

Bluffton University
Student Teaching Handbook
2026- 2027

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FOREWORD

The information presented in this student teaching handbook is designed to assist you, the student teacher, your cooperating teacher, and the university supervisor [clinical faculty] in understanding the important role each plays in this professional program known as student teaching. This handbook has been developed to be a reference guide for this student teaching semester experience.

The following information should provide you with useful details and suggestions as we all work to make this a positive learning experience. As a partner in your professional development, your cooperating teacher and your university work collaboratively to ensure your success.

The Bluffton University Education Department is proud to be a part of this preparation for highly qualified and competent educators who play such a vital role in the lives of our children. We appreciate the cooperation, support, encouragement, and commitment on the part of everyone working with us in this venture.

Dr. Cherie Hocanson
Education Department Chair
Director of Educator Preparation Program

Student Teaching Semester Calendar 2026-2027

Fall Semester 2026

Session with Director of Educator Preparation Program: August 17

EDU 45X Full-time student teaching: August 18 – December 9

Spring Semester 2027

Session with Director of Educator Preparation Program: January 13

EDU 45X Full-time student teaching: January 14 – April 30

Excused Absence Policy

Student teachers are permitted three excused absences during the student teaching experience. Excused absences include all illnesses, emergencies, and university related events. Any absences beyond three must be made up in the student teaching classroom after the end of the student teaching experience.

Please call the Education Department Office (419-358-3331) before the beginning of the school day you are absent. Please notify your cooperating teacher, the school, and your university supervisor.

Contact Information at Bluffton University

Director of Educator Preparation Program and Education Department Chair

Dr. Cherie Hocanson – hocansonc@bluffton.edu

Bluffton University

The religious, educational, historical, and social tenets of Bluffton University provide the foundation for the mission of the Education Department. Bluffton University seeks to prepare students of all backgrounds for life as well as for vocation, for responsible citizenship, for service to all peoples, and ultimately for the purposes of God's universal kingdom. This pursuit of excellence, informed by the peace church values, expresses itself in the following ways:

- 1) to provide a superior baccalaureate program in the liberal arts emphasizing individual inquiry, critical thinking, and lifelong learning;
- 2) to provide superior preparation in a select number of professional areas as an integral part of the liberal arts program;
- 3) to integrate the values and faith of the College into all facets of the educational program, including not only the curricular and co-curricular programs, but the very life of the college community (Bluffton University Catalog).

The Bluffton Blueprint

At Bluffton, students' general education program is called The Bluffton Blueprint. The Bluffton Blueprint classes and competencies focus on classroom learning and hands-on practice.

There are four classes, one for each year of college, that help students come to new understandings through action and hands-on practice. The four classes are BENV 100 Becoming a Scholar, BENV 200 Learning in Community (waived for Educator Preparation candidates by participation in field experiences), BENV 3XX Cross Cultural Experience, and BENV 400 Capstone.

In addition to the four BENV classes, there are ten competencies that students meet through coursework. The ten competences are Writing Well, Speaking and Listening, Living Well, Creative Expression, Reading the Bible, Understanding Self and Society, Exploring the Past, Scientific Inquiry, Critical Analysis and Religious Understanding.

These classes and competences give Bluffton students the tools to overcome the challenges of life. By graduation, they will be ready to answer the same question John the Baptist is challenged with in Luke 3:10-14 "What then shall we do?" ([Bluffton Blueprint - Bluffton University](#))

Bluffton University Department of Education

The Department of Education/Educator Preparation courses and field experiences are based upon a curriculum model joining content and methodology with major strands addressing teaching all students and teaching in a variety of environments. The model has been developed with objectives that promote effective teaching and reflect the expectations of

the Education Department and other professional entities. The preparation of effective teachers at Bluffton University involves candidates meeting objectives that reflect not only Bluffton University's values and expectations but also objectives from the Council for the Accreditation of Educator Preparation (CAEP), the Interstate Teacher Assessment and Support Consortium (InTASC), the Ohio Standards for the Teaching Profession (OSTP), the Ohio Academic Learning Standards, and professional entities such as education related learned societies, higher education institution faculty, in-service educators, the Ohio Department of Higher Education, and the Ohio Department of Education.

All Bluffton licensure and endorsement programs are approved by the Ohio Department of Higher Education and the Educator Preparation Program is fully accredited by CAEP.

The Bluffton University Educator Preparation program structures its courses and experiences around the conceptual framework: *Educators Nurturing Communities of Learning and Respect*. Bluffton University's mission of peace and justice, cross cultural understanding, and service is combined with a strong liberal arts and sciences program and provide the "roots" for all Educator Preparation candidates. The Educator Preparation program "branches" out to address student *learning* through content knowledge and an on-going teaching cycle of planning, teaching, assessment and reflection. Communities of *respect* are nurtured through the context of inclusive schooling, collaborative colleague/parent/student interactions, and classroom organization based upon respect for the individual student and the learning community.

Within this framework, candidates for teacher licenses completing programs through the Department of Education at Bluffton University will understand the learner and learning, know the content they teach, demonstrate effective instructional practice, and engage in professional practice.

The Bluffton University Educator Preparation Program was reviewed in fall 2017 by the Council for Accreditation of Educator Preparation (CAEP), the national accrediting body for all Educator Preparation Programs. During its spring meeting on April 30, 2018, the CAEP Accreditation Council granted full accreditation without stipulations or any areas for improvement to the Bluffton Educator Preparation Program from April 2018 – June 2025 (caepnet.org).

