



# PROGRAM REPRESENTATIVE HANDBOOK



**THE OHIO STATE UNIVERSITY**

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

A GUIDE FOR PROGRAM MANAGERS | Updated SU21



# WELCOME

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We are excited that you are joining the educator preparation team at The Ohio State University! This role varies from program to program. Some programs have a program manager and others have a coordinator, faculty member, or graduate assistant assuming this role. For continuity, we will use program manager (PM) throughout the handbook. If you have questions about which responsibilities your position entails, we recommend that you reach out to your supervisor. This handbook is an overview of some of the common roles and responsibilities you may be required to perform.

The Accreditation, Placement, and Licensure (APL) office is located in 185 Arps Hall on the Columbus Campus. Please feel free to stop by anytime and introduce yourself. Our staff would love to meet and assist you.

Sincerely,

**The APL Team:**

- Tami Augustine, PhD: Director of APL ([Augustine.19@osu.edu](mailto:Augustine.19@osu.edu))
- Kathleen Lynch: Ed Prep Project Director ([Lynch.618@osu.edu](mailto:Lynch.618@osu.edu))
- Lauren Salamone: Professional Development Manager ([Salamone.9@osu.edu](mailto:Salamone.9@osu.edu))
- Kelli Weaver: Placement and Licensure Coordinator ([Weaver.1028@osu.edu](mailto:Weaver.1028@osu.edu))
- Robyn Yates: Data Manager ([Yates.136@osu.edu](mailto:Yates.136@osu.edu))

*For more information about our roles, please see the [APL Org Chart](#).  
If you are unsure who to contact, you can reach out to [edprep@osu.edu](mailto:edprep@osu.edu).*



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# **APL OVERVIEW**

Our purpose is to support and enhance the development of educational leaders who engage in and implement research-based, culturally competent practices to support and advance PK-12 educational progress. Our programs prepare candidates for initial licensure and engage experienced educators who aspire to advance their practice. Candidates at all levels gain knowledge, skills, and dispositions as critical thinkers, problem solvers, communicators, and collaborators.

The goals of the EPPs are to provide direction for developing and aligning the curriculum, instruction, field experiences, clinical practices and assessments. Candidates shall have a commitment to the following:

- Implementing socially just and equitable practices and institutions that support the development of all students
- Utilizing practices grounded in research and theory
- Conducting data-informed assessment strategies to advance student learning
- Practicing integrity and ethical behavior
- Demonstrating a commitment to life-long learning and professional growth



# GUIDING PRINCIPLES

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## Vision

Partnering across communities to envision and promote equity, innovation, and continuous improvement within education.

## Mission

To collaborate with stakeholders in the preparation of highly-effective educators who teach, lead, and serve. The Office of Accreditation, Placement, & Licensure achieves these aims through data-driven analysis, facilitating meaningful field experiences, and ongoing professional development.

## Teacher Education and Licensure Standards

Educator licensing requirements are established in the [Ohio Administrative Code](#) and [Ohio Revised Code](#). The standards include requirements for obtaining and maintaining types of educator licenses, certificates, and permits issued by the Ohio Department of Education. These include teaching, administration, pupil services, alternative and temporary licenses, and credentials for substitute teaching, paraprofessionals, and coaches.



# GUIDING PRINCIPLES

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## Commitment to Diversity

The Ohio State University is committed to building and maintaining a diverse community to reflect human diversity and improve opportunities for all. The university is committed to equal opportunity, affirmative action, and eliminating harassment and discrimination. Ohio State will not tolerate retaliation in any form. The university is also committed to providing the best experience possible for minors while entrusted to our care. These commitments are both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

Ohio State does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Faculty members, staff in each program, and APL make an effort to provide all candidates with experiences in diverse learning environments in order to support reaching this goal. During educator preparation programs, candidates are placed in a range of classrooms and educational settings that reflect the demographics of the communities throughout the state of Ohio.



# **ACCREDITATION**

Accreditation is a review of our institution's educator preparation programs (EPPs) to determine the education provided is of uniform and sound quality and to ultimately produce high-quality teachers, administrators, and other pupil support staff such as counselors and nurses. Being awarded accreditation ensures we have been evaluated and have met predetermined standards of quality. Our accreditation is maintained by continued adherence to set criteria and academic standards.

Our office develops numerous reports for accrediting bodies as well as for state and federal organizations. APL is responsible for ensuring that all of the University's EPPs are aligned with state, federal, and accreditation requirements.



# PROGRAM MANAGER HANDBOOK

## ACCREDITATION

### Council for the Accreditation of Educator Preparation (CAEP) Standards

CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. This organization is the national accrediting body for teacher education programs. The [CAEP standards](#) inform the development and direction of our teacher preparation programs. All initial licensure programs and advanced programs, who are not nationally accredited, fall under the CAEP standards.

All initial educator preparation programs at Ohio State are CAEP accredited through 2026.

### Specialized Professional Associations (SPA)

[SPAs](#) are connected to national teacher education standards put forth by CAEP, National Organization Standards for each licensure area, and the Ohio Department of Education teacher education licensure requirements. The accreditation process requires preparation of reports for all specialty licensure area programs using CAEP Program Review with National Recognition. Resources for each SPA may be found at each Association's website (e.g., Council for Exceptional Children, National Science Teachers Association), on its accreditation page.

SPA Assessments are connected to national teacher education standards put forth by CAEP, National Organization Standards for each licensure area, and the Ohio Department of Education teacher education licensure requirements. Successful completion of the SPA assessments provide evidence that the University, the licensure program, and the student successfully met the required standards for completion of degree and licensure.





# ACCREDITATION

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### Ohio Standards for the Teaching Profession (OTSP)

The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. While there are many influences on a teacher's development, these standards will serve as an important tool for teachers as they consider their growth and development in the profession. In addition, these standards will serve many other audiences and purposes. It is anticipated these standards may:

- Assist higher education programs in developing the content and requirements of preservice training and development;
- Focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- Be used to plan and guide professional development;
- Serve as a tool in developing coaching and mentoring programs.

These Standards are intended to drive conversations about the practice of teaching and are not intended to serve as an evaluation instrument. Standards can be found on the [Ohio Department of Education's website](#).

### Assessment

APL assists Educator Preparation Programs in collecting, organizing, and analyzing data about: program admissions; course content and rubrics; student teaching experiences; field placements; and candidate performances such as edTPA and Ohio Assessments for Educators, to continue to improve educator outcomes.



