Heidelberg
UNIVERSITY

School of Education

Educator Preparation Program Handbook

2023-2024 Edition

Revised July 2023

Table of Contents

Gateway 1

Educator Preparation Program Introduction

July 2023

Introduction

The Educator Preparation Program (EPP) at Heidelberg University is based on a constructivist philosophy in which the teacher candidates in our program build (construct) knowledge as a result of a student-centered, hands-on approach to learning. From the beginning, teacher candidates are actively involved in coursework and field experiences.

Mission Statement

Empowering innovation and fostering equity through cutting-edge teaching and community relationships.

Vision Statement

To be a regional Education Center that empowers excellence in students, schools, and communities seeking an innovative learning culture.

Conceptual Framework

Heidelberg University teacher candidates connect theory, practice, and reflection to develop knowledge and skills in teaching and learning. Conceptual framework allows candidates to assimilate and accommodate new knowledge, develop essential teaching skills, and solve novel problems.

The three essential elements of conceptual frameworks are:

Theory -principles of teaching and learning

Practice -clinical and field experience

Reflection -thinking about, evaluation, and revising one's teaching and learning.

Theories utilized by Heidelberg faculty include both constructivism and direct instruction. High leverage practices including standards-based instruction and scaffolding are both taught and utilized in Education courses. Tools for reflection include the edTPA and CPAST *(discussed later in this handbook)*.

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Educator Licensure Programs at Heidelberg University

The Heidelberg University Educator Preparation Program offers educator preparation programs that lead to Ohio four-year Resident Educator licensure in the following four areas:

1. **Primary Education**   Pre-K - Grade 5

2. **Middle Childhood Education**   Grades 4 - 9, **two** disciplines
   a. Language Arts & Reading
   b. Mathematics
   c. Social Studies
   d. Science

3. **Adolescent to Young Adult**   Grades 7 - 12, **one** discipline
   a. Integrated Language Arts
   b. Integrated Mathematics
   c. Integrated Social Studies
   d. Integrated Science
   e. Life Science (Biology)

4. **Multi-Age**   Pre-K - Grade 12
   Music Education

Add-on Licensures:
1. **Intervention Specialist** (Mild/Moderate, K - Grade 12) Add to Primary, Middle Childhood, or Adolescent/Young Adult licenses (this is a dual license, not a stand-alone program)

2. **Middle Childhood Generalist** (Grades 4-6, **four** disciplines) Add to the Middle Childhood license (this allows teaching all four content areas in Grades 4-6, in addition to the two concentrations of the Middle Childhood license in Grades 4-9)

Heidelberg University is an approved licensure program in the state of Ohio and maintains national accreditation through the Council for the Accreditation of Teacher Education Preparation. Students completing this program and passing applicable licensure exams will be granted Ohio licenses. Ohio licenses meet requirements for many other state licenses. Consult your state's department of education website for information regarding any other possible licensure requirements. ***The university will approve license applications for graduates who meet current coursework and testing requirements as outlined by both the Ohio Department of Higher Education and the Ohio Department of Education.***

Graduate Educator Endorsements

The School of Education offers three educator endorsements that may be added to any valid Ohio teaching license. Obtaining an endorsement consists of completing four 8-week online courses and passing the appropriate Ohio Assessment for Educators exam. Admission into these endorsement programs is granted to educators with a minimum bachelor's degree and a valid Ohio teaching license. These courses are graduate-level courses and cannot be taken at the undergraduate level.

K-12 Reading Endorsement The K-12 reading endorsement fulfills the requirements of SB 316, qualifying individuals to teach reading to all students at any grade level, including Title II reading programs.

The endorsement consists of a series of four 3-semester hour courses, for a total of 12 semester hours. The courses may be completed as coursework only for professional development purposes.

The undergraduate level 12-hour reading core (including a course in phonics) is a pre-requisite for admission into the K-12 Reading Endorsement program. Most certified classroom teachers in the last ten years have taken this coursework as undergraduates. Admissions counselors will help applicants determine which courses are needed if they do not currently have 12 hours of reading coursework.

Teaching English To Speakers Of Other Languages (TESOL) Endorsement

The Teaching of English to Speakers of Other Languages (TESOL) certification is offered to teachers who hold an active Ohio teaching license or certificate. The growing number of English learners in our public schools nationwide makes the TESOL endorsement a useful addition to a license in elementary education, secondary English, or secondary Spanish.

This endorsement consists of four 3-semester hour graduate level courses offered online. Students may complete the courses as coursework only.

Early Childhood Generalist Endorsement

The Early Childhood Generalist Endorsement may be added to the Early Childhood P-3 license enabling early childhood educators to teach all core academic content areas in grades four and five. As of Spring 2020, the Ohio Department of Education Office of Educator Licensure began issuing Primary (P-5) licenses thus eliminating the need for this endorsement for graduates after Spring 2020.

Glossary of Terms

The following definitions clarify commonly used terms within the Education Department

Education Undergraduate Program:

    EPP -Educator Preparation Program

Licensure Exams:

    OAE -Ohio Assessments for Educators (required Ohio licensure exams)

    APK -Assessment of Professional Knowledge (required, within OAE series)

Licensures at Heidelberg:

    AYA -Adolescent to Young Adult (grades 7-12)

    ISP -Intervention Specialist (Special Education grades K-12)

    MCE -Middle Childhood Education (grades 4-9)

    MUS -Multi-Age Music Education (grades PK-12)

    PEL -Primary Education (PK-5)

Field Experiences:

    Field Experiences - a series of planned, supervised experiences embedded in course curriculum that take place in educational settings under the mentorship of a licensed teacher with a minimum of three years of classroom instruction

    Student Teaching Experience - capstone field experience of the Educator Preparation Program consisting a period of at least twelve weeks and following the host school's typical day and academic calendar.