The Bluffton University Educator Preparation Program meets the following standards established by CAEP:

CAEP Standard 1:

CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

CAEP Standard 2:

CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

CAEP Standard 3:

CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

CAEP Standard 4:

PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

CAEP Standard 5:

PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and

evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

The content and pedagogical knowledge expected of Bluffton student teachers is articulated through the INTASC standards and the Ohio Standards for the Teaching Profession:

	INTASC Standards	<i>Ohio Standards for the Teaching Profession</i>
The Learner and Learning	<i>Standard #1: Learner Development</i> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Standard 1: Teachers understand student learning and development and respect the diversity of students they teach.
	<i>Standard #2: Learning Differences</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Standard 1: Teachers understand student learning and development and respect the diversity of students they teach.
	<i>Standard #3: Learning Environments</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.
Content Knowledge	<i>Standard #4: Content Knowledge</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible	Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

	and meaningful for learners to assure mastery of the content.	
	<i>Standard #5: Application of Content</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Standard 2: Teachers know and understand the content area for which they have instructional responsibility.
Instructional Practice	<i>Standard #6: Assessment</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
	<i>Standard #7: Planning for Instruction</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Standard 4: Teachers plan and deliver instruction that advances the learning of each individual student.
	<i>Standard #8: Instructional Strategies</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Standard 4: Teachers plan and deliver instruction that advances the learning of each individual student.
Professional Responsibility	<i>Standard # 9: Professional Learning and Ethical Practice</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the	Standard 7: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

	effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	
	<i>Standard #10: Leadership and Collaboration</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession	Standard 6: Teachers collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.

Top 20 Principles from Psychology for PreK-12 Teaching and Learning

Principle 1	Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.
Principle 2	What students already know affects their learning.
Principle 3	Students' cognitive development and learning are not limited by general stages of development.
Principle 4	Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.
Principle 5	Acquiring long-term knowledge and skill is largely dependent on practice.
Principle 6	Clear, explanatory, and timely feedback to students is important for learning.
Principle 7	Students' self-regulation assists learning, and self-regulatory skills can be taught.
Principle 8	Student creativity can be fostered.
Principle 9	Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.
Principle 10	Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.
Principle 11	Teachers' expectations about their students affect students' opportunities to learn, their motivation and their learning outcomes.
Principle 12	Setting goals that are short term (proximal), specific, and moderately challenging enhances motivation more than establishing goals that are long term (distal), general, and overly challenging.
Principle 13	Learning is situated within multiple social contexts.
Principle 14	Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students.
Principle 15	Emotional well-being influences educational performance, learning, and development.

Principle 16	Expectations for classroom conduct and social interaction are learned and can be taught using proven principle of behavior and effective classroom instruction.
Principle 17	Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationship, and (c) providing a high level of student support.
Principle 18	Formative and summative assessments are both important and useful but require different approaches and interpretations.
Principle 19	Student's skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.
Principle 20	Making sense of assessment data depends on clear, appropriate, and fair interpretation.

<http://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.pdf>

Additional Student Teaching Information

The Bluffton University Educator Preparation Program meets all requirements set by the Ohio Department of Higher Education. The student teacher follows the school district calendar. The cooperating teacher and student teacher (in consultation with the university supervisor) may choose to implement a co-teaching model. A separate student teaching experience is required by Bluffton University for each license.

Student teaching may extend beyond the days Bluffton University is in session if the university supervisor, cooperating teacher, and the Director of Educator Preparation Program agree that additional days are necessary for the student teacher to satisfactorily complete the student teaching experience.

During student teaching, the student teacher will complete and submit the Teacher Performance Assessment (edTPA) to Pearson. Student teachers will be out of their classrooms for one day for support and additional support days will be scheduled on an as needed basis. Dates will be shared with the student teacher. Cooperating teachers are welcome to contact the Director of Educator Preparation Program for more information.

Prior to student teaching, all candidates must have met admission requirements to the Educator Preparation Program, must maintain a cumulative grade point average of 2.70 or higher, and must pass the appropriate Ohio Assessments for Educators exams.

Due to the demanding nature of student teaching the Education Department advises candidates to limit extracurricular activities and to devote their time to the requirements of the student teaching assignment. Personal and social activities are to be given secondary importance, particularly if there is a conflict between these activities and the demands of school.

Candidates must be enrolled in the Ohio RAPBACK program before participating in any field experience or clinical experience/student teaching. Some school districts/buildings require copies of these before a teacher/candidate can be placed within the system. It is possible that a candidate will not be placed for field experience or student teaching (and thus would not be able to complete the program) if the background check so warrants.

Student teachers are not reimbursed for travel expenses. Car pools are encouraged whenever possible with travel expenses to be shared by participants.

Student teachers who live in a university residence hall and have a meal plan during the student teaching semester can make arrangements with dining services for a sack lunch.

Bluffton University

Educator Preparation

Student Teaching

Expectations of the Student Teacher

As a Bluffton University student teacher, you are held to a high standard as you complete your student teaching experience.