# **PLACEMENT AND LICENSURE**

### PLACEMENT

APL acts as the liaison between the university and area school districts and organizations to coordinate placements for field experiences. We arrange roughly 3000 placements yearly in over 500 schools. More information can be found in the [Educator Preparation Snapshot](#). Placement procedures are outlined later in this [document](#).

### LICENSURE

APL recommends more than 550 candidates and interns for licensure approval each year. The University's [educator licensure programs](#) prepare individuals for work in the P-12 system and recommend individuals for teaching, endorsement, administrator, and pupil services licenses. More information about licensure can be found later in this [document](#).



# **PROFESSIONAL DEVELOPMENT**

Supporting the professional development of educators is an essential part of our relationships with districts, schools, administrators, pupil support personnel, and teachers. We offer timely professional development to practicing educators.

Professional development is an umbrella term for various programs managed by the APL Office:

- **Fee waivers:** The College of Education and Human Ecology maintains various agreements with affiliated districts and organizations. In exchange for field placements and research hours, the college provides fee authorizations that can be used for on-campus tuition in appropriate career-related coursework, or in customized courses delivered to school district buildings
- **Continuing Education Units and Professional Development (PD) Workshops:** The College of Education and Human Ecology assists educators by providing timely and relevant coursework in response to current needs and trends in education. Continuing Education Units (CEUs) and PD Workshops allow educators to address the rapidly developing needs of educators' student population.

More information about professional development can be found on [APL's website](#).

## PROGRAM MANAGER HANDBOOK

# COMMUNICATION

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As we collaborate with stakeholders in the preparation of educators, there are many times we will need to share information. The variety of ways that we will communicate are outlined below. If you find that you do not have access to any of the items below, please reach out to [edprep@osu.edu](mailto:edprep@osu.edu). We will make sure you have the access you need.

### BUCKEYE BOX

Each program has its own [BuckeyeBox](#) with data, assessment, state and national program review, and other resources. Information provided on this site should only be shared with relevant individuals in accordance with the university's data policies. In addition to your program specific BuckeyeBox, the [Unit Information and Key Assessments](#) Box holds information and documents that will be helpful to you in your role.

A dates to observe document for Regional and Columbus campuses can be found in BuckeyeBox. This document is helpful for determining when items discussed throughout this handbook are due or should be addressed.

### APL NEWSLETTER

APL publishes a monthly newsletter. This is sent via email to program managers, faculty leads, advising staff, and others involved in educator preparation. If you would like to receive the APL newsletter, please email [edprep@osu.edu](mailto:edprep@osu.edu). All issues are archived on the [APL website](#).

### PROGRAM UPDATE MEETINGS

Throughout the year APL will offer meetings to provide updated information to program managers. Dates for these meetings will be announced in the newsletters. Information from previous meetings can be found in [BuckeyeBox](#).





# COMMUNICATION

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### University Teacher Education Council (UTEC)

UTEC provides leadership for educator preparation across the university and serves as the decision-making vehicle for this unit. Co-chaired by the Office of Academic Affairs and the College of Education and Human Ecology, UTEC is a venue for communication and discussion of policies, rules, and accreditation reviews. Proposed changes start with UTEC for endorsement, then proceed to the Council on Academic Affairs.

Meetings include representatives from the College of Arts and Sciences, College of Education and Human Ecology, Office of Accreditation, Placement and Licensure, Fisher College of Business, Ohio State's regional campuses, and University Administration. Meeting minutes can be found on the [APL website](#) and in [BuckeyeBox](#).

Subcommittees have been initiated over time to address specific topics for in-depth discussion. These include four Subcommittees (Appeals, Forms, Program Lead, and Voucher), and four ad hoc Subcommittees (Direct Admissions Criteria, Employment during P-12 Experiences, Gates, and Opiate Directive). More information about UTEC Subcommittees can be found on the [APL website](#).



# GATES

For accreditation and quality assurance purposes, EPPs are required to collect and report data on teacher candidates at four gates (also called transition points and benchmarks) throughout the program. At these gates, the unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next stage in the program.



## PROGRAM MANAGER HANDBOOK

# GATES

GATES	REQUIREMENTS	NOTES
<b>Gate I: Entrance to program</b>	<ul style="list-style-type: none"> <li>Completed application</li> <li>Disposition evaluation</li> <li>Background check (clearance based on ODE licensure requirements)</li> <li>3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)</li> </ul>	Any additional requirements as determined by program (e.g. coursework, letters of recommendation, essays or personal statements, P-12 experiences, assessments, etc.)
<b>Gate II: Acceptance to Student Teaching</b>	<ul style="list-style-type: none"> <li>Current background check (clearance based on ODE licensure requirements)</li> <li>3.0 GPA for graduate candidates, 2.75 or higher for undergraduate candidates (by program)</li> <li>Ohio Standards for Educator Preparation and Opioid Module</li> <li>Pass all applicable licensure exams (OAE, ACTFL, Praxis, etc.)</li> <li>Completed Pre-CPAST form with goals</li> </ul>	Any additional requirements as determined by program (e.g. content GPA)
<b>Gate III: Completion of all Program Requirements</b>	<ul style="list-style-type: none"> <li>Completion of all program requirements and recommendation for licensure</li> <li>Completion of edTPA</li> <li>Completion of CPAST form</li> </ul>	
<b>Gate IV: Recommendation for Ohio Licensure</b>	<ul style="list-style-type: none"> <li>Completion of ODE application</li> <li>Completion of state requirements</li> </ul>	

**Admission to program and acceptance to student teaching may be appealed if required gate criteria are not met. Either the student or program may appeal.**



# APPEALS

In some cases, it may be appropriate to request an appeal so that a student can continue to the next level in his or her program (e.g., admission or student teaching), even if he or she did not meet all of the specified requirements for a gate.

Appeals are due by August 1<sup>st</sup> for autumn student teachers and November 15<sup>th</sup> for spring student teachers. Program appeals will be evaluated by the Director of APL. Student appeals will be reviewed and voted on by the UTEC Appeals Committee. The student will be notified via Ohio State email of the committee's decision.

More information about appeals can be found in the [appeals handbook](#).





# APPEALS

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## Program Generated Appeals

If only one criteria is deficient, and the faculty recommend the candidate, a program can submit an appeal on the student's behalf. Program generated appeals should be completed on the [Excel template](#) and submitted to [utec\\_appeals@osu.edu](mailto:utec_appeals@osu.edu).