Field Experience Roles:

    Mentor Teacher - a teacher in an educational setting who has accepted the responsibility for mentoring a teacher candidate or student teacher during a field experience

    Student - a youth in preschool through 12th grade who is the learner in an educational setting

    Student Teacher - an education major who is in the final semester of the education program and is completing the 12-week student teaching field placement.

    Teacher Candidate - an education major who is following an EPP curriculum that leads to teacher licensure

    University Supervisor - a faculty member of Heidelberg's Education Department who is responsible for supervising and evaluating a teacher candidate or student teacher

Major Academic Plans

Planning Your Academic Program

Students working toward an Ohio teaching license through Heidelberg University must plan their academic programs carefully so that graduation and licensure requirements will be completed in a timely manner. Please keep the following information in mind as you work with your advisor to develop your four-year plan.

1) You must satisfy three sets of requirements for teacher licensure:

   a) Satisfy all university general education requirements including some special requirements for teacher education students.
   b) Complete the professional education core courses and content courses required of the licensure tracks.
   c) Complete the professional education state-mandated test requirements outlined in the Admission and Retention Policies section in this handbook.

2) Speak with an advisor who will work with you to ensure that you meet all requirements to qualify for licensure and graduation. Be sure to check the *Undergraduate Catalog* for specific requirements of each program.

Be diligent and plan ahead. Work to satisfy as many general education requirements as possible during your first two years. Courses taken to meet these requirements may help you identify a teaching area you had not previously considered. Completing general education requirements early will also permit you to concentrate on your major and professional development as a junior and senior.

3) Candidates who are within 30 semester hours of applying for licensure should make arrangements to:
   a) complete a degree requirements check.
   b) complete a license requirement check.
   c) take all state mandated tests required for licensure area

Program Quality Assurance

State of Ohio Approval and National Accreditation

All programs in Heidelberg's EPP are approved by the Ohio Department of Higher Education and are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Heidelberg Educators Community Advisory Partnership (HECAP)

One of the ways in which teacher candidates directly impact the quality of the Heidelberg EPP is participation on the Heidelberg Educators Community Advisory Partnership panel. These teacher candidates collaborate with faculty, alumni, community members, and representatives from partner school districts to support the continuous improvement of the EPP.

Program Learning Outcomes

Outcome 1: Learner

Graduating teacher candidates will connect with individual learners socially, emotionally, culturally, linguistically, and intellectually. *edTPA Rubrics 2-5*

Outcome 2: Instruction

Graduating teacher candidates will uphold high expectations by facilitating interactions for learner growth in a safe, adaptive, and collaborative instructional environment. *edTPA Rubric 6-10*

Outcome 3: Assessment

Graduating teacher candidates will facilitate teacher and learner reflection and adaptation through clear, concise, and actionable instructional feedback based on assessment data. *edTPA Rubric 11-15*

Outcome 4: Professionalism

Graduating teacher candidates will incorporate continual reflection and learning into their professional practice. *edTPA Rubric 15; CPAST Disposition A: Participates in Professional Development Disposition H: Responds Positively to Constructive Criticism*

Critical Dispositions

Dispositions are summary descriptions of behaviors observed over time and across different settings and circumstances (Kath and Raths, 1985). As students explore the profession in EDU 110 Introduction to Education, they will be introduced to and asked to reflect on the dispositions identified in the Candidate PreService Assessment of Student Teaching (Pre-CPAST). Developed by the Ohio State University and aligned to educator preparation standards, this tool allows university faculty and supervisors, mentor teachers and teacher candidates to evaluate the presence of the dispositions. During advanced methods and student teaching field experiences, the Pre-CPAST© and CPAST© will be used to formatively and summatively assess the dispositions.

Faculty members and/or mentor teachers with a concern related to the dispositions will address the concern with the teacher candidate. If the concern is not remediated or another concern arises, the director of the EPP will assist the teacher candidate and their advisor in creating an improvement plan. The plan will be monitored and evaluated using the Pre-CPAST© and CPAST.©

Educator Code of Conduct

Dispositions play a critical role in the choices we make inside and outside of the classroom.

Educators play crucial and very visible roles in their communities. Teacher candidates will be required to demonstrate understanding of the consequences of their conduct during the student teaching seminar (EDU 416). Candidates should acquaint themselves with the [Licensure Code of Professional Conduct for Educators](#) and [tip sheets](#) created by the Ohio Department of Education, American Federation of Teachers and the National Education Association.

The Ohio Department of Education is committed to ensuring that all students receive instruction from educators who can provide a safe, supportive, and healthy school environment. According to Ohio Revised Code 3301:21-01, 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 teacher educators with the following [list of offenses](#) that may keep a prospective teacher from gaining licensure.

State of Ohio Teacher Assurance of Good Moral Character
State of Ohio Teacher Licensure
Awareness of Professional Conduct
Statement of Assurance of Good Moral Character

The Ohio Department of Education is committed to ensuring that all 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 teacher educators with the following list of offenses that may keep a prospective teacher from gaining licensure.

Drug Abuse
- corrupting another with drugs
- trafficking in drugs
- illegal manufacture of drugs or cultivation of marijuana
- funding of drug or marihuana 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

Sexually-oriented
- rape
- sexual battery
- unlawful sexual conduct with a minor
- gross sexual imposition/sexual imposition
- importuning
- compelling/promoting prostitution
- disseminating matter harmful to juveniles
- pandering obscenity; involving a minor
- pandering sexually oriented matter involving a minor
- deception to obtain matter harmful to juveniles
- illegal use of a minor in nudity-oriented material or performance
- felonious sexual penetration

Theft
- burglary
- personating an officer
- theft in office
- perjury
- bribery

Violence
- aggravated murder/murder
- voluntary/involuntary manslaughter
- reckless homicide
- felonious assault/aggravated assault
- permitting child abuse
- kidnapping/abduction
- criminal child enticement
- extortion
- aggravated arson
- aggravated robbery/aggravated burglary
- inciting to violence
- aggravated riot/riot
- inducing panic
- intimidation/intimidation of attorney, victim or witness in criminal case
- escape
- improper discharge 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 ordnance; illegally manufacturing or processing explosives
- endangering children
- soliciting or providing support for act of terrorism/making terroristic threat/terrorism
- 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

If you have pleaded guilty to or been convicted of any of the above, it is important that you contact the Administrator of Investigations, Office of Professional Conduct, Ohio Department of Education (614/466-5638) on your own or through an attorney in order to determine if you are ineligible for an Ohio teacher license prior to continuing to pursue a teaching license through Heidelberg University. Please note that pleading "no contest" is equivalent to pleading "guilty" and that the Ohio Department of Education may investigate court records that have been sealed or expunged.