You are expected to:

meet all requirements for the student teaching experience;

be enrolled in the RAPBACK program;

become familiar with the children with whom you will be working so that you are able to plan effective learning experiences;

learn from your cooperating teacher to plan, assess, and teach for high levels of learning for all the students with whom you work;

integrate materials and methods from Bluffton University classes into your experience;

communicate openly and respectfully with your cooperating teacher, supervisor and students;

take the initiative to find out as much as you can about the materials and resources that are available to you in your building and use them as appropriate;

maintain confidentiality about your school, classroom, colleagues and students;

conduct yourself professionally by following the rules and policies for all educators in your building, arriving on time and working until you are scheduled to leave, dressing as a professional each day, maintaining exceptional hygiene, covering identified tattoos and/or excessive piercings, never using your cell phone or laptop computer when students are in your care, never using social media for any contact with teachers, students, or school administrators, and never sharing your cell phone number or giving your students personal access to you;

contact your cooperating teacher, your supervisor, and the education office department prior to any absences or changes in your schedule;

attend all edTPA work sessions;

complete the midterm and final evaluation of the CFAST (Candidate Preservice Assessment of Student Teaching) in conjunction with your cooperating teacher and university supervisor; and

adhere to all national, state and local laws as well as policies of the host school/district and Bluffton University.

Bluffton University

Educator Preparation

Student Teaching

Expectations of the Cooperating Teacher

Bluffton University appreciates the willingness of cooperating teacher to support student teachers as they complete the final experience in their educator preparation program. If, at any time, there are concerns that cannot be addressed in the classroom, the supervisor should be contacted. If there are concerns after meeting with the supervisor, Dr. Gayle Trollinger, the Director of Educator Preparation should be contacted.

Cooperating teachers are expected to:

hold a current Ohio teaching licensure for the classroom/content they are teaching,

have at least three years of successful teaching,

have successfully completed the Ohio Resident Educator Program,

have a positive recommendation from their principal or their designee,

be trained in the science of reading,

model effective pedagogy for the student teacher within a supportive environment,

provide opportunities for the student teacher to develop experiences while in the classroom,

co-plan and co-teach with the student teacher as their skills develop,

provide on-going feedback about the candidate's planning, assessment, and instruction,

review and initial each instruction profile before it is taught and provide feedback as needed,

find ways for the student teacher to become actively involved in the classroom and with the students as soon as possible,

work collaboratively with the student teacher and supervisor,

communicate openly and frequently with the student teacher and supervisor,

contact the supervisor as soon as possible if issues arise that need to be addressed,

follow all Bluffton University policies including FERPA (see Additional Information section of handbook for Notification of Rights under FERPA),

complete the midterm and final evaluation of the CPAST (Candidate Preservice Assessment of Student Teaching) in conjunction with the student teacher and university supervisor; and

complete required student teaching paperwork.

Bluffton University

Educator Preparation

Student Teaching

Expectations of the University Supervisor

Bluffton University supervisors are expected to:

provide opportunities for the student teacher to develop experiences while in the classroom,

schedule at least 5 observations to provide on-going feedback about the candidate's planning, assessment, and instruction,

be trained in the science of reading,

work collaboratively with the student teacher and cooperating teacher,

communicate openly and frequently with the student teacher and supervisor,

contact the cooperating teacher and student teacher (as appropriate) as soon as possible if issues arise that need to be addressed,

contact the Director of Educator Preparation should issues develop that require university attention,

complete the requested modules to prepare for consistent use of the CFAST (Candidate Preservice Assessment of Student Teaching),

complete the midterm and final evaluation of the CFAST (Candidate Preservice Assessment of Student Teaching) in conjunction with the student teacher and cooperating teacher,

follow all Bluffton University policies including FERPA (see Additional Information section of handbook for Notification of Rights under FERPA), and

complete required student teaching paperwork.

Co-Teaching

A strategy for successful teaching, today and tomorrow

As Ohio strengthens its education system with bold new reforms, educators need new approaches aimed at consistent, high-quality instruction. Co-teaching, one such approach, is proven effective with students. It also benefits teachers, ranging from pre-service to seasoned educators.

What is co-teaching?

Co-teaching occurs when “two or more professionals deliver substantive instruction to a diverse or blended group of students in a single physical space.” (Cook and Friend, 2004)

During the past several decades, co-teaching strategies developed with a special focus on meeting the needs of diverse learners, such as students with disabilities and English language learners. Today, as the positive effect of co-teaching on students has become better documented, more educators have begun to use co-teaching to meet the challenges of the state’s more rigorous teaching and learning standards.

How does co-teaching work with pre-service teachers?

Co-teaching positions the student teacher as an “apprentice” to the regular classroom teacher. Both the student teacher and classroom teacher, however, take an active role in planning lessons, providing instruction and assessing students. The classroom teacher retains a great deal of responsibility, but the student teacher takes some ownership of student learning.

How can cooperating teachers and pre-service teachers benefit from using co-teaching strategies?

Seasoned and pre-service teachers can gain rich professional development experiences with co-teaching. The collaboration and conversation between co-teachers at every stage of lesson development – from planning through delivery, assessment, reflection and feedback – offers continuing opportunities for growth. The teamwork encourages both educators to adapt and modify their lessons for maximum student learning.

How do students perform in co-teaching classrooms?

According to credible research, co-teaching produces students who outperform their peers in single-teacher classrooms in reading and math achievement. (Bacharach et al, 2010).