## Student Generated Appeals

If more than one criteria is deficient, a student will need to submit his/her own appeal. Student generated appeals should be sent to [utec\\_appeals@osu.edu](mailto:utec_appeals@osu.edu) and include:

- current advising report and/or all relevant transcript(s)
- a copy of required OAE scores
- a completed Student Appeal Coversheet ([Appendix A](#))
- a letter with an explanation for the appeal



# FIELD PLACEMENTS

State law requires candidates to complete a minimum of 100 hours of field experience prior to entering student teaching. This can be spread across multiple courses throughout the program. Most programs far exceed this requirement.

State law also requires candidates to complete a student teaching experience, for a minimum of 12 weeks for initial license, in a P-12 classroom. Any missed days, that cause the number to be less than 12 weeks, are required to be made up. It is the program's responsibility to track this. Student teachers are also required to teach full-time for a minimum of two weeks. This may be a co-planning/co-teaching experience. Most programs exceed both of these requirements. Students who are seeking a second license or endorsement are required to complete 50 hours in the field.

Information about paid field experiences can be found in [BuckeyeBox](#).



# SUBMITTING PLACEMENTS

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Each program manager is responsible for making decisions on the particulars of each of their students' placements. The placement requests should be submitted to APL. APL serves as the liaison between the school district/agency and each program to help secure approval for the field placement requests. Placement requests are due to APL by April 1st for Autumn Semester and October 1st for Spring Semester.

Placement requests should be submitted on the field experience template which can be downloaded from and submitted through the APL website. Please follow the field placement template directions to ensure accurate requests. Please use the notes column to communicate additional information to APL and/or districts/agencies (ex: bus route needed). Additional guidance can be found in the Frequently Asked Question Document.

Program managers should confirm that all students are enrolled in the appropriate field experience courses and sections by checking class rosters. If the student is not enrolled in the correct course, please contact the student and/or the appropriate advising office.

APL and program managers will communicate on a regular basis (particularly in August and December) regarding any necessary changes to initial placement requests. Additional updates and information about field placements can be found in BuckeyeBox. Please check this folder regularly.



# SUBMITTING PLACEMENTS

## STEP 1

PMs submit placement requests to APL

- Autumn placements are due April 1<sup>st</sup>.
- Spring placements are due October 1<sup>st</sup>.
- Each placement request must include a district. The district can be an agency or center, if applicable.



## STEP 2

APL compiles all placements across all programs and sends out to districts

- If PMs need to update/change a placement after it has been submitted, send an email to the Placement Coordinator. Please *do not* resubmit as a new placement. This will cause duplicate placements.



## STEP 3

Districts review requests

- Districts will match specific mentor requests when that mentor has met district requirements. If the requested mentor has not applied to be a mentor, they will not be matched with a student.
- Placements must then be approved by the mentor and principal.

*\* This part of the process takes time. For some districts, requests must be processed through layers of approvals*



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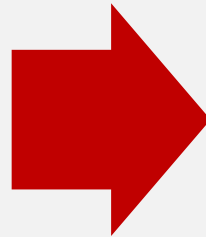


# SUBMITTING PLACEMENTS

## STEP 4

*Approved: Compliance Check Needed:* When a placement is approved by the district and verified by the PM (if applicable), it will be changed to *Approved: Compliance Check Needed*.

- PMs should reach out to mentor teachers about two weeks prior to the start date or earlier to provide specific information for the placement.
- Information to mentor should include items such as: mentor expectations, student expectations, start dates, hours, etc.



## STEP 5

- Once a placement is *Approved: Compliance Check Needed*, the Data Manager will check compliance requirements for each student
- *Approved: Compliance Check Needed:* The student is missing a compliance item. Please check the compliance spreadsheet in Box and reach out to the student about missing items.\*
- *Confirmed:* PM can give the student the placement information.
  - Background checks must be valid *for the length of the placement* in order for it to be approved.
  - PM should notify students of any additional, district specific, compliance requirements.
  - Students should contact mentor prior to the start date.

\*If it is getting close to the placement start date, please reach out to the mentor to notify them that the delay due to compliance. Mentors become concerned when they have not heard from students. Let them know that once the student is compliant, you will give the student the placement information and they will reach out.



# PLACEMENT POLICIES

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### TRANSPORTATION

We hope that students can be placed in a school that is convenient to their homes and campus. Due to the number of placements available, please note the following procedures.

Prior to submitting placements, PMs should determine which students do/do not have transportation. This should be taken into consideration, and indicated in the note column on the spreadsheet, when selecting districts for requests.

Students are expected to provide their own transportation or use public transportation for their field placements.

Students may need to drive up to 30-minutes, one-way, from Arps Hall by car. It may take longer if students are using public transportation. Due to the specialized nature of some licenses, some students may be required to travel up to one-hour, one-way, from Arps Hall by car.

### PLACEMENT PREFERENCES

We hope to be able to meet placement requests whenever possible. Due to a variety of factors (teacher availability, district procedures, etc.) we cannot guarantee all requests will be honored. When arranging field placements, priorities are licensure requirements, accreditation requirements, and transportation needs (if applicable). Due to limited placement availability and competing demands, requesting a different placement or moving to another district can cause significant delays in confirmation placements.

A placement should only be declined if it does not meet licensure requirements or there are significant concerns about the mentor teacher. In the case of such concerns, the PM should send a written statement, to APL, explaining why the student should be moved to different placement. We will do our very best find a replacement quickly.



# PLACEMENT POLICIES

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## CURRICULAR PRACTICAL TRAINING (CPT) PROCESS

All international students, who are participating in field placements, are required to complete additional paperwork in order to follow student visa requirements. This is to document that the field placement is not employment. Please note the steps below to ensure that international students stay in compliance with visa requirements.

1. When placements are submitted each semester, PMs should reach out to all students asking them to notify you if they have an F-1 student visa.
2. If yes, when the student's field placement is listed as "Approved: Compliance Check Needed" or "Confirmed" reach out to the Placement Coordinator to ask that she gets a letter from the district.
3. The Placement Coordinator will obtain a letter that explains where the student is placed, what their general responsibilities would be, and that they won't be paid. She will send this letter to the Director of Career Services.
4. The Director of Career Services will work with the student and the Office of International Affairs to complete the additional paperwork. Students cannot start attending their field placements until they have the approved paperwork.