Prior to gaining licensure in Ohio, you will be subject to a Bureau of Criminal Investigation (BCI) review and a Federal Bureau of Investigation (FBI) review. When you complete your application for licensure, you will be required to provide documentation for any felony or misdemeanor other than a traffic offense. A form called "Certification /Licensure Explanation to Section F," available from the Heidelberg University Education Department, will help you provide the necessary information for your licensure application if you answer "Yes" to any of the questions concerning professional conduct.

FBI and BCI Background Checks

As required by Ohio law, all teacher candidates working with students in public schools must complete both an Ohio criminal background check (BCI) and a FBI criminal background check annually in order to enter field experience settings.

The EPP recommends teacher candidates complete background checks mid-August in their hometown or in Tiffin after returning to campus. In Tiffin, FBI/BCI background checks can be done at:

NCOESC
North Central Ohio Educational Service Center
928 W. Market Street, Tiffin, OH
phone (419) 447-2825

CASA Seneca, Sandusky, and Wyandot Counties
(Court Appointed Special Advocates of Children)
21 Court St, Tiffin, OH
phone (419) 448-1442

Please request background checks be sent to:

Heidelberg University School of Education, 310 E Market St, Tiffin, OH 44883

Proper coding: **BCI:** 3319.39B3   **FBI:** 3319.39

Field Experiences

State licensure law requires candidates to complete a minimum of 100 hours of field experience prior to entering student teaching. Field experiences are scaffolded to prepare teacher candidates for mastery of the EPP outcomes (see chart below). Teacher candidates are placed in culturally, racially, and/or socioeconomically diverse settings in public, charter, parochial, city and/or rural schools. Mentor teachers possess appropriate State of Ohio licensure, minimum of three years of classroom teaching experience, and have completed mentor training specific to the Heidelberg University EPP. The final field experience in the program is the 12-week student teaching placement in which candidates are expected to follow their mentor teacher's full schedule.

	Field Experience/Course	License	Field Hours
Year 1	**EDU 110 - Introduction to Education**	ALL	10 Hrs
Year 2 Fall	**EDU 225 - Introduction to Primary Education** (taken with EDU 220) **EDU 226 - Introduction to MCE/AYA Education** (taken with EDU 220)	Primary Middle AYA	20 Hrs
Year 2/3 Spring	**Special Education Experience** EIS 348 - Communication, Coordination & Collaboration in Special Ed	ISP	20 Hrs
Year 2/3 Spring	**Reading Experience** EIS 285 Phonics/Word Identification	Primary Middle ISP ALA	30 Hrs
Year 3 Fall	**EDU 414 - Diagnosis of Reading Difficulties**	Primary Middle ISP	10 Hrs

Year 3 Spring	**Content Methods**
	    EDU 350 Reading in Content Area (ALL concentrations)
	    EDU 322 Mathematical Literacy & Methods in Primary Education
	    EDU 323 Science Experiences in Primary Education
	    EDU 360 - MCE LA EDU 366 – AYA LA
	    EDU 373 – MCE SS EDU 376 – AYA SS
	    EDU 380 – MCE Math EDU 386 – AYA Math
	    EDU 390 – MCE Sci EDU 396 – AYA Sci
		ALL
		
		Primary
		
		Middle AYA
			50 Hrs

Year 4 Fall	**Special Education Methods** EIS 350 Curriculum & Instruction Methods for Students with Mild/Mod Disabilities	ISP	50 Hrs

Year 4 Fall	**Advanced Methods**
	    EDU 345 - Research Methods in Primary Education (PEL)
	    EDU 346 - Research Methods in MCE and AYA Education (MCE, AYA)
		Primary Middle AYA	50 Hrs

Year 4 Spring	**Student Teaching**
	    EDU 416 Seminar in Student Teaching
	    EDU 426, 7, 8, 9, 30 Student Teaching
		ALL	12 Weeks

Expectations for Field Experiences

EPP teacher candidates represent Heidelberg University in local K-12 schools and should be mindful that they are guests in schools and classrooms. Do not pass judgment or evaluate mentor teachers or students. Demonstrate respect for all members of the school community. Heidelberg's EPP has developed valuable relationships through the years with the schools. It is critical for the future of the program that we are able to continue these relationships.

Attendance and punctuality: Attendance is a priority in all field experiences; absence is excused only in circumstances of emergency. Therefore candidates are excused only for college business, illness, or family emergency. Be not only on time, be EARLY.

In a case of absence, contact IN ADVANCE…
1. Mentor teacher by phone (no texts, email, unless confirmation is guaranteed)
2. HU supervisor by phone if observing that day, otherwise by email
3. HU professor and Education Department administrative assistant by email

Dress: Teacher appearance affects student perception. Clothing should follow business casual guidelines. You are a member of the teaching profession and should be dressed and groomed accordingly. Follow the dress code of the school in which you are placed. When considering something might be inappropriate, don't wear it. Follow the school's dress code on piercings and tattoos.

