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# **Educator Preparation Program Handbook**

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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.

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

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

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:

- principles of teaching and learning
- clinical and field experience
- 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 CCAST

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The following definitions clarify commonly used terms within the Education Department

Educator Preparation Program

Ohio Assessments for Educators (series of required Ohio licensure exams)  
Assessment of Professional Knowledge (required exam within OAE series)

Adolescent to Young Adult (grades 7-12)

Intervention Specialist (Special Education grades K-12)

Middle Childhood Education (grades 4-9)

Multi-Age Music Education (grades K-12)

Primary Education (Pre K-5)

- 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

- 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.

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

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

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

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

- a faculty member of Heidelberg's Education Department who is responsible for supervising and evaluating a t

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).

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.

Graduating teacher candidates will connect with individual learners socially, emotionally, culturally, linguistically, and intellectually.

Graduating teacher candidates will uphold high expectations by facilitating interactions for learner growth in a safe, adaptive, and collaborative instructional environment.

Graduating teacher candidates will facilitate teacher and learner reflection and adaptation through clear, concise, and actionable instructional feedback based on assessment data.

Graduating teacher candidates will incorporate continual reflection and learning into their professional practice.

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.©

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.

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Drug Abuse

- corrupting another with drugs
- trafficking in drugs
- illegal manufacture of drugs or cultivation of marihuana
- 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

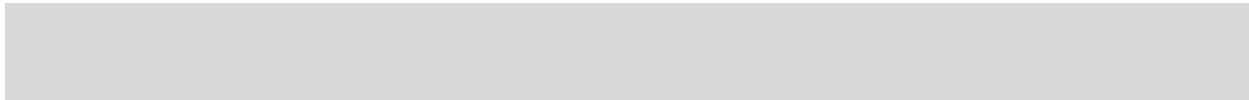
- burglary
- personating an officer
- theft in office
- perjury
- bribery

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 Univ

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.



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 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 student teacher supervisor by phone if observing that day, otherwise by email
3. HU professor and Education Department Teacher Tcused onlyer

Encore Field Experience is available to any candidate who could benefit from additional experience in a classroom setting before entering the student teaching experience. The experience includes 25 classroom hours and is listed as an Independent Course of Study under EDU 397 with 0 credit hours. An EPP instructor will serve as a supervisor. An Encore Field Experience Contract listing objectives and procedures specific to the candidate's circumstance, written by the EPP director, is signed by the director, candidate, and the EPP f





# Year 1 Benchmarks

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

\_\_\_\_\_ EIS 200: Human Growth and Development

\_\_\_\_\_ EIS 272: Introduction to Special Education

\_\_\_\_\_ Introductor







Upon successful completion of EDU 110 (MUS110/115), EIS 200 and PSY 101 (C- or higher) and maintaining a GPA of 2.85, EDC majors then enroll in EDU 220 Principles of Teaching. During this course candidates apply for admission into the Educator Preparation Program and must meet the following requirements.

1. \_\_\_\_\_Successful completion \_\_\_\_\_ of:
  - a. EDU 110 Introduction to Education
  - b. EIS 200 Human Growth and Development
  - c. EDU 220 Principles of Teaching **D G**
2. \_\_\_\_\_Minimum cumulative GPA of
3. \_\_\_\_\_Current FBI & BCI fingerprint background checks
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. \_\_\_\_\_Complete the Application for Admission to the Education Program and include when handing in:
  - a. Application for Admission to Heidelberg's Educator Preparation Program
  - b. OAE: APK registration confirmation/receipt
  - c. Receipt of Educator Preparation Program Handbook
  - d. Statement of Assurance of Good Moral Character

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

EDLs also must maintain a 2.85 cumulative GPA in order to enroll in any professional education courses at the 300-level or above. (The 2.85 GPA may be waived only for candidates who have earned a passing score on ALL state-mandated tests (OAEs) required for the licensure area.)

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Students planning to earn a 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 \_\_\_\_\_ 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

# Year 2 Benchmarks

\_\_\_\_\_ 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: Assessment & Grading Equity

\_\_\_\_\_ Maintain a minimum cumulative 2.85 GPA

\_\_\_\_\_ C- or higher in all courses required for major

\_\_\_\_\_ FBI/BCI background checks upon return to campus

\_\_\_\_\_ Complete and hand in application for admission into the Education program

\_\_\_\_\_ Register for appropriate OAE: APK and attach the registration confirmation to application

\_\_\_\_\_ Map out course schedule for remaining semesters. Review with academic advisor.



# Year 3 Benchmarks

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

\_\_\_\_\_ EDU 350 Reading to Learn in the Content Area

\_\_\_\_\_ EDU 322/323 Ma











Student teaching is required in all programs. This is the candidate's opportunity to assume all the roles and responsibilities of a teacher. Since this experience is critical to the candidate's development as a teacher, certain expectations have been developed to assist them to devote their full attention to the teaching assignment and to secure the highest recommendation.

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. For many mentor teachers, 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 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 based on self-reflection of performance, student achievement data, and mentor teacher and University supervisor evaluations
  - Collaborate with mentor teacher and University supervisor on final evaluation of student teaching

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1. Student teachers will report to their placement beginning on the Monday of the first week of the semester.
2. Candidates are expected to teach  $\frac{1}{3}$  of their mentor teacher's load by the end of the second week,  $\frac{2}{3}$  of the load by the third week, and the full-load by the end of the fourth week.
- 3.

Failure to pass the edTPA will impact the grade for the student teaching cour







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.

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.

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





# Year 4 Benchmarks

\_\_\_\_\_ EDU 345/346 Advanced Methods in Primary Education/Middle and AYA Education

\_\_\_\_\_ EDU 425/426/427/428/429/430 Student Teaching

\_\_\_\_\_ Submit the Application for Student Teaching

\_\_\_\_\_ Maintain a minimum cumulative 2.85 GPA







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, return to campus to present at the annual Education Summit, and after three years in teaching, partner as a mentor teacher.

CAEP requires all Educator Preparation Programs to continue to collect data from our program completers in their first few years.









## **Appendix B: Statement of Good Moral Character**

Effective July 1, 1987, The Ohio Department of Education requires that all students admitted to Teacher Licensure Programs in Ohio must be deemed to be of Good Moral Character as defined below (Rule 3301-21-01 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, or any offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another



## Appendix C Application for Admission - Educator Education Program

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## **Appendix D: Application for Student Teaching**

This application serv



## Appendix E: Encore Field Experience Contract

This is a contract between \_\_\_\_\_(teacher candidate) and the Heidelberg University Education Preparation Program (EPP) during Term \_\_\_\_\_ . By signing this contract, the teacher candidate agrees to spend a minimum of 25 classroom hours with a mentor teacher for the purpose of improving the teacher candidate's teaching skills. The EPP agrees to:

1. communicate expectations for the experience to the teacher candidate and the mentor teacher
2. assign a faculty representative to observe and support the teacher candidate in the field at least once



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Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix F: Four-Year Plan Worksheet



**Appendix G: OAE Assessments**