# PLACEMENT POLICIES

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## BUILDING ADDITIONAL MENTOR RELATIONSHIPS

We recommend that programs regularly expand their mentor pools. We suggest the following:

- Update your field placement descriptions. Please limit your description to one page. This document informs potential mentor teachers of the expectations for the placement. This allows them to decide if they are able to accommodate those expectations. We have provided an example in [Box](#).
- Submit placements without a teacher and/or school listed. This allows the district to fill the placement with a teacher that will meet programmatic needs.
- Ask current, high-quality mentors if there are any other mentors they would recommend.
- Spread placements out across a variety of districts. Request placements in districts that you have not used before.
- Keep in mind, while we encourage you to build new relationships with mentors, due to MOU agreements, all requests must come from the APL office. If you are talking with teachers, you are welcome to share information and answer their questions. However, be sure to let them know that the request will have to come from their district coordinator. At that point, they can approve or decline it.





# PLACEMENT POLICIES

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## CANCELLING AN ACTIVE PLACEMENT

We understand that there are times that concerns arise after a placement has started. Please follow the steps\* below before requesting a placement change.

1. The supervisor should assist the student in talking with the mentor about any concerns.
2. If appropriate, the supervisor should assist the student in talking with the principal.
3. If concerns persist, the PM should meet with the student, supervisor, and mentor to discuss concerns.
4. If conditions do not improve, submit a statement from the student explaining the placement concerns.

These steps allow the student to practice working through difficult situations with the assistance and support of their supervisor. It is a step in the process of becoming a professional.

\*If a student is experiencing discrimination or harassment in a field placement the PM should assist them in following the [OSU Rescinding Placements Policy](#).



# PLACEMENT POLICIES

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## Placement Descriptions

When field placement requests are submitted, programs should also submit placement descriptions. These descriptions allow districts/agencies to understand the expectations of the placement. The placement descriptions should be uploaded to BuckeyeBox (APL Program Name- Field Placement Information- Field Placement Descriptions).



# COMPLIANCE REQUIREMENTS

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Below is a list of requirements that must be completed, annually, by any student who is participating in a P-12 field placement (of any length or purpose). Program managers should provide appropriate deadlines for when documentation must be submitted. Students should not receive placement information, and are not permitted to attend any field placements, without completion of the items below.

1. Bureau of Criminal Investigation and Identification (BCI&I) background check
2. Federal Bureau of Investigation (FBI) national background check
3. Student Field Experience and Clinical Practice Application Form
4. Activities with Minors Policy Video and Quiz
5. Standards of Behavior form
6. In the semester prior to student teaching, students are also required to complete the Ohio Standards for Education Preparation course.

More information about these documents can be found at on the [APL website](#). A compliance status report, for the students in your program, can be viewed in BuckeyeBox (APL Program Name- Field Placement Information- Compliance Status). Program managers are responsible for communicating these requirements and missing items, as shown on the status report, to students.



# BACKGROUND CHECKS

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For the safety and protection of P-12 learners, any student who is participating in a P-12 field placement (of any length or purpose) must complete a background check prior to entering the field site. Results of a background check typically include past employment verification, credit history, and criminal history. The initial screening of background check results are based on the criteria set forth by the [Ohio Department of Education](#).

More information, including where students should go to complete background checks, can be found on the [APL website](#).

Some districts also require students to submit a copy of their background checks to the district's central office prior to the first day in the placement. Please direct your students to the [APL website](#) for information about their placement district.



# BACKGROUND CHECKS

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## WHAT DO STUDENTS NEED TO KNOW ABOUT BACKGROUND CHECKS BEFORE THEY GO?

- We *strongly suggest* going to campus for error-free processing.
  - Students should refer to specific campus for submission and copy requirements.
- BCI&I and FBI – request code 3319.291
  - Early Childhood Education candidates should contact their program manager for information on ODJFS background checks.
  - ONLY these codes will be accepted for field placement
- Request copy be sent to ODE, if applying for licensure within the year
- For first processing, allow six weeks prior to placement
- Processing will take 2-4 weeks without an arrest record, 6-8 weeks with an arrest record (even if expunged or occurred when a juvenile)
- The price varies depending on where you get your background checks completed. However, an average price is \$63.
- Background checks are only good for one year from the date of issue. Students will need a new background check every year they are in field placements.

Note: For Columbus Campus students, it is a federal law that no one other than the person listed on a background check can distribute a copy of the background check to a third person. This means the student will need to go to Human Resources, 1590 N. High Street, Suite 300, with a photo ID, to obtain a copy of their background checks to distribute to their district.





# WORKING WITH MENTORS

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Mentors provide intensive, ongoing support while modeling best practices for candidates. Mentors should have a strong dedication to the teaching profession, history as highly skilled and effective teachers, and be willing to play a large role in the development of the candidates' skills in the field.

### Mentor Qualifications

Mentor must meet all of the following criteria:

- Have a minimum of three years of P-12 experience;
- Hold a current Ohio license\* for the content area that the student is studying, and
- Be recommended by the building principal and program manager.

\*World language teachers in an immersion school building do not need to have the language license.

The districts and APL will work together to monitor these mentor qualifications. However, program managers are responsible for verifying that the mentor's grade, subject, caseload matches the license the student is seeking.

### Mentor Training

One of the roles of the university supervisor is to support and guide mentors. Mentors can also access training videos on the [APL website](#). This training should be completed annually. Please work with your mentors to ensure this is completed.



# WORKING WITH MENTORS

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## The Mentor Role

Suggested Mentor responsibilities:

- Model effective pedagogy for the respective content area;
- Provide opportunities for the candidate to gain experience within the classroom;
- Co-plan and co-teach with the candidate as he/she is developing skills;
- Provide ongoing feedback to the candidate about his/her performance;
- Engage the candidate in discussions related to teaching as a profession;
- Evaluate the candidate through unit assessments;
- Communicate with the University supervisor on a regular basis;
- Provide an environment conducive to learning, and
- Support the candidate as he/she strives to maximize his/her skills.



