

# OEPP NEWSLETTER

OFFICE OF EDUCATOR PREPARATION AND PARTNERSHIPS | SUMMER 2018

**BGSU** | Educator Preparation  
and Partnerships  
BOWLING GREEN STATE UNIVERSITY

## We Have a New Name

As we gear up for the fall semester, we would like to update you on some changes in the Office of Field Experiences. First, let's start with the name. We are now the **Office of Educator Preparation and Partnerships**.

The title for the director of this office is Assistant Dean for Educator Preparation and Partnerships. The Assistant Dean will be responsible for duties formerly assigned to the Director of the Office of Field Experiences as well as oversee all teacher preparation programs at BGSU and assist in accreditation compliance.

The location remains the same (101 Education Building) as does the telephone number (419-372-7389) and email ([bgsufldexp@bgsu.edu](mailto:bgsufldexp@bgsu.edu)).

## NEW DIRECTOR

**Dr. Tracy Huziak-Clark** will begin her new position as Assistant Dean for Educator Preparation and Partnerships on July 1. Dr. Huziak-Clark became a faculty member at BGSU in 2003. Since then, she has held several leadership roles including Middle Childhood Program Coordinator and AYA Acting Program Coordinator, as well as the coordinator for the Master of Education in Curriculum and Teaching. Her teaching has focused on graduate and undergraduate science methods courses and graduate research and curriculum design classes.

Dr. Huziak-Clark's email address is [thuziak@bgsu.edu](mailto:thuziak@bgsu.edu). Her telephone number will be 419-372-7363.



## CHANGES IN INTRODUCTION TO TEACHING

This fall will usher in a new look at the Introduction to Teaching course (EDTL 2010). Traditionally, EDTL 2010: Introduction to Education had a field placement experience, either Tuesday or Thursday mornings. Teacher candidates worked with a teacher for the entire semester.

The revised course will reflect changes in the requirements initiated by the Ohio Department of Education as well as changes in the BGSU academic calendar.

The focus of the course will be on School Genres, emphasizing the various types of schools including, but not limited to: rural, urban, suburban, online, charter, private, religious, career-technical, same-gender, STEM and alternative schools. Teacher candidates' experiences will be divided into on-campus experiences and off-campus school visits. During the course, teacher candidates will visit, tour, and meet with personnel from each host school. Guest speakers, discussion panels and documentaries will also be used to highlight different schooling genres.

School buildings and/or districts interested in hosting one of these school visits should contact Jen or Beth in the Office of Educator Preparation and Partnerships ([bgsufldexp@bgsu.edu](mailto:bgsufldexp@bgsu.edu), 419-372-7389).

## UNDERGRADUATE INTERVENTION SPECIALISTS GO DUAL

The School of Intervention Services has revised its licensure program, enabling teacher candidates to earn both the Mild/Moderate and the Moderate/ Intensive Intervention Specialist K-12 license in four years. BGSU teacher candidates will be prepared to teach all students with identified disabilities, reflecting current practice in the field.

State licensure guidelines mandate that candidates complete an internship in both a Mild/Moderate and a Moderate/ Intensive setting. They will have two placements during the student teacher internship semester. Questions should be directed to Undergraduate Program Coordinator Kristi Borchardt ([kborsche@bgsu.edu](mailto:kborsche@bgsu.edu), 419-372-7280).



The Office of Educator Preparation and Partnerships coordinates all field experiences and internships for initial and graduate educator preparation programs as well as research initiatives. OEPP provides essential services to students, faculty/staff and school partners.

### Educator Preparation and Partnerships

101 Education Building  
Bowling Green, OH 43403  
419-372-7389 | [bgsufldexp@bgsu.edu](mailto:bgsufldexp@bgsu.edu)  
[bgsu.edu/oepp](http://bgsu.edu/oepp)

## CALENDAR CHANGES

|                 |                                    |
|-----------------|------------------------------------|
| FALL SEMESTER   | Aug. 27-Dec. 7<br>exams Dec. 10-14 |
| WINTER SEMESTER | Jan. 2-23, 2019                    |
| SPRING SEMESTER | Jan. 28-May 10<br>exams May 13-17  |

**Fall Student Teaching Interns** begin in their placements on August 27 and finish on December 7. Make-up days are scheduled for December 10-14. They will follow their assigned school calendar for the remainder of the semester.

