

**Abilene Christian University
Teacher Education Program**

**Student
Handbook**

Revised August 2009

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Mission Statements

Abilene Christian University

Mission Statement

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

College of Education and Human Services

Mission Statement

The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

Teacher Education

Mission Statement

The mission of the Department of Teacher Education is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Philosophy

We believe that the active integration of our Christian faith with learning and teaching is essential to our mission as Christian educators, and that our faith extends to the belief that all children can learn and that each child should be valued and cherished.

We believe that good teaching should include reflective practice, an inviting attitude, high expectations, and a belief that all students can meet those expectations.

We believe that all classrooms should reflect a sense of order, purpose, enjoyment and celebration.

We believe that teaching is a ministry. It is through teaching that God gives us the opportunity and blessing to touch lives and to influence the future.

Because we apply these beliefs to our own teaching you can have certain expectations for us as faculty. Infused in our classes will be scripture reading, prayer, service opportunities, and reflections that will help you to integrate your faith with your learning and teaching. You can expect us to model the characteristics of Christ and to have principles in the way we conduct our classes and ourselves. We will respect you as individual learners and have high expectations for you. We will be approachable, caring, prepared and reflective concerning our own teaching practices. We view our teaching, not just as a job, but also as a ministry.

Abilene Christian University

Teacher Education Program

Domains, Competencies and Indicators

The following domains, competencies and indicators define the program goals and student learning outcomes of the ACU Teacher Education Program. The first thirteen competencies outline the necessary skills and knowledge required by the state of Texas for teacher certification and are aligned with the TExES certification exam in Pedagogy and Professional Responsibilities. In addition, the Teacher Education Program at Abilene Christian University believes strongly that faith informs practice. We have added Competency 14, “The Christian teacher appropriately integrates faith with professional development and practice.” These competencies also serve as the framework for the Teacher Education E-portfolio required of all teacher candidates at ACU. See the “ACU Teacher Education Program Candidate Admission and Review Procedures” included in this handbook for further information about the e-portfolio.

DOMAIN I: DESIGNING INSTRUCTION AND ASSESSMENT

Competency One -- The teacher **applies knowledge of human developmental processes** in the planning of instruction.

Indicators:

- *Identifies and describes developmental characteristics of students*
- *Design lessons that are developmentally appropriate.*

Competency Two -- The teacher designs learning experiences and assessments that reflect an understanding of **student diversity**.

Indicators:

- *Identifies and describes the dimensions of diversity represented in the classroom context (Gender, race/ethnicity, exceptionality, language, socioeconomic status, etc.)*
- *Designs lessons that incorporate varied strategies for presentation and application*

Competency Three -- The teacher designs **effective and coherent instruction and assessment** based on appropriate learning goals and objectives.

Indicators:

- *Uses appropriate criteria, such as the TEKS, to evaluate learning goals and objectives*
- *Links objectives, instruction and assessment in lesson plans with clarity*
- *Includes clearly stated and measurable objectives in lesson plans*
- *Demonstrates understanding of subject content and presents it with accuracy*

Competency Four -- The teacher understands learning processes and factors that **impact student learning**.

Indicators:

- *Draws on student’s prior knowledge to establish relevance*
- *Promotes higher order thinking and problem solving in lessons*
- *Uses a variety of motivational strategies to interest students and to secure cooperation*

DOMAIN II: CREATING A POSITIVE PRODUCTIVE CLASSROOM CLIMATE

Competency Five -- The teacher establishes an emotionally and physically safe **classroom climate**.

Indicators:

- *Arranges space and materials for safety and effective learning*
- *Interacts positively and respectfully with students*

Competency Six -- The teacher organizes the learning environment to **manage student behavior**.

Indicators:

- *Establishes clear expectations for behavior and learning*
- *Establishes procedures, routines, and manages transitions*
- *Paces lessons and activities to engage students*

DOMAIN III: IMPLEMENTING INSTRUCTION AND ASSESSMENT

Competency Seven -- The teacher uses **effective communication** in teaching and learning.

Indicators:

- *Communicates directions and procedures with clarity, utilizing multiple modalities*
- *Provides clear definitions for new concepts and terms*
- *Models effective and accurate use of oral and written language*
- *Articulates learning objectives for students*
- *Demonstrates sensitivity to differences (cultural, gender, intellectual, and physical) in classroom communication and in responses to students*

Competency Eight -- The teacher provides appropriate instruction that **actively engages students** in the learning process.

Indicators:

- *Provides instruction that addresses multiple intelligences and varied learning styles*
- *Designs activities that actively involve all students*
- *Implements effective collaborative learning experiences*
- *Engages students through effective questioning and discussions*

Competency Nine -- The teacher effectively **incorporates** the use of **technology** in the classroom.

Indicators:

- *Selects technology that enhances instruction and supports learning outcomes*
- *Incorporates technology for instruction and assessment as appropriate for age level and/or content area*

Competency Ten -- The teacher **utilizes varied assessments** to monitor student learning, provide feedback and adjust instruction.