# WORKING WITH MENTORS

Suggested MT Guidelines	Early Field Experience	Methods Field Experience	Student Teaching
<b>Brief Placement Description</b>	Observation, leading, group work, tutoring	Observation, teaching responsibilities determined by program	Minimum 4 weeks of fulltime teaching, 12 weeks experience, minimum of 60 fulltime days
<b>Frequency of Contact</b>	Meet with candidate during arranged times according to program requirements  Maintain ongoing communication with candidate and supervisor	Meet with candidate during arranged times according to program requirements  Maintain ongoing communication with candidate and supervisor  Participate in a 3-way Pre-CPAST conference with the candidate and supervisor at end of the semester	Provide daily modeling and mentoring to candidate  Maintain ongoing communication with candidate and supervisor  Participate in a 3-way conference with the candidate and supervisor at the middle and end of the semester
<b>Required Forms</b>	Program evaluation when applicable	Pre-CPAST* form once at the end of the semester  Additional program specific forms (addendums) when applicable	CPAST* form at the middle and end of the semester  Additional program specific forms (addendums) when applicable
<b>Observation of Teaching</b>	Conduct formal observation(s) of the candidate if required by the program	Observe a minimum of one to three times (full lessons or part of lessons)	Observe and discuss progress with the candidate daily  The minimum requirement for formal, written feedback based on observations is determined by each program

\*Candidate Preservice Assessment of Student Teaching Form (CPAST): The CPAST Form is a student teaching evaluation instrument for use at the mid-point and as a summative evaluation between the candidate, university supervisor, and cooperating teacher. It is a 21-row rubric with two subscales: Pedagogy and Dispositions. The Pre-CPAST Form is used prior to student teaching in the final field experience prior to student teaching.



# UNIVERSITY SUPERVISORS

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As a program manager, you may be responsible for overseeing individuals who supervise candidates in the field. In some cases, you may be required to supervise candidates as well.

### SUPERVISORS WILL:

- Assist and evaluate students
- Support the mentor teacher's work
- Serve as a liaison between the school and the University

### SUPERVISOR QUALIFICATIONS

Supervisors must:

- Have a minimum of three years P-12 teaching experience
- Hold or have held license or grade band experience in area which they will supervise
- Demonstrate contemporary P-12 experience
- Have a Master's degree, or be employed as a full-time GTA pursuing a doctorate degree with significant oversight from a highly qualified individual

### THE SUPERVISOR ROLE

Supervisor Responsibilities:

- Attend program-specific orientation meeting; become acquainted with assigned candidates.
- Conduct an introductory meeting with the mentor teacher(s) that includes distributing and reviewing program-specific requirements and expectations.
- Establish expectations with regard to lesson planning, journaling, teacher work samples, videotaping, supervisory observations, conferences, assessments, other requirements.
- Follow the suggested guidelines outlined below based on type and intensity of field experience



# UNIVERSITY SUPERVISORS

Suggested Supervisor Guidelines	Early Field Experience	Methods Field Experience	Student Teaching
<b>Amount of Supervision</b>	Low Level Supervision	Medium Level Supervision	High Level Supervision
<b>Brief Placement Description</b>	Observation, leading group work, tutoring	Observation, teaching responsibilities determined by program	Minimum of 4 weeks fulltime teaching, 12 weeks experience, minimum 60 fulltime days
<b>Frequency of Contact</b>	Touch base: once weekly or biweekly, depending on program	Touch base: once weekly or biweekly, depending on program  Coordinate & moderate a 3-way conference with candidate & mentor teacher at end of semester	Touch base: minimum of once weekly  Coordinate & moderate a 3-way conference with the candidate & mentor teacher at the midterm & end of semester
<b>Required Forms</b>	N/A	Supervisor records Consensus data on: Pre-CPAST form  Additional program-specific forms (as applicable)	Supervisor documents all observations in Tk20 and aligns at least 3 with the Ohio Standards for the Teaching Profession  Supervisor records consensus data on: CPAST midterm & summative evaluation  Additional program-specific forms (by program)
<b>Observation of Teaching</b>	Limited - observing interactions over just a few minutes	Watch candidate teach one to three times (full lessons or parts of lessons)	Supervisor will observe and discuss progress with the candidate.  Watch candidate teach full lessons approximately 5-6 times per 12 week timeframe. At least one must be face-to-face.





# UNIVERSITY SUPERVISORS

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If a candidate is not meeting expectations, no matter how small, MTs should reach out to the university supervisor immediately. The earlier we can identify and deal with issues the better the environment will be for all, especially the P-12 students.

### PROVIDING FEEDBACK:

Frequent, specific, and constructive feedback is crucial for the development of the Student Teacher to obtain the maximum benefits from their student teaching experience. How to give feedback can often be challenging. Here are a few points to consider when offering feedback:

- Provide timely, precise feedback, supported with evidence you observed from their planning/teaching
- Be specific on strengths and opportunities for improvement
- Be selective regarding the amount of changes, too many all at once can be overwhelming
- Guide the candidate to create action steps for improvement
- Focus on standards, outcomes, and dispositions
- Use varied techniques to communicate feedback to your candidate oral/written (journal)
- Practice through modeling the types of improvement that can be made, and even role play
- Set specific and measurable goals
- Document and date all communication/feedback
- Set specific timelines to evaluate status of previously issued feedback



# REMOVING STUDENTS

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If a student is experiencing discrimination or harassment in a field placement it should be addressed immediately. Program faculty and staff should follow the steps in the [Discrimination and Rescinding Placement Policy](#).

Occasionally, a field placement has to be terminated. Ohio State or the placement district may request the termination of a placement. There are a variety of reasons for which this may occur including:

- Unresponsive to feedback, unwillingness to change
- Cooperating teacher/student/program “fit”
- Not ready, need more growth, additional time needed in classrooms
- Health issues (mentor or candidate)
- Teaching as a profession no longer desired
- Putting K-12 students at risk
- Unprofessional disposition or behavior



# REMOVING STUDENTS

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Field experiences are important pillars to meeting graduation and/or licensure requirements. If applicable, individuals should be given the opportunity to address concerns and develop an improvement plan prior to cancelation of a placement. The following procedures should be used to determine termination of the placement:

1. When concerns are identified, the program will create an improvement plan. The student, mentor teacher, supervisor, and program (as deemed necessary) will meet to review the plan. All participants will sign the plan and receive a copy for their records.
2. The student's progress will be monitored and evaluated as outlined in the improvement plan.
3. If the student's performance remains unsatisfactory, the student will not receive a passing grade and the field experience will be terminated.
4. The program should reach out to the Field Placement Coordinator at [edprep@osu.edu](mailto:edprep@osu.edu) with the details to terminate the placement.
5. Students will then need to meet with the program and academic advising to determine degree completion options.

A student may be removed immediately from a placement at any time during the semester if he or she displays any behavior that would normally result in the suspension of a teacher from his or her job, or at the request of the district.



# EXPENSES AND VOUCHERS

### EXPENSES

As with any program that leads to professional licensure, there are additional expenses incurred that are not related to OSU tuition and fees and books. The next page details those additional expenses.

