

**Bluffton University**  
**Educator Preparation Program Handbook**  
**2025-2026**

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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
  - Visual Arts
  - Health/Physical Education

### **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)

## **Expectations for Candidates**

1. Class attendance is expected, with excused absences being few and far between. The professor should be contacted (by email, phone or campus mail) prior to the missed class. 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 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 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.

### Requirements for Admission

- ☐ Application for Admission
- ☐ Due Process Procedures, 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
- ☐ Clear background check +
- ☐ 3 year PreService Permit (enrollment in Rapback)
- ☐ Why I Wish to Teach essay
- ☐ Basic Skills – Evidence of proficiency in reading, math, and writing.
  - for math – earning at least a C in MAT 100 College Algebra or at least a 20 on the ACT
  - for reading and writing – earning at least a C in ENG 115 Fundamentals in Reading and Writing or at least 22 on Reading and at least an 18 on English on the ACT (SAT scores available on request)
- ☐ Positive evaluation from the early field experience cooperating teacher
- ☐ 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)

Date admitted to program: \_\_\_\_\_

**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 #: \_\_\_\_\_  
 #: \_\_\_\_\_  
 Personal \_\_\_\_\_  
 Email address \_\_\_\_\_

Preferred Pronouns: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

Home Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

I am a: \_\_\_\_ 1<sup>st</sup> 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 Health/Physical Education

\_\_\_\_ 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:

Faculty Advisor  
 Academic Dean  
 Dean of Students  
 Director of Educator Preparation Program  
 Intro to Teaching Instructor  
 BENV 100 Instructor  
 University Instructor  
 Early Field Supervisor  
 Early Field Cooperating Teacher

Recommendation Decision:

Yes _____	No _____	Other _____
Yes _____	No _____	Other _____
Yes _____	No _____	Other _____
Yes _____	No _____	Other _____
Yes _____	No _____	Other _____
Yes _____	No _____	Other _____
Yes _____	No _____	Other _____
Yes _____	No _____	Other _____
Yes _____	No _____	Other _____

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. 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: \_\_\_\_\_

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**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.

Ratings:        3        Exceeds Expectations  
                  2        Meets Expectations  
                  1        Emerging  
                  0        Does Not Meet Expectations

Quality Factor	3	2	1	0	Comments
Academic ability					
Attendance and punctuality					
Meets deadlines and obligations					
Preparation					
Responds positively to feedback and constructive criticism					
Contributes to a safe and respectful class environment					
Verbal communication					
Written communication					
Enthusiasm for learning					
Class participation					

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?

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    Art    Health/PE

**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. Save the form on your computer as a Word document.
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 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 jobs or types of employment you have had in the past and currently. These do not necessarily have to be related to teaching.
  - **Experiences with Children/Youth:** This could include tutoring, teaching Sunday School, working at camps, coaching a youth team, babysitting, lifeguarding, or having younger siblings.
  - **Hobbies, Special Interests, Activities:** Teachers are looking to see what they may have in common with you or what your hobbies/interests tell them about you. Avoid listing things like, “I like hanging out with my friends, playing video games, 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 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. Email your completed personal data sheet as a Word document (.docx) attachment to Professor Jordan Hamilton ([hamiltonj@bluffton.edu](mailto:hamiltonj@bluffton.edu)) by \_\_\_\_\_

# **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 416 Pre-Student Teaching
- ☐ 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.
- ☐ 1 year Pre-Service Permit with enrollment in Rapback
- ☐ OEA - AE 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](http://www.oh.nesinc.com)

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

Student Teaching charge	\$100
edTPA Assessment	\$300
Total	<u>\$400</u>

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

**Bluffton University Educator Preparation Program  
Student Teaching Application Form**

Name: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_

I will student teach in: \_\_\_\_\_ (semester) \_\_\_\_\_ (year)

Where did you attend high school? \_\_\_\_\_

**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 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 participate 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 take the following class: \_\_\_\_\_ Credit hours: \_\_\_\_\_

Decision of field coordinator: Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

**Placement Information**

Please list the schools where you have completed field experiences:

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

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

Grade level preference (Primary Ed): \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_ 5<sup>th</sup>

Grade level preference (IS): \_\_\_\_\_ elementary \_\_\_\_\_ middle school \_\_\_\_\_ high school

Grade level preference (MC): \_\_\_\_\_ 4-5<sup>th</sup> \_\_\_\_\_ 6<sup>th</sup> \_\_\_\_\_ 7<sup>th</sup> \_\_\_\_\_ 8<sup>th</sup> \_\_\_\_\_ 9<sup>th</sup>

Grade level preference (AYA): \_\_\_\_\_ 7-8<sup>th</sup> \_\_\_\_\_ 9<sup>th</sup> \_\_\_\_\_ 10<sup>th</sup> \_\_\_\_\_ 11<sup>th</sup> \_\_\_\_\_ 12<sup>th</sup>

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 Art Health/PE

**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. Save the form on your computer as a Word document.
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 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 jobs or types of employment you have had in the past and currently. These do not necessarily have to be related to teaching.
  - **Experiences with Children/Youth:** This could include tutoring, early field experience, teaching Sunday School, working at camps, coaching a youth team, babysitting, lifeguarding, or having younger siblings.
  - **Hobbies, Special Interests, Activities:** Teachers are looking to see what they may have in common with you or what your hobbies/interests tell them about you. Avoid listing things like, “I like hanging out with my friends, playing video games, 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. Email your completed personal data sheet as a Word document (.docx) attachment to Professor Jordan Hamilton ([hamiltonj@bluffton.edu](mailto:hamiltonj@bluffton.edu)) by \_\_\_\_\_

## **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 Ohio Assessments for Educator assessments include Professional Knowledge Assessments and Content Assessments.

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, an additional content or licensure area can require additional OAE 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](http://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.

**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: \_\_\_\_\_

Successful completion of EDU416 Pre-Student Teaching :  
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 _____

**1 Year Pre-Service Permit (with Enroll**

**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: \_\_\_\_\_

# **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
- ☐ 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 two-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

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
first name. middle initial. last name

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Cell Phone #: Alt. email address:

Bluffton email address:

**License (circle):**

Primary Ed P-5	IS	MC	<u>(concentrations)</u>
AYA	<u>(content area)</u>	Multi-age	<u>(content area)</u>

**Fingerprinting** – I understand I must be fingerprinted prior to the beginning of the student teaching experience and that both the BC and FBI criminal history record check reports must be sent electronically to the Ohio Dept of Education and be on file in the Bluffton University Education Dept.

I am aware that I must complete all requirements necessary for licensure prior to the submission of my license application to the Ohio Dept of Education. The Bluffton University Education Dept will confirm the completion of these requirements.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This section to be completed by the Bluffton University Education Dept

B.A. degree with major in \_\_\_\_\_ Date degree awarded: \_\_\_\_\_

Cum. GPA: \_\_\_\_\_ Major GPA: \_\_\_\_\_ BCI report: \_\_\_\_\_ FBI report: \_\_\_\_\_  
2.70 or higher 2.70 or higher

Ohio Assessments for Educators (passing score is 220 or higher)

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: \_\_\_\_\_

CPAST (all ratings at least a 2):

edTPA: Content area: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

Faculty Advisor:	Recommended for licensure	Yes _____	No _____
Academic Dean:	Recommended for licensure	Yes _____	No _____
Dean of Students:	Recommended for licensure	Yes _____	No _____
Major Dept Chair:	Recommended for licensure	Yes _____	No _____
Director of Educator Prep Program:	Recommended for licensure	Yes _____	No _____

Date licensure requirements completed:

# **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.