Professional interaction: Use professional language with students, parents, and colleagues. Avoid using filler words (i.e. like, um) and be cognizant of others' understanding of what words are considered profanity (i.e. damn, hell). **At no time should candidates be on their phones while at their placements.** Candidates should not complete work for Heidelberg classes during their time in the field placements, unless specifically required by their instructor.

Social Media: Settings should be set to private on social media accounts such as Facebook, Twitter, Snapchat, etc. Keep in mind that students, parents, and administrators may be able to view your account and will be looking you up. Communication with students and/or parents via social media is not acceptable, nor are photos, videos, or references to any school issue, conflict, personnel, or students. Be conscientious of your own photo postings, even the most innocent of photos can be misconstrued which may lead to removal from the building/district. Consider the name of your social media accounts, making sure they sound professional. Review your "tag" settings by keeping aware of what others might post on your account.

Confidentiality: Confidentiality should be maintained at all times. Do not have any discussion about an experience in a field placement using specific student or school names. Student records are protected under the Family Educational Rights and Privacy Act (FERPA). Any mention of student grades, test scores, or other achievement information to persons not authorized to receive that information is prohibited by law.

Removal from Field

Faculty members and/or mentor teachers with a concern in a field placement will address the concern with the teacher candidate. If the concern is not remediated or another concern arises, the director of the EPP will assist the teacher candidate and the course instructor in creating an improvement plan. The plan will be monitored by the faculty member or field supervisor. If the concern(s) persist, the candidate may be removed from field experience. Being removed from a field experience will result in failure of the course and will disqualify a candidate from registering for most additional education classes until it is retaken. Some courses in the program are only offered in the Fall or Spring semester; therefore, ***being removed will have a serious impact on completing a program.***

Heidelberg University EPP Due Process

Revised - November 2019

A.   Provision for Solving Minor Problems

Minor problems may arise during field experiences or student teaching in the schools. In such instances, those directly involved (EPP teacher candidate, mentor teacher, university supervisor, and building administrator) should work toward a solution. Minor problems that deal with personal characteristics, including but not limited to professionalism, attendance, communication skills, etc. will be discussed between the EPP Director and the teacher candidate. If resolution is not reached, the issue will be taken to the full EPP faculty. The EPP Director must be notified when the problem persists. When appropriate, the EPP Director will call a meeting of the involved persons and serve as a mediator in the situation.

B.   Provisions for Resolving Major Problems

When problems are still unresolved after application of the relatively informal plan outlined in paragraph A above, the procedures set forth below will be followed:

1. A concise statement of the problem must be submitted in writing by the initiator to the involved parties (university supervisor, EPP Director, mentor teacher, building administrator, teacher candidate).

2. Within three school days of the date of delivery of the statement of the problem, all parties directly involved will meet at a time and place arranged by the university supervisor and attempt to resolve the problem. At this meeting any persons involved may submit a written position either in support of the statement of the problem or disagreement with it. At this meeting the university supervisor will serve as chairperson and appoint a recorder.

3. If a mentor teacher requests that a Heidelberg teacher candidate be removed from his/her classroom, the student will be removed immediately.

4. Incompletion or removal from a field placement will result in failure of the course.

C.   Dismissal from the Educator Preparation Program

A teacher candidate may be dismissed from the Educator Preparation Program for the following reasons.

1. If FBI/BCI background checks contain offenses that render a candidate ineligible for licensure.

2. If a teacher candidate is convicted of a crime rendering them ineligible to be licensed at any point during completion of the program. Field experiences may be delayed pending the outcome of criminal charges.

Year 1 Benchmarks

Education Courses to complete during Year 1:

_____ EDU 110:   Introduction to Education (10 hour field experience)

_____ EIS 200:   Human Growth and Development

_____ EIS 272:   Introduction to Special Education

_____ Introductory content courses required in the licensure

_____ HU Integrated Studies General Education Program - Level 1 (14 credit hrs)

Other Requirements:

_____ Maintain a minimum cumulative **2.85** GPA
    (if GPA drops below 2.85, delay in graduation could occur)

_____ C- or higher in all courses required for major
    (classes with a final grade below C- need to be repeated)

_____ FBI/BCI background checks - upon arrival to campus

_____ Sign and return Receipt of Heidelberg EPP Handbook-Gateway 1 & 2

_____ Sign and return Good Moral Character statement

Gateway 2

Admission to the
Educator Preparation Program

July 2023

Admission Process

Entering freshmen are classified as Conditional Education Majors (EDC) and take first-year courses EDU 110 (MUS 110, MUS 115 Music Ed only), EIS 200, and PSY 101. Upon successful completion of these courses (C– or higher) and maintaining a GPA of 2.85, EDC majors then enroll in EDU 220 during which they apply for admission into the Educator Preparation Program. Admission into the EPP is by application only and is subject to the following requirements.

1. _____Successful completion *(C- or higher)* of:
   a. EDU 110 Introduction to Education
   b. EIS 200 Human Growth and Development
   c. EDU 220 Principles of Teaching   *Submit application **DURING** EDU 220*

2. _____Minimum cumulative GPA of **2.85**

3. _____Current FBI & BCI fingerprint background checks *(within last 365 days)*

4. _____Signed/dated form: "Receipt of Educator Preparation Program Handbook"

5. _____Signed/dated form: "Statement of Assurance of Good Moral Character"

6. _____Register to take the OAE: APK assessment at the completion of EDU 220 and EDU 225/226 or at the latest, during the summer between your 2nd and 3rd year.

7. _____Items to hand in when applying for admission into the EPP:

   a. Application for Admission to Heidelberg's Educator Preparation Program

   b. OAE: APK registration confirmation/receipt

   c. Receipt of Educator Preparation Program Handbook - Gateways 1 & 2

   d. Statement of Assurance of Good Moral Character -

Retention in the Educator Preparation Program

Education Licensure Candidate (EDL): Once accepted into the EPP, EDC majors will become Education Licensure Candidates (EDL) which opens registration privileges in 300-level professional education classes.