### VOUCHERS

When students are admitted into a licensure program, a voucher fee is added to their accounts. This fee is held and given back to them in the form of a voucher for expenses occurred throughout the program. This enables some of the costs to be covered through FAFSA (loans, grants, and scholarships). Funds collected via the voucher program will merely pass through to the third-party vendors with APL serving as the liaison between the vendor and the student.

Undergraduate voucher fees total \$514.00 and are distributed over four semesters for a per semester cost of \$128.50. Graduate voucher fees total \$405.00 and are distributed over three semesters for a per semester cost of \$135.00. No student will pay more than the allotted amount. If a student is enrolled for additional semesters, they will not incur additional fees. Additional information about vouchers can be found on the [orientation PowerPoint](#).

*Due to the previous edTPA requirement becoming optional since 2020-21, students who do not receive an edTPA voucher will be refunded the \$300.00 in their final semester.*



## PROGRAM MANAGER HANDBOOK

# EXPENSES

UNDERGRADUATE EXPENSES* (P-12 Classroom Licenses)						
Year in program	Background Checks: BCI&I/FBI	Ohio Licensure Application Fee <sup>i</sup>	OAE Tests <sup>ii</sup>	Optional Ohio Endorsement Fee <sup>iii</sup>	Optional OSEA membership (OH Student Educ. Assn.) <sup>iv</sup>	Ed Prep Voucher Fee
1 <sup>st</sup> year	\$61.70					\$128.50 per semester over four semesters (Covers the purchase of Tk20, one OAE test, and edTPA)
2 <sup>nd</sup> year	\$61.70					
3 <sup>rd</sup> year	\$61.70					
4 <sup>th</sup> year	\$61.70	\$160	\$105-\$349			
Other				\$20/area	\$34/yr.	

GRADUATE EXPENSES* (P-12 Classroom Licenses)						
Year in program	Background Checks: BCI&I/FBI	Ohio Licensure Application Fee <sup>i</sup>	OAE Tests <sup>ii</sup>	Optional Ohio Endorsement Fee <sup>iii</sup>	Optional OSEA membership (OH Student Educ. Assn.) <sup>iv</sup>	Ed Prep Voucher Fee
MEd/MA	\$61.70	\$160	\$105-\$454			\$135.00 per semester over three semesters (Covers the purchase of Tk20 and edTPA)
Other				\$20/area	\$34/yr.	

All expenses are subject to change.

- [Veterans](#) may seek reimbursement for educator licensure tests.
- See the Ohio Department of Education [website](#) for more information about the exams required for your licensure area. Some students may need to take the Ohio Assessment for Educators (OAE) test for more than one content area. The cost depends upon the area, type, and number of tests taken.
- Endorsements are additional areas of expertise in addition to an initial license. Each endorsement is \$20.
- OSEA membership is recommended as the organization offers liability insurance to pre-service teachers. Additional professional association memberships may be required.

Other out of pocket educator preparation expenses that student should consider:

- Professional clothing and transportation expenses vary.
- Some students may choose to purchase classroom supplies.
- Second licenses such as principal, superintendent or pupil service licenses (school psychologist or speech pathologist) have different expenses.
- Early Childhood Education students may be required to have a physical exam to meet the Ohio Department of Job and Family Services (ODJFS) requirement.
- The TeachOhio job fair is \$10 for currently enrolled students and \$25 for OSU graduates from previous cohorts.



# VOUCHERS

### How to Find/Use a Voucher

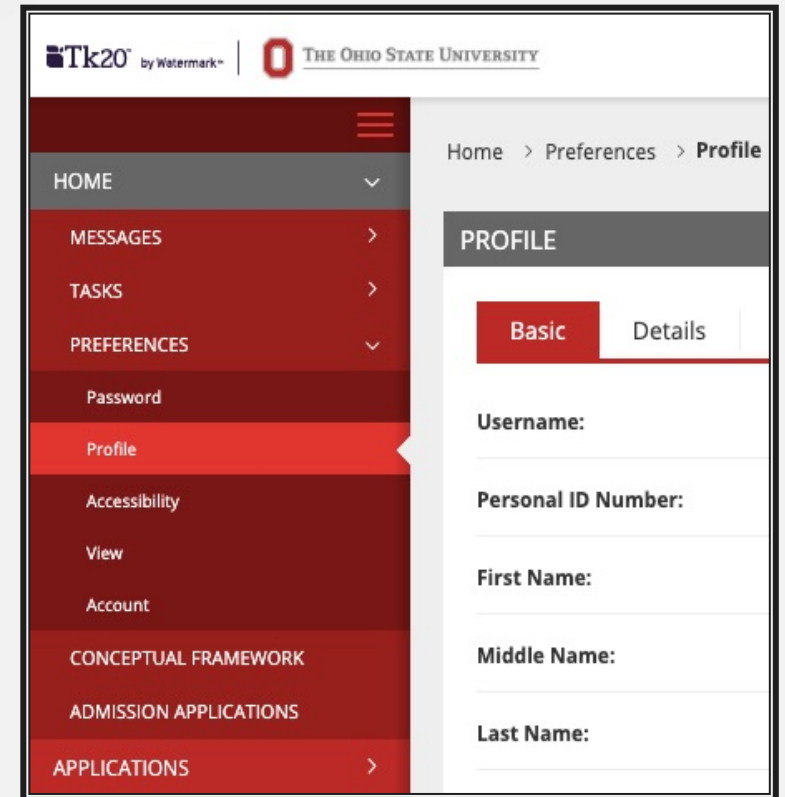
Students will not need a voucher code for Tk20. A student account will be opened on their behalf, a few weeks into their first semester in the program, after they have paid the first Ed Prep Voucher Fee.

OAE (BSEd only) and edTPA voucher codes will be entered into students' Tk20 accounts during the appropriate semester.

To find voucher codes:

1. Log into Tk20.
2. Click on Preferences, under Home, in the side menu.
3. Within the preferences menu, click on Profile to open the candidate information.
4. Scroll to the bottom of the Basic tab to locate voucher codes and expiration dates.


To use the OAE code: Click on the “Enter a Voucher” link on the “Payment” page after a test has been selected.





# EXPENSES AND VOUCHERS

To use the OAE code: Enter the voucher code when prompted on the payment page during registration. Vouchers cannot be applied retroactively to existing registrations.



**Ohio Assessments for Educators**  
For candidates seeking **initial licensure** in a subject area

View Cart My Account

Select a category...

