

**Bluffton University**  
**Student Teaching Handbook**  
**2020 - 2021**

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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.

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

## **Student Teaching Semester Calendar 2020-2021**

### Fall Semester 2020

EDU 415 Methods 2: August 19 – September 1

EDU 45X Full-time student teaching: September 2 – November 24

\*EDU 425 Leadership Seminar: (by Zoom) August 18 at 9-11 a.m. and 1-3:50 p.m.

### Spring Semester 2021

EDU 415 Methods 2: January 14 – February 3

EDU 45X Full-time student teaching: February 5 – May 4

\*EDU 425 Leadership Seminar: January 13, February 4, May 5

\* Student teachers who have received credit for Leadership Seminar will be in their placements on these dates.

### **Excused Absence Policy**

Student teachers are permitted two excused absences during the student teaching experience. Excused absences include all illnesses, emergencies, and university related events. Any absences beyond two 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. Gayle Trollinger – 419-358-3341 or [trollinger@bluffton.edu](mailto:trollinger@bluffton.edu)

Coordinator of Field Experiences

Mrs. Laura Williams – 419-979-3429 or [williams@bluffton.edu](mailto:williams@bluffton.edu)

Administrative Assistant

Mrs. Susan Collier – 419-358-3435 or [colliers@bluffton.edu](mailto:colliers@bluffton.edu)

## **Bluffton University Education Department**

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 of faith of the University into all facets of the educational program, including not only the curricular and co-curricular programs, but the very life of the university community (Bluffton University Catalog).

The general education program provides integrated courses and experiences which place the student in an ever-expanding context from the individual in *Becoming a Scholar* (the first year experience course) to the global citizen of the senior capstone course, *Christian Values in the Global Community*. Courses that are required of all students include: *Becoming a Scholar*, *College English*, *Understanding Numerical Data*, two science courses, *Introduction to Biblical Worldview*, *Social Sciences*, *Humanities*, *Issues*, *Religion*, *Arts*, *Cross-Cultural/Service Learning Experience*, and *Christian Values in a Global Community*. The Liberal Arts and Sciences program models how an Anabaptist vision of community can be used to develop responses to issues and concerns from a global community perspective (Bluffton University Catalog, 1999-2000, p. 57-58).

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	Ohio Standards for the Teaching Profession
<b>The Learner and Learning</b>	<b>Standard #1: Learner Development</b> 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.	<b>Standard 1:</b> Teachers understand student learning and development and respect the diversity of students they teach.
	<b>Standard #2: Learning Differences</b> 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.	<b>Standard 1:</b> Teachers understand student learning and development and respect the diversity of students they teach.
	<b>Standard #3: Learning Environments</b> 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.	<b>Standard 5:</b> Teachers create learning environments that promote high levels of learning and achievement for all students.
<b>Content Knowledge</b>	<b>Standard #4: Content Knowledge</b> 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 and meaningful for learners to assure mastery of the content.	<b>Standard 2:</b> Teachers know and understand the content area for which they have instructional responsibility.
	<b>Standard #5: Application of Content</b> 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.	<b>Standard 2:</b> Teachers know and understand the content area for which they have instructional responsibility.
<b>Instructional Practice</b>	<b>Standard #6: Assessment</b> 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.	<b>Standard 3:</b> Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
	<b>Standard #7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills,	<b>Standard 4:</b> Teachers plan and deliver instruction that advances the learning of each individual student.

	and pedagogy, as well as knowledge of learners and the community context.	
	<p><b>Standard #8: Instructional Strategies</b>  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><b>Standard 4:</b> Teachers plan and deliver instruction that advances the learning of each individual student.</p>
<p><b>Professional Responsibility</b></p>	<p><b>Standard # 9: Professional Learning and Ethical Practice</b>  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p><b>Standard 7:</b> Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.</p>
	<p><b>Standard #10: Leadership and Collaboration</b>  The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession</p>	<p><b>Standard 6:</b> Teachers collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.</p>

## 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 has set the student teaching experience at a minimum of twelve weeks as required by the state of Ohio. 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 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.

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 have an up-to-date criminal history record check report on file 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. Carpools 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;

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 all tattoos and/or excessive piercings, never using your cell phone 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 Leadership Seminars;

complete the midterm and final evaluation of the CPAST (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:

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 his/her 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;

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 VARI-EPP (Valid and Reliable Instruments for Educator Preparation Programs) and 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; and

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

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.

# **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

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**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:

<p><u>Pedagogy:</u></p> <ul style="list-style-type: none"><li>• Planning for instruction and assessment</li><li>• Instructional delivery</li><li>• Assessment</li><li>• Analysis of teaching</li></ul>	<p><u>Professional Dispositions:</u></p> <ul style="list-style-type: none"><li>• Professional commitment and behaviors</li><li>• Professional relationships</li><li>• Critical thinking and reflective practice</li></ul>
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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](mailto: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](mailto: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.