Indicators:

- *Creates and/or selects assessments tied to instructional objectives*
- *Communicates assessment results to the students*
- *Adjusts instruction based on assessment*

DOMAIN IV: PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency Eleven -- The teacher understands the importance of family and **interacts** appropriately and **effectively with families**.

- *Utilizes appropriate resources and strategies to enhance family involvement in student learning*
- *Reflects professionalism and respect for ALL families in conversations*

Competency Twelve -- The teacher pursues **professional development** opportunities and effectively interacts with other members of the educational community.

Indicators:

- *Collaborates with peers and other professionals*
- *Interacts respectfully with peers and other professionals*
- *Participates in professional development*
- *Engages in self-reflection and assessment to identify strengths and areas for growth*

Competency Thirteen -- The teacher understands and adheres to **legal and ethical requirements** for educators.

Indicators:

- *Adheres to the Code of Ethics and Standard Practices for Texas Educators*
- *Maintains appropriate confidentiality in all communication*
- *Demonstrates honesty and integrity in coursework, professional development and field experiences*
- *Demonstrates high level of character by adherence to University Code of Conduct*

DOMAIN V: INTEGRATING FAITH WITH PROFESSIONAL PRACTICE

Competency Fourteen -- The Christian teacher appropriately **integrates faith** with professional development and practice.

Indicators:

- *Applies Biblical principles in interactions with students, parents, and school personnel*
- *Evaluates educational theories and practices applying a Christian perspective*

ACU Teacher Candidate Dispositions

Don't be in any rush to become a teacher, my friends. Teaching is highly responsible work. Teachers are held to the strictest standards.

James 3:1 (The Message)

Reflecting on James 3:1, we believe that effective educators must exhibit certain dispositions in addition to possessing knowledge and skills necessary to teach. These leadership dispositions include effective communication, professionalism, reflective practice, emotional maturity and integrity. All teacher candidates undergo four formal review periods throughout the ACU Teacher Education Program. These review periods will include formal assessment of the candidate's dispositions for the teaching profession. Candidates must also understand that at any point in the program a dispositions rubric, formal review of concern, and/or formal review of commendation may be completed by any instructor, advisor, supervisor, student life administrator or field placement cooperating teacher. If concerns are identified, a meeting with the Teacher Education Admissions Committee will be scheduled with the candidate to discuss potential implications for the candidate's admission status. The rubric that will be used to assess the dispositions is included in the forms section at the end of this handbook. See the "ACU Teacher Education Program Candidate Admission and Review Procedures" included in this handbook for further information. Candidates are encouraged to reflect on these dispositions personally as well throughout the program, considering how these dispositions are a reflection of spiritual growth as well as professional, personal and academic growth.

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.

Galatians 5:22-23

Disposition One: Effective Communication

Oral Expression -- Communicates orally in an effective, positive, respectful manner that is grammatically correct.

Written Expression -- Communicates in writing in an effective, positive manner that is free of grammar and spelling errors.

Tact/Judgment -- Uses tact and judgment that demonstrates professional and positive communication.

Interaction with Peers -- Interacts with peers in a professional and positive manner.

Disposition Two: Reflective Practice

Response to Feedback -- Responds to feedback in a receptive manner and is willing to try to implement suggestions.

Personal Reflection -- Demonstrates a strong sense of personal awareness and can articulate how specific experiences have contributed to personal & professional growth.

Problem Solving -- Demonstrates thought and independence in solving problems.

Disposition Three: Professionalism

Attendance -- Attends all classes, meetings and appointments unless absolutely unavoidable. Provides documentation when applicable.

Punctuality -- Arrives to class and other commitments at the scheduled time.

Personal Appearance -- Adheres to stated dress code. Dresses modestly and appropriately for the learning context.

Values Learning -- Values and demonstrates enthusiasm about knowledge, content and experiences presented in program.

Collegiality -- Seeks opportunities to share ideas; seeks assistance from and collaborates with colleagues in an appropriate manner.

Sensitivity and Awareness -- Does not seek undue attention and expresses concern for others.

Acceptance -- Values perspectives of individuals from diverse and experiential backgrounds. Considers opinions of others with an open mind.

Disposition Four: Emotional Maturity

Reliability/Dependability -- Exhibits reliability and dependability in all coursework as well as in all field experiences.

Self-Initiative/Independence -- Demonstrates self-initiative and independence in all coursework as well as all field experiences.

Balanced Lifestyle -- Protects all aspects of personal health (physical, spiritual, emotional) to ensure fulfillment of academic and professional commitments.

Conflict Management -- Identifies and accepts personal responsibility in conflict/problem situations. Initiates communication to resolve conflicts.

Flexibility -- Accepts less than ideal situations when necessary and adapts appropriately to change and/or unexpected events.

Emotional Constancy -- Acts from a positive frame of reference and maintains emotional control. Expresses and responds to emotions appropriately.