Grade Point Averages: EDLs also must maintain a 2.85 cumulative GPA in order to enroll in any professional education courses at the 300-level or above. If your GPA falls below 2.85, the DegreeWorks GPA calculator identifies the number of credit hours you need at specific grade levels in order to raise your GPA to raise it to the required level. The GPA benchmark may be waived only for candidates who have earned a passing score on ALL state-mandated tests (OAEs) required for the licensure area.

GPA Calculator

Graduation Calculator   Term Calculator   **Advice Calculator**

To achieve your desired GPA, you need one of the following:

10 credits at 4 (A) grade average

14 credits at 4 (A-) grade average

24 credits at 3 (B+) grade average

76 credits at 3 (B) grade average

Note: Results that would require you to take more than 150 credits have been omitted.

Current GPA	2.725
Credits earned	91
Desired GPA	2.85

Course Grades: All Education majors must complete the Education Licensure Core courses. Beyond these, candidates need to complete the courses required for their specific licensure area. **All courses within the major must be passed with a grade of C- or better. Courses with grades outcomes below C- must be retaken before the candidate is permitted to advance in the program.**

Background Checks: Ohio law requires that FBI and Ohio BCI criminal background checks be completed annually for all persons working in schools. This applies to all education majors who are registered for any course with a field experience component. ***Background checks must be renewed annually.*** Background check fees are the students' responsibility. Forms can be downloaded from the School of Education Canvas shell or can be picked up in the education department's student lounge.

State Required Tests for Educator Licensure

The state of Ohio requires all teacher licensure candidates to pass a series of Ohio Assessments for Educators (OAEs) before issuing an Ohio teacher license. These exams assess professional, pedagogical, and content-area knowledge.

Candidates are required to have all OAEs passed before registering for student teaching courses. All OAE test scores must be received before spring registration opens in November. The passing score for all OAE assessment tests is 220.

Ohio Assessments for Educators (OAE) required tests are:

1. **APK Test** -Assessment of Professional Knowledge
   Take after completing EDU 110, EIS 200, EDU 220, EDU 225/226 or summer after year 2

2. **Content Test** -One test for PEL, AYA, ISP, MUS; Two tests for MCE
   Take in early summer after junior year

3. **Foundations of Reading Test** - PEL, MCE, and ISP
   Take after completing reading core courses (EDU 230, 350, 414, EIS 285) during year 3

4. **Elementary Education Subtests I & II** -Middle Childhood Generalist endorsement
   Take in early summer after junior year

*It is wise to take these exams as early during the summer as possible as there is a 30-day wait period to retake an exam if necessary. Having OAEs completed prior to the start of classes in August also prevents overcrowding your fall semester with extra work in studying and taking these exams.

Year 2 Benchmarks

Education Courses to complete during Year 2:

_____ EDU 220:	Principles of Teaching

_____ EDU 225/226: Introduction to Primary/Middle & AYA Education
			(20 hour field experience)

_____ EDU 230:	Foundations of Reading

_____ EIS 281/279:	Assessment & Grading Equity
			Prescriptive Assessment & Diagnosis for Intensive Intervention

Other Requirements:

_____ Maintain a minimum cumulative **2.85** GPA
		(if GPA drops below 2.85, delay in graduation could occur)

_____ C- or higher in all courses required for major
		(classes with a final grade below C- need to be repeated)

_____ FBI/BCI background checks upon return to campus

_____ Hand in application for admission into the education program _(EDU 220)_

_____ Register for appropriate OAE: APK (attach confirmation to application)

_____ Map out courses for remaining semesters. Review with academic advisor.

Year 3 Benchmarks

Education Courses to complete during Year 3:

Year 3 - Fall Semester:

_____ EDU 320/310: Introduction to Conceptual Methods in
Primary/Middle and AYA Education

Year 3 - Spring Semester:

_____ EDU 350 Reading to Learn in the Content Area

_____ EDU 322/323 Math & Science Content Methods (only PEL - take together)

_____ EDU 360/373/380/390 Content Methods (only MCE- take 2)

_____ EDU 366/376/386/396 Content Methods (only AYA - take 1)

_____ Schedule senior placement interview with Field Director in March

> **Senior Placement Interviews**
> During the spring semester of Year 3, the director of field placements will conduct interviews with each teacher candidate. Discussion of the year-long senior placement will take place regarding past placements, transportation, schedules, and other special circumstances that need to be considered in arranging the student teaching placement. Notification of scheduling these interviews is at the discretion of the field director, but are usually held in March.

Other Requirements:

_____ Maintain a minimum cumulative **2.85** GPA
(if GPA drops below 2.85, delay in graduation could occur)

_____ C- or higher in all courses required for major
(grades below a C- result in retaking the course)

_____ FBI/BCI background checks are up-to-date

_____ Pass all remaining OAE tests during spring and summer of Year 3.

> ***All OAEs must be passed prior to November registration in order to register for student teaching courses.**

Gateway 3

Student Teaching

July 2023

Student Teaching Policies

Student teaching is required in all licensure programs. This is the candidate's opportunity to assume all the roles and responsibilities of a licensed teacher. This experience is critical to the candidate's development as a teacher and certain expectations are in place to help teacher candidates meet their students' needs and to secure the highest recommendation upon graduation.

Leading into and during the student teaching semester:

1. The state-mandated [Ohio Assessments for Educators](#) are to be taken before the senior year. Candidates will not be permitted to register for student teaching without having passed the assessment required for licensure in their content area(s). An official score report showing passing scores must be received by the EPP prior to registration.

2. Communication is very important. It is the student teacher's responsibility to check all appropriate Heidelberg e-mail, voice mail, and campus mail regularly. Candidates should discuss a preferred method of communication with their mentor teachers and University supervisor. For many mentor teachers and supervisors, e-mails are not an efficient method of communication; you may need to call or text them to be sure they receive your message.