Home Assessments Prepare Register Get Results Policies Faculty Resources Fin

### Payment

Description	Price
Registration	
Assessment of Professional Knowledge: Adolescence to Young Adult (7-12)	\$105.00
<a href="#">Enter a voucher</a>	
<b>Total:</b>	<b>\$105.00</b>

**Withdrawal/Refund Policy**  
If after registering for an assessment you wish to withdraw your registration, you may do so according to the

Step 2 of 3

1. Agreement

2. **Payment**

3. Review Order

### Payment

Description	Price
Registration	
Health Education (National)	\$300.00
<a href="#">Enter a voucher</a>	
<b>Total Due:</b>	<b>\$300.00</b>

# PROGRAM MANAGER HANDBOOK

The logo for Tk20, featuring the text "TK20" in a bold, white, sans-serif font. The "2" is slightly smaller than the "0". A thick white horizontal line is positioned directly beneath the "TK" portion of the text. The entire logo is centered within a large, solid red rectangular area that occupies the left half of the slide.

Students in educator preparation programs are required to use Tk20, an electronic portfolio. This online assessment tool is used to collect, monitor, and analyze students' progress toward meeting state and national standards for licensure. As part of their program, students will use Tk20 to: complete specific course assignments; build professional portfolios; and provide information regarding field experiences. Access to Tk20 is active for 10 years after the date of activation. This enables students to use data and files during the Resident Educator license renewal process.

- Faculty and Program Managers can access a wealth of information through Tk20, including:
- Admission applications
- Course assignments and rubrics
- Data reports and results for key assessments
- Field experience rubrics
- Observation forms
- edTPA instructions and student portfolios
- Gates



## PROGRAM MANAGER HANDBOOK

# TK20

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The data obtained from Tk20 is used to assist faculty in making programmatic decisions, write Specialized Professional Association (SPA) reports, and to support the Council for the Accreditation of Educator Preparation (CAEP) accreditation process. Please keep an eye on the dates to observe document to ensure that items are turned in when needed. Each semester, Tk20 data from the previous semester is compiled and placed in your program's Buckeye Box.

Directions on how to use Tk20 in the above ways can be found in [BuckeyeBox](#).

### TK20 HELP

The quickest way to get your questions answered is to go to the Tk20 [Help Desk](#). This site has help files with step-by-step instructions for completing a given task. Tk20 also has a list of [Frequently Asked Questions](#) and a Customer Support phone line at (800) 311-5656. For remaining Tk20 questions, students, faculty, and staff should contact the [EHE OIT Service Desk](#).



# ASSESSMENT INSTRUMENTS

Unit-wide and content-specific assessments are administered to all initial licensure teacher candidates. The unit-wide assessments are meant to be general and encompass the basic pedagogical and dispositional behaviors required of all teachers. Content-specific assessments are conducted by individual programs through Specialized Professional Associations (SPA) assessments. All of these assessments are essential for CAEP accreditation and are aligned with the appropriate professional standards. These and other data points are also used to monitor candidates as they transition through their programs. Summary data reports, for these assessments, are located in your program's BuckeyeBox (APL Program Name- Data for Program Name).

The sections below provide more details about the unit-wide and content specific assessments you will encounter. Additional information can be found in the [assessment handbook](#). Included in each section is information about when the assessment typically occurs.



# ASSESSMENT INSTRUMENTS

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## ADMISSION TO PROGRAM PROFESSIONAL DISPOSITIONS RUBRIC

The professional dispositions rubric is used as part of the program application process. When students apply to a program, admission teams of faculty and staff evaluate applicants using all of the criteria, including the dispositions rubric. This form demonstrates: the belief that all students can learn; comply with laws, regulations, and policies; are punctual; and committed to teaching. The dispositions rubric is not used by the students and they do not have access to the form. Programs will complete the rubric in Tk20.

Timeline: At Admission to the Program

## Specialized Professional Associations (SPA) Key Assessments

SPA key assessments cover content specific to your program/licensure area. These key assessments are included in required courses and field work experiences. They are used to demonstrate candidates' attainment and competency of state and SPA standards. Your key assessments can be found in BuckeyeBox (APL Program Name- Program Key Assessments & Rubrics). Key Assessments may be changed by working with APL and approved by faculty.

Timeline: Various Time as Determined by the Program



# ASSESSMENT INSTRUMENTS

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### PRE-SERVICE ASSESSMENT OF STUDENT TEACHING (PRE-CPAST)

The Pre-CPAST form is completed during the last field placement just prior to student teaching. This form evaluates general pedagogical skills and dispositions needed for pre-service teachers at this level. It is a summative assessment for the field placement but also a formative assessment for student teaching. The Pre-CPAST form can be found in [Buckeye Box](#).

This form should be completed a minimum of one time prior to student teaching. APL recommends that supervisors visit the field placement at least two times. For this assessment, the candidate, mentor teacher, and supervisor complete the form and then meet together to discuss and agree to a consensus score for each row. The consensus scores become the candidates' actual scores that are recorded into Tk20.

Timeline: placement the semester prior to student teaching

### CANDIDATE PRE-SERVICE ASSESSMENT OF STUDENT TEACHING (CPAST)

These forms are used at the midpoint and end of student teaching. They are similar to the Pre-CPAST forms, but are the next developmental level with appropriate areas added. The CPAST form assesses general teaching skills and dispositions needed for a beginning teacher. These forms can be found in [Buckeye Box](#).

During student teaching, candidates are evaluated using the CPAST form during the midterm and final weeks of the semester. Like the Pre-CPAST, the candidate, mentor teacher, and supervisor complete the form and then meet together to discuss and agree to a consensus score for each row. The consensus scores become the candidates' actual scores that are recorded into Tk20. During the midterm evaluation, the team creates goals for the candidate to focus on for the remainder of the semester. During the final evaluation, the team creates goals for the candidate to focus on during their first year of teaching.

Timeline: during student teaching





# ASSESSMENT INSTRUMENTS

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### OHIO STANDARDS FOR EDUCATOR PREPARATION COURSE

The Ohio Standards Module is designed to meet licensure requirements such as the Ohio Operating Standards, Ohio Professional Development Standards, as well as the Opioid curriculum. The module is required to be completed prior to student teaching and candidates must earn at least 80% on each assessment. Students will receive a certificate of completion at the end of the course, which can be sent to PMs to verify the completion of these standards and the opioid curriculum requirements. There is no longer a stand-alone opioid certificate for EPP students.

Timeline: semester prior to student teaching

### LICENSURE EXAMS

As part of the process of becoming a licensed educator in Ohio, candidates must pass licensure exams. Depending upon the content area, the tests for initial licensure are the Ohio Assessment for Educators (OAE), the ACTFL/LTI, or the Praxis.