Villa et al (2004) indicate that all students benefit when their teachers share ideas, work cooperatively and contribute to one another's learning.

Why would co-teaching work with all types of students?

It works because co-teaching:

- Reduces teacher-student ratios so students get more individual attention;
- Allows students to learn firsthand how their co-teachers use teamwork and problem-solving skills in the classroom;
- Results in higher levels of enthusiasm and involvement among students than in traditional classrooms;

How does co-teaching differ from other collaborations?

Current research sheds light on what authentic co-teaching truly is – and what it is not. Co teaching is not:

- One person teaching one subject, followed by another person teaching a different subject;
- One person teaching while another prepares instructional materials or corrects papers;
- One teacher facilitating a lesson while another watches with no participation;
- One teacher's ideas dominating another's when teaching strategies are selected.

High-quality co-teaching means that each educator shares leadership, engages in both teacher and learner roles, and works toward a common goal. Good co-teachers take turns as expert and novice, and giver and receiver of knowledge and skills.

Keeping the hiring pipeline open

School administrators who work with high-quality teacher degree programs to give pre-service teachers meaningful student teaching experiences help their schools maintain a supply of well-equipped beginning faculty.

The Ohio Department of Education, Ohio Board of Regents and university teacher preparation program deans are working together so that future teachers are prepared for Ohio's higher teaching and learning standards. Contact the education departments of universities in your area to discuss how you can employ co-teaching approaches with cooperating and pre-service teachers in your district's classrooms.

Bacharach, N., Heck, T., & Dahlberg, K. (2010). Changing the Face of Student Teaching through Co-teaching. *Action in Teacher Education*. 32(1), 3-14.

Cook, L., Friend, M. (1995). *Co-Teaching Guidelines for creating effective practices*.

Villa, R.A., Thousand, J.S., & Nevin, A.I. (2004). *A guide to co-teaching: Practical tips for facilitating student learning*. Thousand Oaks, CA: Corwin Press.

CPAST (Candidate Preservice Assessment of Student Teaching)

Student Teaching Observation and Evaluation

CPAST was developed by an Ohio team of Educator Preparation faculty members from The Ohio State University, Bowling Green State University, University of Toledo, University of Akron, Ohio University, Cleveland State University, Wilmington College, Wright State University, Kent State University, Wittenberg University, and the University of Dayton.

CPAST is used during the Bluffton University student teaching experience and is based on the InTASC Standards and the Ohio Standards for the Teaching Profession. It is a reliable and valid tool that includes rubrics, forms and supplementary information necessary for student teaching observation and evaluation.

CPAST process

1. Supervisors complete online training with a summative assessment.
2. Supervisors, cooperating teachers, and student teachers are provided an orientation to the CPAST during the student teaching orientation.
3. Supervisors follow the "Supervisor Checklist."
4. Supervisors and cooperating teachers use the CPAST process for observations and along with the student teacher, they collaboratively complete a midway and final evaluation based on observation data.
5. The final consensus form is included in the candidate's files.
6. Bluffton EPP submits data to the state team for on-going reliability/validity analysis.

All CPAST information (including rubrics and forms) will be emailed to the cooperating teacher. Student teachers may access CPAST information on the password protected student teaching Moodle site.

CPAST forms, rubrics, and assignments may not be shared without permission in order to abide by the guidelines of the Memorandum of Understanding.

edTPA Fact Sheet

A performance-based approach to license teacher candidate and support program improvement

States and educator preparation programs are looking for new ways to develop and evaluate teaching effectiveness and improve their programs. Increasingly, they are focusing on authentic assessments of how teacher candidates develop and evaluate student learning. edTPA represents this historic shift as the first nationally available, research- and standards-based support and assessment program that can serve as a common and external measure of candidate performance and teacher quality.

edTPA complements existing entry-level assessments used by states that focus on basic skills or subject matter knowledge and campus-based evaluations of clinical practice, coursework, grades and curriculum-embedded assessments of candidate performance. Developed by the profession for the profession, edTPA is available in 27 initial licensure areas. After a two-year period of field testing, it now can be used for teacher licensure, as part of state and national program accreditation and to guide program improvement. It is comparable to entry-level assessments in other professions such as the bar exam in law, medical licensing exams and the architectural registration exam.

edTPA is aligned with Interstate Teacher Assessment and Support consortium (InTASC) standards, state professional teaching standards, Council for the Accreditation of Educator Preparation (CAEP) standards and the Common Core State Standards. edTPA provides meaningful data to support educator preparation programs as they evaluate, reflect on and continually improve their programs to ensure a relevant, integrated curriculum centered on student learning.

How Does It Work?

The edTPA process is built around three-to-five continuous days of standards-based, subject-specific classroom instruction delivered by a candidate, typically at the end of the student teaching or clinical experience.

edTPA is a multiples-measure assessment of teaching – built and submitted by the candidate – that addresses planning, instruction, assessment and analyzing teaching. It includes unedited video recordings of the candidate teaching and examples of teaching materials (plans, teaching tools, assignments) that demonstrate how the candidate planned instruction, adapted it for

diverse learners – attending both to subject specific learning and the development of academic language – and assessed student work.

Each assessment is scored by qualified and trained teachers and teacher educators who are subject experts with experience supporting beginning teachers. Half of current scorers are recruited from higher education and half are recruited from P-12 educators, including National Board Certified Teachers.