3. Professional Conduct: Heidelberg University candidates must conduct themselves as professionals at all times. To this end, student teachers are to:
   - Abide by the policies and procedures of both the District and the University

   - Secure appropriate permissions for field experience assessment requirements such as the edTPA

   - Secure and pass appropriate state and federal background checks

   - Follow District curriculum and instruction goals and objectives

   - Collaborate with mentor teacher to complete specific experience requirements

   - Communicate and collaborate with other teachers, administrators, and school personnel to meet the needs of students

   - Demonstrate appropriate personal and professional dispositions

   - Create and maintain positive relationships with students and their families

   - Facilitate a positive classroom environment

   - Improve instructional practices through self-reflection of performance, analysis of student achievement data, and mentor teacher and University supervisor evaluations

   - Collaborate with mentor teacher and University supervisor on midway and final evaluations during student teaching

Attendance Requirements

A student teacher is expected to be in attendance each and every day of student teaching unless severe illness or emergency occurs. Make-up time will be determined jointly by the mentor teacher and university supervisor in consultation with the Director of the School of Education.

1. Student teachers will follow daily schedules and vacation dates of the school in which they are assigned, not the schedule of Heidelberg University. A student teacher is expected to arrive at the school site and remain on the premises until the contractual dismissal time. The student teacher is expected to fulfill all the duties of their mentor teacher. If the mentor teacher has lunch duty, bus duty, etc., the student teacher also is expected to be present. If there are faculty meetings, parent conferences, board meetings, etc., which the mentor teacher attends, the student teacher is also expected to attend. If an emergency occurs that necessitates leaving the school site, the student teacher must notify the principal, the mentor teacher and the university supervisor (if possible) before leaving.

2. A planned absence must be approved by the mentor teacher, university supervisor, and Director of School of Education. Examples of planned absences include attending a job fair, going on a field trip with a class, or attending a professional meeting. The planned absence must contribute to the acquisition of knowledge, skills, and dispositions associated with student teaching.

3. An unplanned absence, due to severe illness or death in the family, will be communicated immediately to the mentor teacher and university supervisor. **If the student teacher misses more than three days due to unplanned absences, the days(s) missed must be made up to ensure at least twelve weeks of full day teaching in the classroom.**

4. An absence for any other reason is unexcused and will require a make-up day for each day missed. The evaluations made by the mentor teacher and the university supervisor will document these absences on the appropriate forms; **if any unexcused days are not made up or exceed three, the final grade for the student teaching course will be an "F".**

Teaching Responsibilities

1. Student teachers will report to their placement the first three weeks of the semester on Monday, Wednesday, and Friday. Tuesdays and Thursdays they will report to the student teaching seminar.

2. Candidates are expected to teach 1/3 of their mentor teacher's load by the end of the second week, 2/3 of the load by the third week, and the full-load by the end of the fourth week.

3. Candidates will complete a Student Teaching Transition Plan in consultation with their mentor teachers and submit it to the student teaching seminar instructor no later than the second week of the student teaching experience.

4. The candidate should have at least 12 weeks of actual teaching time.

Other requirements

1. A student teacher may only serve as a substitute teacher **for their mentor teacher** during student teaching if the student teacher possesses a substitute teaching license.

2. The student teacher must follow the regulations of the school to which they are assigned so long as they do not conflict with Heidelberg policies.

Failure to comply with these rules may result in the removal of the student teacher from their placement and failure of student teaching, thus jeopardizing graduation.

Student Teaching Seminar

EDU 416: Student Teaching Seminar meets from 4:00-5:00 pm on Tuesdays throughout the entire semester of student teaching. Completion of additional asynchronous online work will be required. These modules cover topics mandated for teacher licensure by the State of Ohio. Attendance of EDU 416 is mandatory.

edTPA Teacher Performance Assessment

edTPA is a performance-based, subject-specific assessment and support system used across the United States to emphasize, measure and support the skills and knowledge that all teachers need in a teaching career. The assessment is submitted to Pearson electronically and scored by a trained/calibrated assessor. **The passing score for the edTPA is 37.**

In completing edTPA, candidates provide evidence that they are effective in teaching in their licensure area. Evidence includes anonymous samples of student work, student tests or other assessments, and one to two videos of their teaching performance in a K-12 classroom. Teacher candidates explain what they know about the students in the class, their academic achievement levels, and their learning needs. Teacher candidates then show how well they can use this information to help students succeed by:

- planning lessons with consideration for students with diverse learning needs
- teaching the lessons to the K-12 students in school classrooms
- planning and giving student assessments or tests based on the lessons
- reflecting on their own instruction

Failure to pass the edTPA

Failure to pass the edTPA will impact the grade for the student teaching course (EDU 426, 427, 428, 429, 430) with potential to jeopardize graduating on time. A grade of C- or better must be obtained in order to fulfill the requirement of the program. Candidates will also be required to complete remediation coursework prior to the end of the semester.

Successful Completion of Student Teaching

A grade of C- or higher is required for successful completion of Student Teaching and Student Teaching Seminar courses.

Educator Code of Conduct

Dispositions play a critical role in the choices we make inside and outside of the classroom.

Educators play crucial and very visible roles in their communities. Teacher candidates will be required to demonstrate understanding of the consequences of their conduct during the student teaching seminar (EDU 416). Candidates should acquaint themselves with the [Licensure Code of Professional Conduct for Educators](#) and [tip sheets](#) created by the Ohio Department of Education, American Federation of Teachers and the National Education Association.

The Ohio Department of Education is committed to ensuring that all students receive instruction from educators who can provide a safe, supportive, and healthy school environment. According to Ohio Revised Code 3301:21-01, 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 teacher educators with the following [list of offenses](#) that may keep a prospective teacher from gaining licensure.