**Spring Student Teaching Interns** will begin in their placements on January 28, 2019 and finish on May 10, 2019. Make-up days are scheduled for May 13-17. They will follow their assigned school calendar for the remainder of the semester.

### Come Early, Stay Late Policy

Teacher candidates who wish to start methods or student teaching internship early or stay beyond the stop date must be pre-approved as a volunteer at the school, completing all paperwork as required by the district. Early start days do not count toward the required days of attendance.



## DON'T MISS THESE 2018/2019 OPPORTUNITIES

This academic year, teachers and school districts have several ways to get involved in preparing tomorrow's educators. Contact Jen [jstloui@bgsu.edu](mailto:jstloui@bgsu.edu) or Beth [eralph@bgsu.edu](mailto:eralph@bgsu.edu) if you and/or your school/colleagues would like more information about these opportunities.

### Freshmen: Focus on the Profession

- Host a school visit for our "Introduction to Teaching" class
- Either as an individual or as a team/department, host a student or team of students learning about teaching in a subject area

### Sophomores: Focus on the Learner

- Host a student or team of students in one-on-one or small group experiences. Students are enrolled in courses such as Education Psychology, Introduction to Exceptionalities, and Schools, Society and Cultural Diversity.
- Host an Intervention Specialist for 100 hours Grades 6-12

### Juniors: Focus on Instructional Strategies

- Host a student or team of students who are learning about whole class and small group instruction
- Host inclusive PK special education methods student(s)/teacher intern(s) for the year
- Host an Intervention Specialist for 100 hours Grades K-5

### Seniors: Professional Year

- Host a Professional Year Student (methods and student teaching internship)

Currently, we need the following placements:

- K-3 Special Education
- PK Special Education
- AYA Social Studies
- All early field placements

## Survey says...

In December, all Classroom Mentor Teachers (CMT), School District Liaisons (SDL), University Mentors (UM) and faculty (F) were sent a survey to complete regarding the Educator Preparation Program at BGSU. The results will be shared in a generic way, clustered by theme. More specific data are available upon request.

**Calendar:** Most participants preferred Fall 2019 methods students and student-teaching interns begin August 27 and ending December 7. For spring, CMTs and SDLs preferred a January 28 start date while UMs and F preferred January 2. Common methods calendars were preferred by UMs and SDLs. CMTs indicated they didn't care about a common calendar. The majority of all participants preferred a mix of some visits throughout the semester rather than no visits until mid-semester.

**OAEs:** All participant groups indicated overwhelming support for teacher candidates passing the OAE content exams prior to methods; however, most CMTs, SDLs and UMs said they would accept a methods student/teacher intern who did not pass the exams.

**Placements:** The majority of participants indicated the current model for field-based courses (once a week for several hours) was fine or 7 weeks on campus and 7 weeks in the field to allow more extended time in field placements.

**Field Placement Activities:** Over 50% of all groups responded that the following should be a part of early field experiences: job shadowing, observing/interviewing assigned teacher as well as other teachers in the building with same licensure. Other suggestions included grading papers, observing lunch duty, study halls/academic assist and extracurricular activities.

**Observable Behaviors:** The most important observable behaviors that should be displayed during early field experiences include: dispositions, interactions with students/faculty/ staff, and initiative.

**Special Populations:** Overwhelming support was expressed for a field experience associated with Introduction to Teaching Exceptionalities (EDIS 2310). It was suggested this experience focus on working in small groups and/or providing interventions for students with special needs, tutoring/assisting students at-risk, observations of students, attending/participating in academic assist times and observing the IEP process.

