E-NEWS FROM
THE OFFICE OF EDUCATOR PREPARATION
ED PREP EXPRESS

THE OHIO STATE UNIVERSITY

OPPORTUNITY...

Training Available for Unit-Wide Student Teaching Form

CAEP CORNER: EVIDENCE IS KEY

For our accreditation, each element of each standard must have multiple (i.e., minimum of three) pieces of evidence. However, one piece of evidence may be applicable to multiple standards. For example, in visualizing edTPA as a pie, individual components of the assessment provide evidence for multiple elements of multiple standards:

CAEP Standard Elements Met by edTPA

CAEP Standard 1.1
CAEP Standard 1.3
CAEP Standard 1.4
CAEP Standard 2.3
CAEP Standard 3.4
CAEP Standard 3.5
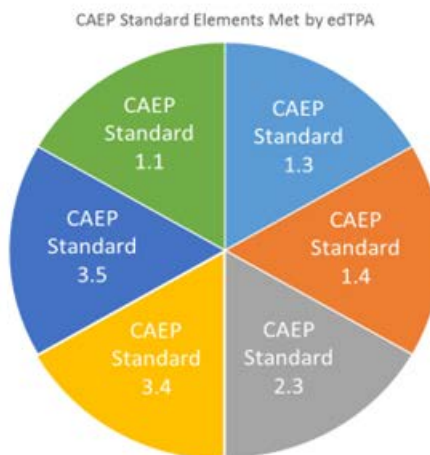
REMINDER: FERPA TRAINING FOR THOSE WITH ACCESS TO DATA OR STUDENT INFORMATION

Per university policy, faculty and staff that have access to data or student information are required to undergo FERPA training. Here is the link to the instructions on enrolling in the training (which is completed on Carmen): **http://registrar.osu.edu/staff/ferpa_instructions.pdf** and here is the link to the FERPA policy itself: **http://registrar.osu.edu/policies/FERPA.asp**.

WOULD YOU BENEFIT FROM MORE INFORMATION ON AN OAE TEST?

Pearson provides free access to content specific OAE expanded study guides for instructors. Amy Langhals, EHE Academic Advisor in Lima, is using the information to inform the phonics course she teaches. Please note that these may not be shared with students and may only be used to guide curriculum and faculty discussions.

OPPORTUNITIES

Training Available for Unit-Wide Student Teaching Form
Are you a supervisor or faculty member using the Unit-Wide Student Teaching Form to assess student teachers' performance in spring 2016? Ask your program manager/faculty lead about the Form training.

Training may be completed at the trainee's own pace, and should take no more than three hours. It was developed by OSU supervisors from multiple programs and:
- discusses the organization and structure of the Form.
- describes how the Form is used to assign scores/develop goals (e.g., when to assign a '2' instead of a '3,' why 'N/A' is not a permissible row score);
- provides practice scoring opportunities; and
- models a midterm/final Three-Way Conference.

Reminder for program manager/faculty leads: For information about accessing the training for your program's supervisors, contact Graduate Assistant James Yao (yao.298@osu.edu).

OCTEO Spring 2016 Conference Registration and Proposals

The spring 2016 OCTEO Conference registration, hotel, call for proposals (deadline February 22), and roundtables are open and available online via the OCTEO Website. This year's title is "*Lead to Succeed: Preparing Educators for Diverse Learners.*" The conference will be held March 30 through April 1 at The Embassy Suites in Dublin, Ohio.

OFFICE OF EDUCATOR PREPARATION SPRING OPEN FORUMS

Please mark your calendars. The Office of Educator Preparation will conduct two Open Forums during the spring semester. Please send one representative from each program to discuss OEP updates. Topics of the forum will include data, unit assessments, and Module I update.

Forum #1:
   Wednesday, January 27, 3:00 - 4:30 p.m. Ramseyer 136
   Friday, January 29, 10:00 - 11:30 a.m. Carmen Connect
Forum #2:
   Wednesday, April 13, 3:00 - 4:30 p.m. Ramseyer 136
   Friday, April 15, 10:00 - 11:30 a.m. Carmen Connect

---

edTPA UPDATES

Handbrake Tutorial for Compressing Videos

A new Handbrake tutorial for compressing videos to under 100 megabytes is now available. It covers where to find the correct version of handbrake, as well as the entire compression process. The link is: https://youtu.be/crGGwWy6bCw.

"Helping Candidates Help Themselves"

How might you support your candidates? Send them messages! Below is a tip from Nancy Cunniff Casey from St. Bonaventure University.

Task Tip: **Model the Intended Learning**
When teaching lessons and reviewing video to choose clips, be sure to MODEL the intended learning. Don't just TELL your students to do something, SHOW them. Show how you solve the problem, read a text for meaning or find the evidence. That is good teaching. Students need to see what tasks look like in action.

THE OHIO STATE UNIVERSITY