Gateway 4

Program Completion and Licensure

July 2023

Program Completion

The completion of the Heidelberg University Educator Preparation Program is based on successful completion of university degree requirements and educator preparation requirements. Upon successful completion of the program, the graduate will receive either a Bachelor of Arts or a Bachelor of Science degree depending on the licensure track and be eligible to apply for an Ohio initial four-year resident educator license.

Requirements for Completion of Program and Licensure

1. Cumulative GPA of 2.85 or higher

2. All courses in the education major are passed with a C- or higher

3. Passage of all OAE assessments required for the licensure

4. Completion of student teaching experience and seminar

5. edTPA score of 37 or higher

6. Current FBI and BCI fingerprint backgrounds

7. Completing the Initial Ohio License Application Form on the Ohio/ID website

Applying for a License

Once the program requirements have been met, all testing has been successfully completed, and a degree is granted, program completers may apply for a four-year resident educator license through the Ohio Department of Education.

Year 4 Benchmarks

Education Courses to complete during Year 4:

<u>**Year 4 - Fall Semester:**</u>

_____ EDU 345/346:   Advanced Methods in Primary Education

Advanced Methods in Middle and AYA Education

<u>**Year 4 - Spring Semester:**</u>

_____ EDU 425/426/427/428/429/430 Student Teaching Field Experience

Other Requirements:

_____ Pass all remaining OAE tests during spring/summer of Year 3.

> ***All OAEs must be passed prior to Year 4 in order to register for student teaching courses.**

_____ Complete the program with a minimum cumulative **2.85** GPA
   (if GPA drops below 2.85, delay in graduation could occur)

_____ C- or higher in all courses required for major

_____ FBI/BCI background checks up-to-date.

_____ Successful completion of the edTPA with passing score of 37 or higher

_____ Completing the Initial Ohio License Application Form on the ODE website

Gateway 5

Program Completer Surveys

July 2023

Completer Follow-up

The Heidelberg University School of Education is committed to nurturing its completers throughout their careers as educators. We encourage completers to remain in contact with the School and offer several options for continued collaboration with the program. Completers are welcome to serve on the HECAP advisory board and after three years in teaching, partner as a mentor teacher.

Post-Graduate Contact Information

CAEP requires all Educator Preparation Programs to continue to collect data from our program completers in their first few years after graduating. EPP completers are asked to remain in contact with the School of Education by providing up-to-date contact information to the EPP Director or Administrative Assistant. Updates can be emailed or submit a response in the I GOT A JOB Google form. Please fill this form out as soon as your post-graduate path is determined - whether you get a teaching job, decide to substitute, go to grad school, or decide an alternative route! Tell us about your plan - we love knowing where you are and what you're doing! Complete this form to update us on your path each time your circumstances or jobs change.

First Year Employer Surveys

The Heidelberg University EPP sends a 15-question survey to all employers of first-year graduates with teaching positions, asking their opinion of how prepared our Heidelberg grads are in their first year of teaching. Therefore, it is most important that all program completers provide post-graduate information. The School of Education uses this data for program evaluation purposes and to ensure continued excellence.

Second Year Program Completer Surveys

The Heidelberg EPP emails a survey to second-year graduates as an evaluation of the program. This survey is identical to the survey completed at the end of student teaching. This survey is important data to the EPP as well as to the State of Ohio. Having student teachers as well as second-year residents complete this survey will provide data regarding our program's strengths as well as areas that could use improvement.

Educator Preparation Program Handbook

Gateways 1 & 2 (Year 1)

Acknowledgment of Receipt

The Teacher Candidate Handbook Gateways 1 & 2 is provided for your information as an Education major seeking an Ohio teaching license. The information within this handout provides guidelines, requirements for licensure, and valuable information to familiarize yourself with the Heidelberg University educator preparation program.

Changes in the information deemed necessary may be made without notice, but you will receive a copy of any changes in requirements and/or procedures.

Please complete and return to your instructor or School of Education office.

I, _____ acknowledge receipt of the

(PRINT student name)

Educator Preparation Program Handbook Gateways 1 & 2 and I agree to comply with the requirements and codes of conduct that are outlined in the handout. I will keep this handout available for future reference while completing the Heidelberg Educator Preparation Program.

_____   _____ Gateway 1 & 2

Revision date

_____   _____

Student Signature   Date

Educator Preparation Program Handbook

Acknowledgment of Receipt

The Teacher Candidate Handbook is provided for your use as an Education major seeking an Ohio Four-year Resident Educator teaching license. The information within this handbook provides guidelines, requirements for licensure, and valuable information you will use during your academic experience at Heidelberg University.

Changes in the information in the handbook deemed necessary may be made without notice, but you will receive a copy of any changes in requirements and/or procedures.

Please complete and return to your instructor or School of Education office.

I, _____ acknowledge receipt of the

(PRINT student name)

Educator Preparation Program Handbook for Teacher Candidates and I agree to comply with the requirements and codes of conduct that are outlined in the handbook. I will keep this handbook available for future reference while completing the Heidelberg Educator Preparation Program.

_____

Revision date

_____   _____

Student Signature   Date

Appendix C: Statement of Good Moral Character

Heidelberg University Assurance of Good Moral Character

State of Ohio Teacher Licensure
Statement of Assurance of Good Moral Character

The State of Ohio requires that all individuals completing teacher licensure be of Good Moral Character. The State's definition is found in section 3301:21-01 of the Administrative Code of Ohio. It is as follows:

(M) "Good moral character." 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 of a minor) or section 2907.05 (sexual imposition), or division (A) or (C) or section 2907.07 (importuning) of the Revised Code, any offense of violence, theft offense, or drug offense that is not a minor misdemeanor, or any substantially 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 licensure considered by the state board of education, provided such individual meets the conditions specified in rule 3301.23-23 of the Administrative Code.