**Junior Year Placement:** Junior year field experience should include a substantial teaching opportunity to prepare students for rigors of Professional Year, according to the majority of survey respondents. Candidates should (according to survey responses) co-plan lessons, co-teach

small groups and whole class, co-teach with CMT and intervention specialists, and focused work with students who are at risk or who have special needs.

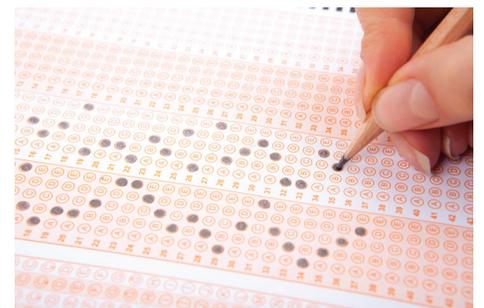
**Simulating Real World:** The majority of CMTs and SDLs indicated that teacher candidates should have pedagogy classes across areas of specialization. Faculty also agreed that teacher candidates should have opportunities to collaborate and co-plan across appropriate grade bands and content areas, simulating real world teaching experiences such as teaming, co-planning/co-teaching, school-wide units of study and inclusion.

**Quality:** The majority of participants in each group indicated that teacher candidates today are about the same as they were five years ago. The majority of participants in each category were more concerned about professionalism and dispositions than they were with content knowledge.

**edTPA:** The majority of participants in each group believe that the edTPA should be moved to another time in the semester but were not in agreement as to when. The trend seemed to be to move it earlier in the student teaching semester.

**State Testing:** Data indicated confusion about the role of teacher candidates (freshman through senior) during state testing. According to the Ohio Department of Education, "The proctor or monitor is not required to meet the criteria for administering a test. Monitors/proctors will assist test administrators for groups greater than 30 students to one test administrator. Monitors/proctors do not have to be school personnel... other responsible adults may be monitors if necessary. Student teachers may be monitors." **See more here.** The Rules Book allows for individual districts to decide who monitors (responsible adults) during state-wide testing.

**Communication:** According to the survey, CMTs and SDLs prefer email and personal visits as a way to communicate with BGSU. CMTs were fine with texts, while SDLs preferred phone calls. UMs preferred email, texting and phone calls. News about New Forms: Preferred methods for receiving this information are emails and visits by Field Partnership Coordinators.



# New Forms for Professional Year: Methods and Student Teaching Internship

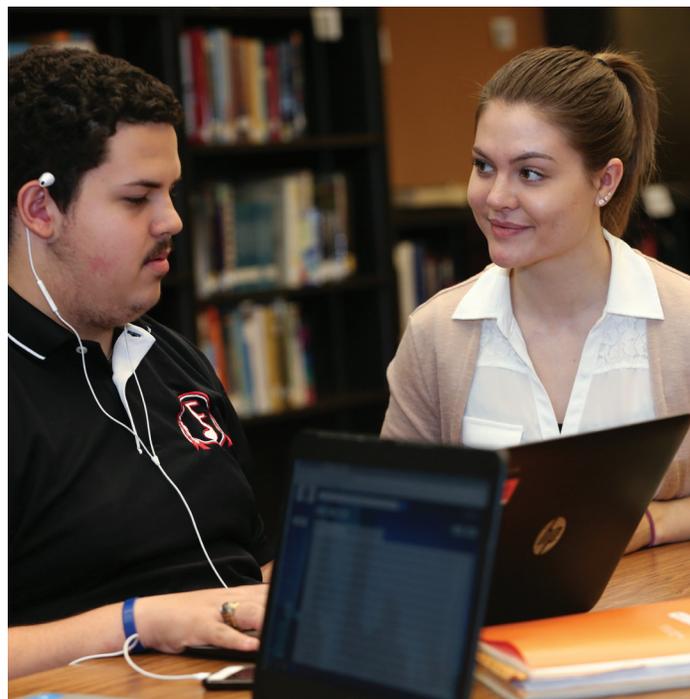
The roll-out and use of the new Observation and Evaluation Forms for BGSU's Professional Year (methods and student teaching) will begin this fall, 2018, as our educator preparation programs transition to the Danielson Framework for Teaching. The Danielson Framework focuses on four domains:

- (I) Planning and Preparation
- (II) Classroom Environment
- (III) Instruction
- (IV) Professional Responsibilities

University Mentors (UMs) are required to make a minimum of 4 visits to the school site for each methods student. The first visit is likely to be organizational/procedural. The second visit includes a pre-conference with the Classroom Mentor Teacher (CMT) to complete the Initial Feedback Form and a three-way conference to discuss the evaluation. The third visit includes a focused full-period teaching observation, complete with pre-observation and post-observation conferences with the methods student. The final visit includes a pre-conference with the CMT and a three-way conference.

In many cases, transitioning into the teaching internship means the intern will stay in the same placement with the same CMTs and UMs. During the internship, the UM is required to make a minimum of six visits to the school site.

Visit 1 is most likely to be logistical in nature; however, it can be a formal observation. Visit 2 will be a focused observation with Domains I and IV as the target domains. Visits 3 and 4 will include a targeted observation in Domain II and the midterm evaluation form. Visit 5 will include another focused observation of Domain III, and the final visit includes the final teacher internship evaluation form. All observations during the internship include pre-observation, observation and post-observations with the intern. All evaluations include pre-conference with the CMT.



All University Mentors will attend a two-day training session in August to prepare for use of the new framework. All Office of Educator Preparation and Partnership staff will also attend the training.

For a head start on the new Framework, please feel free to visit the [Danielson Group website](#) or review the [Danielson Smart Card](#). The new forms will be sent to you from your Field Partnership Coordinators in early August.

## HOW DO I HOST BGSU PRE-SERVICE TEACHERS?

1. Contact your BGSU building liaison. If you don't know who that is, contact Jen or Beth.
2. Ensure your name is on the approved list vetted by the BGSU building liaison.
3. Wait for communication from the building liaison

### Helpful Info - Professional Year

- Inclusive Early Childhood, Middle Childhood, World Language, Workforce Education, and Adolescence Young Adult operate on a fall methods/spring student teaching – placements recruited in March/April/May
- All other programs operate twice per year so placements are also recruited in October/November/December
- Early Field Placements (Freshman, Sophomore, Junior) start the recruitment process in July/August for fall and November/December for spring



## TEACHER MATCH: A BGSU TRADITION

It's not too early to start thinking ahead to next year's Teacher Match to be held in February/March, 2019. Planning for the event will begin in October with the selection of sites for the teacher match.

Contact Jen or Beth for more information about the matches and how your school can be included as a site for a teacher match or as a host for regional match (multiple districts at one site).

# Meet Your OEPP Staff



**Michelle Fry and Serena Swiecicki**

Administrative Assistants

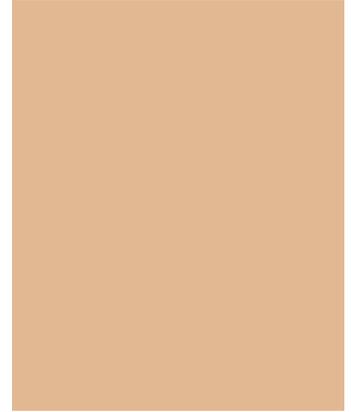
Michelle and Serena are responsible for the daily operations of our office as well as serving as liaisons for our University Mentors and serve as liaisons to our future teachers. Michelle's field focus is with Professional Year students, while Serena focuses on students in early field placements.



**Jen St. Louis and Beth Ralph**

Field Partnership Coordinators

Jen and Beth represent the Office of Educator Preparation and Partnerships to our PK-12 school partners. All issues related to field placements should be directed to Jen or Beth. This includes questions about placement assignments, concerns/issues with students in placements, attendance/behavioral issues. If your question is about wanting a student, expressing concerns about the student, or wanting to dismiss a student, please email **Jen** [jstloui@bgsu.edu](mailto:jstloui@bgsu.edu) or **Beth** [eralph@bgsu.edu](mailto:eralph@bgsu.edu) or call 419-372-7389.