By the Profession for the Profession

The assessment draws from experience gained over a 25-year history developing performance-based assessments of teaching, including the National Board for Professional Teaching Standards, the InTASC portfolio and the Performance Assessment for California Teachers (PACT). Hundreds of teachers and teacher education faculty have been involved at every stage of development and continue to participate in a professional learning community that supports edTPA implementation. The Stanford Center for Assessment, Learning and Equity, in partnership with the American Association of Colleges for Teacher Education, provide a rich array of implementation support materials – including local evaluation training, curriculum mapping and embedded assessment design, webinars on academic language, resources for cooperating teachers and orientations for candidates. A National Academy of edTPA experts provides implementation consultation and face-to-face scoring training in key states.

What is the status of edTPA?

edTPA has been tried out nationally since the beginning of the 2012 academic year. edTPA underwent field testing with more than 12,000 teacher candidates during the 2011-12 and 2012-13 academic years. The field test data showed that edTPA is a rigorous, valid assessment that is scored reliably.

Information from the field tests was used to fine tune assessment tasks, scoring rubrics and candidate handbooks and, with the assistance of a standard-setting panel of educators and psychometricians, determine a recommended professional performance standard. edTPA was declared fully operational in September 2013. Evaluation Systems, a unit of Pearson, provides the necessary technical infrastructure to distribute, collect and manage scoring.

Seven states – Georgia, Hawaii, Minnesota, New York, Tennessee, Washington and Wisconsin – have adopted policies for using edTPA. Other states, including Illinois and Ohio, are considering edTPA policies at the state level. Campuses in 19 additional states and the District of Columbia continue to pilot the assessment. These states are considering edTPA as a preparation

requirement for new teachers, as a formal requirement for licensure or as part of institutional accreditations.

The Stanford Center for Assessment, Learning and Equity, in partnership with the American Association of Colleges for Teacher Education, led the development of edTPA with collaboration from more than 500 design team members and reviewers from institutions of higher education nationwide. Today, more than 480 institutions of higher education in 33 states plus the District of Columbia participate in edTPA.

Helping to Meet Education's Top Priority

The most important thing we can do to help students is to provide an effective teacher in every classroom. But the growing number of new teachers and high rate of teacher turnover make this a challenge.

The nation's teaching force is younger than it has been in decades. According to the National Center for Education Statistics, at least 15 percent of teachers have three or fewer years of experience. The number of teachers entering the profession each year has been at its highest in recent history. Preparing these new teachers for success is more important than ever. edTPA is an educative process that builds on the latest research on teaching quality and supports preparation programs to increase their focus on student learning and the skills and abilities that improve teaching and student performance.

Supporting Change in Teacher Preparation

edTPA will provide evidence of a teacher's readiness to enter the profession that can be acted upon to support program improvement. The feedback provided to teacher candidates and institutions will support ongoing inquiry and professional learning.

edTPA also supports performance-based state teacher licensure systems by offering a common standard for teacher performance in the classroom as part of system of multiple measures. Until now, completion of most state preparation programs relied primarily upon seat time in coursework, local clinical evaluation and the results of subject-matter assessments. Teacher preparation program models have evolved, with a range of approaches at the graduate and undergraduate levels along with alternative teacher preparation programs and new online delivery systems. It has been difficult, however, for states to maintain a credentialing system that represents a common standard of knowledge, skills and abilities with documented validity of their relation to the tasks of a classroom teacher that is comparable across institutions.

edTPA offers a rigorous measure of entry-level teaching skills and readiness for the classroom – regardless of the path candidates take to teaching – that can be used across programs, focusing attention on the capacity to teach.

States with edTPA Policies or Institutions Participating in edTPA

Arizona	Hawaii	Missouri	Rhode Island
Arkansas	Idaho	New Jersey	South Carolina
California	Illinois	New York	Tennessee
Colorado	Indiana	North Carolina	Texas
Connecticut	Iowa	Ohio	Virginia
Delaware	Maryland	Oklahoma	Washington
District of Columbia	Massachusetts	Oregon	Wisconsin
Florida	Michigan	Pennsylvania	Wyoming
Georgia	Minnesota		

For more information about edTPA, visit: edtpa.aacte.org

For registration, candidate resource materials, and portfolio submission information, visit:
edTPA.com

Using edTPA

edTPA, formerly the Teacher Performance Assessment, was designed by teachers and teacher educators to support candidate learning and provide data that support preparation program growth and renewal. Aligned with Common Core State Standards and InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. edTPA can be integrated with other teacher candidate assessments such as clinical evaluations, GPA, and content knowledge examinations to inform program completion decisions or as a metric for licensure. edTPA is a summative capstone assessment to evaluation readiness to teach. It is also a source of evidence for program review, teacher licensure and/or state and national accreditation.

edTPA Common Architecture

	Artifacts	15 Rubrics
Planning	Lessons plans, instructional materials, student assignments, assessments Planning commentary	Planning for Content Understandings Supporting Students' Learning Needs Planning Assessment to Monitor Student Learning
Instruction	Unedited video clips Instruction commentary	Demonstrating a Positive and Engaging Learning Environment Engaging Students in Learning Deepening Learning During Instruction Subject-Specific Pedagogy
Assessment	Samples of student work Summary of student learning Assessment commentary	Analyzing Student Learning Providing Feedback to Guide Learning Supporting Students' Use of Feedback
Analysis of Teaching	Planning commentary Instruction commentary Assessment commentary	Using Knowledge of Students to Inform Planning Analyzing Teaching Using Assessment to Inform Instruction
Academic Language	Unedited video clips and/or student work samples Planning and assessment commentaries	Identifying and Supporting Language Demands Evidence of Language Use to Support Content Understandings