Your signature on this form states that you are aware of this licensure requirement and that you satisfy this requirement. Evidence of good moral character will be monitored throughout the program and documented in instruments such as the Pre-CPAST, CPAST, and field evaluation forms.

Print Name: _____   Date _____

Signature: _____   HU ID: _____

Please answer the following:

1. Have you ever been convicted of, found guilty of or pled guilty to any misdemeanor other than traffic offenses?   _____ Yes   _____ No

2. Have you ever been convicted of, found guilty of or pled guilty to any felony? _____ Yes   _____ No

3. Have you ever had a criminal conviction sealed or expunged? _____ Yes _____ No

If yes to any question, **attach an explanation** to this page

If you have questions about this information, please contact the Director of the Heidelberg University School of Education.

Appendix D: Application for Admission - Educator Education Program

Application for Admission to the
Heidelberg University Educator Preparation Program

Name:_____ **Heidelberg ID**_____

      Print: First Name   M.I.   Last Name

Date of Birth:_____ **Last 5 digits of SS#:**_____

Check all that are applicable: ___African American   ___Asian American   ___White Non-Hispanic   ___Hispanic ___Pacific Islander   ___American Indian   ___Alaskan Native ___Latino   ___Other/Multiracial

Desired Licensure:

_____Early Childhood (P-5)   _____Intervention Specialist (Mild/Moderate)

                                  Dual-licensure: must be added to another licensure area

_____Middle Childhood (4-9) Select **two** areas of concentration:

        ❑ Language Arts   ❑ Social Studies   ❑ Mathematics   ❑ Science

_____Adolescence-to-Young Adult (7-21)   Select **one** area of concentration:

        ❑ Language Arts   ❑ Social Studies   ❑ Mathematics   ❑ Science

_____Multi-Age Music

_____Middle Childhood Generalist (4-6) - Endorsement to a Middle Childhood license

Cumulative GPA:_____

Basic Skills Test Scores (ACT / SAT / Praxis Core):

Reading_____   Writing _____   Math_____

By signing below, I certify that all information is true and correct to the best of my knowledge. I understand I must meet all requirements as identified above prior to acceptance into the Heidelberg University Educator Preparation Program and prior to registration for professional education courses at the 300 level.   I further understand that I will be re-evaluated each semester.

 Signed _____   Date_____

****

(Office use only)

BCI & FBI Background checks: Yes   No   _____ Accepted

Concerns Forms (more than two) Yes   No   _____ Delayed

                                                    _____ Denied

_____   _____

Director, HU Educator Preparation Program   Date

Revised: July 2020

Appendix E: Four-Year Plan Worksheet

Name:_____   Degree:_____

Year 1: Fall	Hrs	Year 1: Spring	Hrs
Course	**Hrs**	**Course**	**Hrs**
TOTAL		**TOTAL**	

Year 2: Fall	Hrs	Year 2: Spring	Hrs
Course	**Hrs**	**Course**	**Hrs**
TOTAL		**TOTAL**	

Year 3: Fall	Hrs	Year 3: Spring	Hrs
Course	**Hrs**	**Course**	**Hrs**
TOTAL		**TOTAL**	

Year 4: Fall	Hrs	Year 4: Spring	Hrs
Course	**Hrs**	**Course**	**Hrs**
TOTAL		**TOTAL**	

Ohio Assessments for Educators

Web address: www.oh.nesinc.com
Passing Score: 220

License	OAE: APK Tests Assessment of Professional Knowledge	OAE: Content Tests
Primary Education (PK– Grade 5)		
Primary Education (Pk-5)	**057 APK** **Take after EDU 110, 220, 225, EIS 200* *Summer between So & Jr year*	**055** Primary Education (PK-5) **Take summer between Jr & Sr year* **190** Foundations of Reading **Take after EDU 230, 350, 414, EIS 285*
Middle Childhood (Grades 4–9)		
Language Arts and Reading (4-9)	**002 APK** **Take after EDU 110, 220, 226, EIS 200* *Summer between So & Jr year*	**028** Middle Grades English Language Arts **Take summer between Jr & Sr year* **190** Foundations of Reading **Take after EDU 230, 350, 414, EIS 285*
Science (4–9)		**029** Middle Grades Science **Take summer between Jr & Sr year* **190** Foundations of Reading **Take after EDU 230, 350, 414, EIS 285*
Mathematics (4-9)		**030** Middle Grades Mathematics **Take summer between Jr & Sr year* **190** Foundations of Reading **Take after EDU 230, 350, 414, EIS 285*
Social Studies (4-9)		**031** Middle Grades Social Studies **Take summer between Jr & Sr year* **190** Foundations of Reading **Take after EDU 230, 350, 414, EIS 285*
Middle Childhood Generalist: All four concentrations (4-6)		**018/019** Elementary Ed Subtests I & II **or** Content tests of the two concentrations not included on license
Adolescence to Young Adult (Grades 7–12)		
Integrated Language Arts	**003 APK** **Take after EDU 110, 220, 226, EIS 200* *Summer between So & Jr year*	**020** English Language Arts **Take summer between Jr & Sr year*
Integrated Science		**024** Integrated Science **Take summer between Jr & Sr year*
Integrated Social Studies		**025** Integrated Social Studies **Take summer between Jr & Sr year*
Integrated Mathematics		**027** Mathematics **Take summer between Jr & Sr year*
Life Science (Biology)		**007** Biology **Take summer between Jr & Sr year*
Multi-Age (PK– Grade 12)		
Music	**004 APK** **Take summer between So & Jr year*	**032** Music **Take summer between Jr & Sr year*
Intervention Specialist (Dual license added to Primary, Middle, or Adolescent/Young Adult)		
Mild/Moderate Needs (K-12)	**Take 057, 002, or 003 to match first license**	**043** Special Education **Take after last ISP course* **190** Foundations of Reading **Take after EDU 230, 350, 414, EIS 285*