See the Ohio Department of Education [website](#) for more information about the exams required for your licensure area. Students need to be sure to select The Ohio State University as a recipient of their scores.

Students are required to pass all required licensure exams prior to beginning student teaching. Programs need to set up specific due dates for their students. You can track which exams have been completed in two ways. Individual student scores are shown on students' advising reports in [BuckeyeLink](#). APL also posts scores to your program's BuckeyeBox (APL Program Name- Data for Program Name).

Timeline: prior to student teaching – specific deadlines establish by program



# ASSESSMENT INSTRUMENTS

## TEACHER PERFORMANCE ASSESSMENT (edTPA)

edTPA is a subject area-specific performance-based assessment for pre-service teacher candidates during student learning. It is the integration of: Planning, Instruction, Assessment, and Analysis of Teaching all with attention to Academic Language. Candidates submit artifacts (such as lesson plans and learner work samples) and respond to commentary prompts. The final edTPA portfolio is submitted to Pearson through Tk20 and scored by educators and faculty with subject-area expertise. The edTPA [Fact Sheet](#) provides an additional overview of the assessment.

edTPA is completed during student teaching and may be optional, depending on the program. Students needs to be sure to have their scores sent to The Ohio State University and the Ohio Department of Education.

You can find more information about registering, cost, and submitting edTPA on the [APL Website](#). Additional information can also be found on the [edTPA website](#). There are resources available to you in BuckeyeBox (APL Program Name- edTPA Resources for Students) and in the [unit information folder](#).

### edTPA Cut Scores:

Assessment	Cut Score
edTPA Handbooks with 15 Scoring Rubrics	37
World Language and Classical Language (13 scoring rubrics)	32
Elementary Education: Literacy with Mathematics Task 4 Elementary Education: Mathematics with Literacy Task 4 (both 18 scoring rubrics)	44

Timeline: during student teaching

# L**LICENSURE**

The last step on the student's journey is to obtaining their official teaching license. The licensure application is completed on the [Ohio Department of Education's website](#). The [CORE User Manual](#) will walk them through the steps of the process.

After students submit their application, the Ohio Department of Education will reach out to APL for clearance. In order for us to clear their license:

- Official, electronic copies of their licensure exam scores must have been received by APL.
- There must be a grade, on their official record, for all required courses.
- Their degree must be conferred. Typically, this is completed on or around the date of graduation.
- They must have met all program and licensure requirements.



# LICENSURE

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### WHEN TO APPLY

Students should not apply for their license until a week prior to completion of the program. Licensure application cannot be approved until after graduation. Their applications can expire if they apply too early. It can take up to 30 days for their licensure application to be reviewed, verified, and approved or declined. Please let them know that their application will say “Awaiting Dean’s Signature” while we are reviewing it and remind them to be patient with this process.

More information about how students can apply for a license can be found on the [APL website](#).

### OUT OF STATE LICENSURE

Ohio State academic programs are designed to prepare students for licensure or certification in Ohio. If they plan to pursue licensure or certification in a state other than Ohio, they should review state educational requirements for licensure and certification at [go.osu.edu/onground](https://go.osu.edu/onground).

If students need an educator preparation verification form completed, when applying for licensure in another state, please contact [edprep@osu.edu](mailto:edprep@osu.edu).



# SUPPORT FOR STUDENTS

[Academic advising](#) is an intentional educational process that teaches students to understand their curriculum, purpose of higher education, and university processes and procedures. They assist students in clarifying their educational goals and objectives and to create academic plans that are consistent with these goals, objectives, and the students' degree requirements.

Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study. This allows students to get advice from someone who knows the specifics of their curriculum. Students should meet with their advisor at least once a semester. Advising for graduate students is provided by each individual department. This may be through academic services or a faculty advisor.



# SUPPORT FOR STUDENTS

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### CAREER SERVICES

A wide array of Career Services are offered to Ohio State students. From connections to potential employers and job opportunities to internships to career development support, the resources are extensive. A variety of these resources are available via [Buckeye Careers](#). For further support, keep in mind that many colleges across campus maintain their own career services office. These offices are searchable via the Buckeye Careers site.

### COUNSELING AND CONSULTATION SERVICES

[Counseling and Consultation Services](#) provide individual and group mental health services, psychoeducational prevention and outreach programming to currently enrolled undergraduate, graduate and professional students. They also work with spouses/partners of students who are covered by the Comprehensive Student Health Insurance. Their services include: Individual Counseling, Group Counseling, Psychiatry, Couple's Counseling, Mandatory Assessments, Outreach, Psychological Testing, Workshops, Crisis Debriefing and Community Referral/Linkage.



# SUPPORT FOR STUDENTS

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## STUDENT ADVOCACY CENTER

The [Student Advocacy Center](#) is committed to helping students navigate Ohio State's structure and to resolving issues that they encounter at the university. Their purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom. They encourage students to maximize their educational experience and prepare them for involvement in the larger community and for life beyond college.

To request assistance, students can complete the [online form](#) and an advocate will reach out to them.

## Dennis Learning Center

The [Dennis Learning Center](#) supports the academic success of all Ohio State students through elective courses, individual academic coaching, group workshops and scientific research. In addition, they collaborate with other units to design and implement custom programs. Their services draw upon and contribute to the theoretical and applied understanding of college students' learning, motivation, and well-being.





## PROGRAM MANAGER HANDBOOK

# ACRONYMS

Below is a list of commonly used acronyms. If you encounter others that you are unsure about, or have questions about commonly used terms, please reach out to us at [edprep@osu.edu](mailto:edprep@osu.edu).

- ACTFL: American Council on the Teaching of Foreign Languages
- APL: The Office of Accreditation, Placement, & Licensure
- AOS: Area of Specialty
- AYA: Adolescent to Young Adult
- CAEP: Council for the Accreditation of Educator Preparation
- CCAST: Candidate Pre-Service Assessment of Student Teaching
- Ed Prep: Educator Preparation
- EdTPA: Teacher Performance Assessment
- MT: Mentor Teacher (may also be called Cooperating Teacher)
- OAE: Ohio Assessment for Educators
- ODE: Ohio Department of Education
- OHDE: Ohio Department of Higher Education
- OTSP: Ohio Standards for the Teaching Profession
- PM: Program Manager (this may also be coordinator or faculty)
- Pre-CPAST: Pre-Candidate Pre-Service Assessment of Student Teaching
- SPA: Specialized Professional Associations
- UGSS: Undergraduate Student Services
- UTEC: University Teacher Education Council

