparation Program;
- The determination that the candidate is deemed to be of good moral character;
- Passing scores on all appropriate Ohio Assessments for Educators exams for licensure;
- Demonstrated competency in oral communication (completed during methods courses)
- At least a score of "2" on each item on the CPAST final evaluation form from the cooperating teacher, the supervisor, and the student teacher.
- BCII and FBI fingerprint reports sent electronically to the Ohio Department of Education (within one year of application for licensure)
- An edTPA score of 35 or higher (*Effective Fall Semester 2017*)
- Cumulative GPA of 2.70 or higher
- Recommendation by the Director of Educator Preparation Program

Follow-Up

Checkpoint 4

Follow-Up

The Bluffton University Education Department is committed to nurturing its candidates throughout their careers as educators.

In order to provide the department with data about how our candidates perform in their professional careers, employers are asked to complete and return a survey. The surveys provide feedback on the candidates' professional performance and how well the university's educator preparation program prepared candidates.

The Bluffton University Education Department mails or emails the survey to employers. Candidates are encouraged to provide contact information.

The Ohio Department of Higher Education also sends surveys to employers.