Preparation for Critical Dimensions of Teaching

The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit

commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates' evidence is evaluated and scored within the following five dimensions of teaching:

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address student needs.
2. **Instructing and Engaging Students in Learning** includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.
3. **Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students, and explain how their feedback guides student learning.
4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.
5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

Scoring edTPA

The five dimensions of teaching are evaluated using 15 analytic rubrics on a five point-scale focused on student learning. Stanford is responsible for the design and development of an on-

line training system and for setting subject-specific benchmarks. Qualified scorers are trained to use edTPA rubrics to evaluate candidate submissions consistently and fairly. Local, state, and national scoring pools include teacher education faculty and clinical supervisors, as well as P-12 educators (e.g., National Board Certified Teachers, cooperating teachers who host teacher candidates, and school administrators). At least half of all scorers are university faculty (including clinical supervisors and cooperating teachers) and half are k-12 educators. All scorers must meet rigorous qualifications including subject-matter experience, and recent experience teaching the subject (to P-12 students or methods courses to candidates) and mentoring or supporting beginning teachers.

Candidates may submit their edTPA materials directly to Pearson or via an approved, integrated edTPA platform provider, including Chalk & Wire, Folio180, FolioTek, iWebFolio, LiveText, Pass-Port, TaskStream, and Tk20 (see edTPA.com for details). Faculty provide formative feedback to candidates while they are developing edTPA materials within these platforms. Score reports include individual candidate scores as well as a narrative profile of candidate performance. The score reports and candidate edTPA materials are useful data sources for informing program and curriculum revision within participating campuses and as evidence for state and national accreditation processes.

edTPA will be available for all licensure areas in adopting states*

Early Childhood	Secondary English Language Arts	Visual Art	English as an Additional Language
Elementary Literacy or Mathematics	Secondary History/Social Studies	Performing Arts	Family/Consumer Science
Middle Childhood: English Language Arts	Secondary Mathematics	Physical Education	Health Education
History/Social Studies	Secondary Science	World Language	Library Specialist
Mathematics	Special Education	Agriculture	Literacy Specialist
Science		Business	Technology and Engineering
		Classical Languages	
		Educational Technology Specialist	

*edTPA Subject-Specific Handbooks Are Available

For more information about edTPA:

<http://scale.stanford.edu/teaching/edtpa>

<http://edtpa.aacte.org>

edTPA.com

Forms for Cooperating Teacher

Student Teaching Improvement Plan

Below is a plan of action to address identified specific areas of improvement. This plan of action has been developed by the cooperating teacher, university supervisor, and student teacher with the understanding that if continued progress is not being made by the student teacher to meet at least the acceptable level, it may impact the placement and/or the final recommendation.

1 = Not Acceptable

2 = Acceptable

3 = Target

Identified area(s) for improvement	Specific plan of action	Record of progress
		1 2 3 Date:
		1 2 3 Date:
		1 2 3 Date:
		1 2 3 Date:
		1 2 3 Date:
		1 2 3 Date:
		1 2 3 Date:
		1 2 3 Date:

Additional comments attached

Student Teacher's Signature

Cooperating Teacher's Signature

University Supervisor's Signature

Date: _____

CPAST (Candidate Preservice Assessment of Student Teaching)

Student Teaching Observation and Evaluation

CPAST was developed by an Ohio team of Educator Preparation faculty members from The Ohio State University, Bowling Green State University, University of Toledo, University of Akron, Ohio University, Cleveland State University, Wilmington College, Wright State University, Kent State University, Wittenberg University, and the University of Dayton.

CPAST is used during the Bluffton University student teaching experience and is based on the InTASC Standards and the Ohio Standards for the Teaching Profession. It is a reliable and valid tool that includes rubrics, forms and supplementary information necessary for student teaching observation and evaluation.

CPAST process

1. Supervisors complete online training with a summative assessment.
2. Supervisors, cooperating teachers, and student teachers are provided an orientation to the CPAST during the student teaching orientation.
3. Supervisors follow the "Supervisor Checklist."
4. Supervisors and cooperating teachers use the CPAST process for observations and along with the student teacher, they collaboratively complete a midway and final evaluation based on observation data.
5. The final consensus form is included in the candidate's files.
6. Bluffton EPP submits data to the state team for on-going reliability/validity analysis.

All CPAST information (including rubrics and forms) will be emailed to the cooperating teacher. Student teachers may access CPAST information on the password protected student teaching Moodle site.

CPAST forms, rubrics, and assignments may not be shared without permission in order to abide by the guidelines of the Memorandum of Understanding.

Bluffton University Educator Preparation Program

Candidate Recommendation

Date: _____

Candidate's Name: _____

Semester and Year: _____ Licensure Area: _____

Name of Evaluator: _____

_____ Cooperating Teacher

_____ University Supervisor

To the Evaluator: Please provide comments based on your observation of the following:

<u>Pedagogy:</u> • Planning for instruction and assessment • Instructional delivery • Assessment • Analysis of teaching	<u>Professional Dispositions:</u> • Professional commitment and behaviors • Professional relationships • Critical thinking and reflective practice
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The candidate will receive a copy of this recommendation.