## PROGRAM ADVISORY BOARDS ESTABLISHED

Program Advisory Boards have been established to provide opportunities for our K-12 school partners and campus partners to engage in conversations about our teacher preparation programs. The initial meeting was held in September with a follow-up meeting in late January. Meetings focused on evaluating the content (coursework) of each program and recommending changes for program improvement. The participants for the Inaugural Year of Program Area Meetings included:

**Anthony Wayne:** Megan Melnyk, Chris Hamady, Sarah Butcher

**Bowling Green:** Jenie Niekamp, Melanie Ferguson, Kevin Boss, Matt McEwen, Debbie Ondrus

**Eastwood:** Leslie Straka

**Elmwood:** Kathryn Deeds

**ESC Lake Erie West:** Paige Paneff

**Family Resource Center:**

Meagan Klein

**Findlay:** Mark Shively

**Fremont:** Jeff Straka

**Gibsonburg:** Michelle Bailey

**Lake:** Jamie Shoen

**Liberty Benton:** Alicia Birkmire

**Liberty Center:** Traci Chapman

**North Baltimore:** Amy Eynon

**NPESC:** Tyfanie Rennels

**Otsego:** Kendra Hartenstein

**Perrysburg:** Bill Hilt, Tara Zechman,

Nate Ash, Brittany Murphy,

Kristen Drewes, Nicole Wagner

**Rossford:** Carrie Rathsack

**Springfield:** Marty Perlaky,

**St. Aloysius:** Andrea Paul

**St. John's:** Stacie Stroshine

**Swanton:** Kevin Heintschel

**Sylvania:** Julie Young, Karma Vince, Lisa Sobb, Stephanie Meyer

**Toledo Public Schools:** Christine Reisinger, Betsy Wismer, Nathan Blust, Christina Crowley

**Woodmore:** Brandi Cunningham

**BGSU:** June Haynes, Jeff Miner, Sandy Zirkes, Nicole Jackson, Michael Brook, David Meal, John Farver, Eileen Underwood, John Laird, Stephanie Messersmith, Amilcar Chailu, Arthur Samel, Art Lewandowski, Mark Simon, Peter Vanderhert, Autumn Grames, Cindy Ducar, Deborah Wooldridge, Susan Kosakowski, Meggan Hartzog, Allison Goedde, Darrin Broadway, Brian Ahrens, Marlise Lonn, Kim Christensen, Stacey Dudley, Tracy Huziak-Clark, Jonathan Bostic, Sharon Subreenduth, Nancy Fordham, Daniel Brahier, Gabriel Matney, Lena Duran, Nancy Patterson, Joanna Weaver, Brigid Burke, Mark Seals, Trinka Messenheimer, Patrick Pauken, Frederick Polkinghorne, DJ Kern-Blystone, Cindy Ross, David Hampton, Geoff Meeks, Adrian Turner,



Meggan Hartzog, Cynthia Bertelsen, John Sorg, Savilla Banister, Robin Dufresne, Brooks Vostal, Paul Johnson.

Meetings for the 2018-2019 Academic year will focus on pedagogy and will be held September 26 and January 30. If you are interested in participating on a Program Advisory Board, please contact Tracy Huziak-Clark.

## WANT MORE OEPP AND COLLEGE NEWS?

Have an event or meeting coming up that you would like to get the word out about?

Send an email with your news, and a photo if possible, to **Jen St. Louis** [jstloui@bgsu.edu](mailto:jstloui@bgsu.edu) or **Beth Ralph** [eralph@bgsu.edu](mailto:eralph@bgsu.edu). We might share it in future updates or on social media.

In the meantime, follow the college's social media accounts to stay updated on events and news from the BGSU Office of Educator Preparation and Partnerships.



@edhdbgsu



@DeanDawnShinew



@bgsuedhd