Comments:

Bluffton University

Evaluation of the University Supervisor by the Cooperating Teacher

We would like an evaluation of the university supervisor who worked with you during the student teaching experience. This is a confidential evaluation and we would appreciate your honest appraisal.

Name of University Supervisor: _____

Name of Cooperating Teacher: _____ Date: _____

Please check the appropriate box for each:

	Excellent	Good	Poor
Professionalism (punctual, attire, attitude)			
Assistance with problems, concerns, issues			
Adequate time given to individual clinical practice visits			
Accessibility			
Quality of feedback (at least 5 visits)			

Additional Comments:

Was the university preparation (professional education and major area) adequate for the student teaching experience?

Additional Information

Notification of Rights Under FERPA Bluffton University Policy on Student Records

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records and affords students certain rights with respect to those records.

FERPA deals with the question of what information is private by directing institutions to list information that is considered directory information and therefore not protected as private.

In accordance with FERPA guidelines Bluffton University has designated the following items as **Directory Information**:

student name, campus address, home address, cell phone number, home telephone number, e-mail address, major field(s) of study, class, full or part-time status, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, degrees, honors and awards granted, date of graduation and previous schools attended.

All information not included in the above list should be considered private. This would include, for example: grades, GPA, class rank, probation or suspension status, and remaining requirements for a degree. You may opt to prohibit disclosure of directory information as well by signing a form available in the registrar's office.

As a student, you may release your protected information to whomever you wish. Information may be released electronically through your MyBluffton account, using the "Give permissions to my data" option. Students may release specified data through this option to any designated individual. Students may set end dates for the release or may rescind the release at any time. Monitoring information released in this manner is the responsibility of the student. Alternatively, students may sign a statement in various offices around campus indicating what information is to be released and to whom. Thus, a signed transcript request authorizes us to release a transcript to the address(es) submitted by the student.

FERPA guarantees students these rights:

- **Right to Inspect:** You have the right to inspect and review all of your education records maintained by or at this institution within 45 days of our receipt of your written request. To exercise this right, contact the Registrar's Office for instructions at registrar@bluffton.edu or 419-358-3321
- **Right to Request Amendment:** You have the right to seek to have corrected any parts of an educational record you believe to be inaccurate, misleading or otherwise in violation of your rights. This right includes the right to a hearing to present evidence that the record should be changed if this institution decides not to alter the education record

according to your request. To exercise this right, contact the Registrar's Office for instructions at registrar@bluffton.edu or 419-358-3321.

- **Right to Prevent Disclosure:** You have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in your education records to:
 - those instances when prior consent has been given to the disclosure;
 - items of Directory Information (see list above) unless you have directed the university in writing to suppress the release of this information. If you would like to suppress the release of directory information, please contact the registrar's office;
 - or items under the provisions of FERPA which allow disclosure without prior written consent. This includes information necessary for school officials to perform their assigned tasks, disclosures related to some judicial orders or lawfully issues subpoenas, and some other circumstances as defined by FERPA.
- **Right to File a Complaint with the U.S. Department of Education:** If you believe that Bluffton University has failed to comply with the requirements of FERPA or has violated your FERPA rights, you have the right to file a complaint with the Family Policy and Compliance Office, U.S. Department of Education, 600 Independence Ave S.W., Washington, DC 20202-4605.
- **Right to Obtain Policy:** You have the right to obtain a copy of this student records policy. You can obtain a copy of the policy from the Registrar's Office. You may also contact the Registrar's Office with any questions that you have about your FERPA rights.

Notice regarding FERPA rights is provided in the Bluffton University Catalog, is emailed to students annually, and is available from the Registrar's Office.

Policy on the Student Teacher's Responsibility at the Time of Work Stoppage

Student teachers are assigned to student teaching centers to attain experience related to the normal operations of a school, particularly in the teaching of groups of students. When the assigned school is not in session (i.e., vacation periods), the student teacher does not report to the school.

Work stoppages on the part of the teachers or groups of teachers in the assigned school result in disruption of a school's operation to the extent that a student teacher cannot ordinarily secure the continuance of the experience for which he/she was assigned. Therefore, in the event of a work stoppage in a particular school brought about through the actions of teachers, the student teacher is directed to return to campus. Resumption of his/her student teaching assignment would be expected with the end of the work stoppage.

The intent of this policy is to remove the student teacher from a situation in which the student teacher might be assigned to take over for the classroom teacher involved in the work stoppage, or might be expected to join actively with those bringing about the work stoppage. Neither action is compatible with the purpose of the student teaching program.

Note: This policy was originally formulated in 1971 by a consortium of area colleges and universities which include Defiance College, Ohio Northern University, the University of Findlay, and Bluffton University. While the consortium is not currently active, Bluffton University affirms the validity of the policy.

Bluffton University Educator Preparation Program
State of Ohio Educator Licensure
Awareness of Professional Conduct /Unbecoming Conduct of an Educator
Statement of Assurance of Good Moral Character

The Ohio Department of Education is committed to ensuring that all P-12 students receive instruction from educators who can provide a safe, supportive, and healthy school environment. By Ohio statute, those persons who have demonstrated “unbecoming conduct” may not be licensed to teach in Ohio’s schools. The Office of Professional Conduct at the Ohio Department of Education is responsible for raising awareness among pre-service educators for what unbecoming conduct is for educators and has provided the following list of offenses that may keep a prospective teacher from gaining licensure. Unbecoming conduct for educators includes but may not be limited to:

Drug Abuse

- Corrupting another with drugs
- Trafficking in drugs
- Illegal manufacture of drugs or cultivation of marijuana
- Illegal assembly or possession of chemical for the manufacture of drugs
- Funding of drug or marijuana trafficking
- Illegal administration or distribution of anabolic steroids
- Permitting drug abuse
- Deception to obtain a dangerous drug
- Illegal possession of drug documents
- Tampering with drugs
- Trafficking in harmful intoxicants; improperly dispensing or distributing nitrous oxide
- Illegal dispensing of drug samples
- Possession of counterfeit controlled substances

Violence

- Intimidation of attorney, victim or witness in criminal case escape
- Improper discharge of firearm at or into habitation; school-related offenses
- Illegal conveyance or possession of deadly weapon or dangerous ordnance or illegal possession of an object indistinguishable from a firearm in school safety zone/courthouse
- Improperly furnishing firearms to minor
- Unlawful possession of dangerous ordinance; illegally manufacturing or processing explosives
- Felonious assault/ aggravated assault / aggravated murder / murder / voluntary or involuntary manslaughter / reckless homicide
- Permitting child abuse
- Kidnapping / abduction / criminal child enticement and/or extortion
- Aggravated arson
- Aggravated robbery / robbery / aggravated burglary
- Inciting to violence
- Inducing panic
- Endangering children
- Soliciting or providing support for act of terrorism / making terroristic threat / terrorism

- Unlawful possession or use of a hoax weapon of mass destruction
- Contaminating substance for human consumption or use contamination with hazardous chemical, biological, or radioactive substance; spreading false report / placing harmful objects in food/confection
- Retaliation
- Unlawful abortion / performing or inducing unlawful abortion upon minor / abortion manslaughter
- Interference of custody / child stealing

Sexually-Oriented Offenses

- Sexual battery
- Unlawful sexual conduct with a minor / gross sexual imposition / sexual imposition
- Importuning
- Compelling prostitution / promoting prostitution or soliciting / loitering to engage in solicitation or prostitution; after positive HIV test
- Disseminating matter harmful to juveniles
- Displaying matter harmful to juveniles
- Pandering obscenity; involving a minor
- Pandering sexually oriented matter involving a minor
- Deception to obtain matter harmful to juveniles compelling acceptance of objectionable materials
- Illegal use of a minor in nudity-oriented material or performance
- Felonious sexual penetration

Theft

- Burglary
- Personating an officer
- Theft in office / perjury / bribery

Persons who have pleaded guilty to or been convicted of any of the above should contact the Administrator of Investigations, Office of Professional Conduct, Ohio Department of Education (614-466-5638) on their own or through an attorney in order to determine if they would be ineligible for an Ohio educator license prior to continuing to pursue a teacher licensure program through Bluffton University. Please note that pleading “not contest” is equivalent to pleading “guilty” and that the Ohio Department of Education may investigate court records that have been sealed or expunged. In addition, if a person has pleaded guilty or been convicted of any offense not listed above, they should contact the ODE Office of Professional Conduct as they may have to demonstrate rehabilitation before obtaining licensure in Ohio.

Prior to entering any field experience, prior to clinical practice / internship and prior to gaining licensure in Ohio, you will be subject to a Bureau of Criminal Investigation (BCI) review. An FBI background check is also required for licensure. When candidates complete an application for licensure, they will be required to answer the following questions:

- Have you ever been convicted of, found guilty of, pled guilty to, or pled no contest to any misdemeanor other than a traffic offense?
- Have you ever been convicted of, found guilty of, pled guilty to, or pled no contest to any felony?
- Have you ever had a criminal conviction sealed or expunged?

- Have you ever had ANY professional certificate, license, permit, or an application for the same, revoked, suspended, limited or denied?
- Have you ever surrendered ANY certificate, license or permit, other than a driver's license?

If a candidate has any concerns about how answers to the above questions might affect the ability to be licensed, contact the Administrator of Investigations, Office of Professional Conduct, Ohio Department of Education (614-466-5638) on his/her own or through an attorney before continuing the Teacher Education Program at Bluffton University.

According to Rule SSO1-24-05 of the Ohio Administrative Code, any person issued a provisional teacher license must, among other requirements, be deemed to be of good moral character, as defined by Rule SSO1-24-21 of the Administrative Code:

"A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation of section 2907.04 (corruption or a minor) or section 2907.06 (sexual imposition), or division (A) or (C) of section 2907.07 (importuning) of the Revised Code, or any offense of violence, theft offense, or drug abuse offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state. An individual who has pleaded guilty to or has been convicted of any such offense may have an application for certification considered by the State Board of Education, provided said individual meets the conditions specified in Rule 3301-73 of the Administrative Code."

Bluffton University is, therefore, obligated to require that all students pursuing programs leading to Ohio educator licensure submit to a BCI review and, if applicable, an FBI review.