Disposition Five: Integrity

Integrity of Speech -- Protects confidentiality, avoids derogatory language and profanity and demonstrates sensitivity in all conversations.

Ethical Behavior -- Adheres to the ACU Policy of Academic Integrity, ACU Student Conduct and the Texas Educator Code of Ethics.

Sobriety and Abstinence -- Avoids abuse of addictive substances and/or behaviors or provides evidence of active recovery.

Criteria for Admission to ACU Teacher Education

In accordance with Texas state law, the ACU Teacher Education Program has established the following criteria for admission to Teacher Education. Before taking more than 6 hours EDUC a student must first be admitted to the Teacher Education Program. To be admitted to the Teacher Education Program, a student must:

1. Complete and submit an application for admission into the Teacher Education Program;
2. Be enrolled in or have completed the first 45 semester hours of credit;
3. Successfully complete with a C or better 12 hours in the candidate's chosen content field;
4. Have a minimum Grade Point Average (GPA) of 2.75 (2.75 or higher in the content field);
5. Complete 6 hours of University Core English with no grade lower than a "C" (In order to maintain admission status the candidate must earn a C or better in all core English courses.);
6. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score on the reading section of 260 or higher, a score on the math section of 230 or higher and a score on the writing section of 240 or higher; Students may retake the THEA once if the required level is not earned in the first administration. Acceptance of scores from a third administration of the THEA are subject to review by the Teacher Education Admissions Committee;
7. Be enrolled in or successfully complete (C or better) EDUC 211 - Educational Foundations and Multicultural Perspectives (If admitted before completion of EDUC 211, admission will be contingent upon completing the course with a C or better. In the event that the student does not complete this course successfully, admission to the program will be suspended until this requirement is fulfilled.)
8. Successfully complete the ACU Teacher Education formal writing sample administered in EDUC 211;
9. Successfully complete first submission of the Teacher Education E-portfolio as described in the ACU Teacher Education Student Handbook;
10. Successfully complete the Teacher Education Dispositions Review as described in the ACU Teacher Education Student Handbook;
11. Declare a major that includes certification;
12. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

Any exemptions or modification to the above requirements due to special circumstances must be requested through the chair of the Department of Teacher Education. All requests will be reviewed and must be approved by the Teacher Education Admissions and Review Committee. In addition, admission to teacher education is not the final step in the process. In order to remain in the program the prospective teacher must continue to meet the GPA requirement (2.7). Approval to take Education Block classes (411/412 and 431/432) and to enroll in student teaching must be obtained from the Teacher Education Admissions and Review Committee before enrolling in those classes.

Additional requirements for maintaining program admission status:

1. In order to remain in the Teacher Education Program, an overall GPA of 2.7, 2.7 in the content field, and continued approval of the Teacher Education Admissions Committee must be maintained.
2. A grade of C or better is required for all majors courses.
3. Junior and senior transfer students must take the THEA and be admitted to the Teacher Education Program during their first semester at Abilene Christian University to continue in professional education course work. Arrangements to take the THEA should be made as quickly as possible by contacting the Office of Career and Academic Development.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be conditionally admitted to the program if **all** other admissions criteria are met and if **all** of the following are true:

1. An overall GPA of 2.75 or higher in the last 60 hours
2. A GPA of 2.75 in the teaching content field
3. No university disciplinary actions filed – academic or otherwise
4. A formal letter of request submitted to the admissions committee describing the candidate's academic history and articulating motivations for wanting to enter the teaching profession
5. An interview with the Teacher Education Admissions Committee

ACU Teacher Education Program Candidate Admission and Review Procedures

Candidate Formal Review #1 -- Admission to Program

Candidates apply for admission to Teacher Education during EDUC 211 (Educational Foundations and Multicultural Perspectives). This first review will include the criteria for admission included in the ACU Catalog, a formal writing sample, the Dispositions Rubric, and the initial development of the E-Portfolio.

EDUC 211 Dispositions Rubric Procedures:

- The candidate will self-assess before the midterm conference.
- Course instructor will also complete the rubric for discussion at the midterm conference. The rubric will be signed by student and instructor and placed in the candidate's Admission and Candidacy File.
- If the candidate receives any score of 1 at midterm, a growth plan will be developed and the candidate will be reassessed at the end of course.
- Candidates who receive a score of 1 in any area of the Dispositions Rubric at the end of EDUC 211 will conference with course instructors and the Director of Teacher Education to discuss the candidate's dispositions for teaching and to determine whether admission will be granted.
- A score of 1 in any indicator in the area of Ethics/Integrity may result in not being admitted to Teacher Education. See the ACU Teacher Education Academic Integrity Policy and Guidelines outlined in this handbook for clarification.

EDUC 211 Writing Sample Process

The purpose of the writing sample is to assess candidate's ability to effectively express ideas in writing using correct grammar, spelling, and punctuation. The writing sample will be completed during EDUC 211. Writing samples that do not meet criteria will be assessed by a second faculty review. If the second review confirms that the candidate did not meet minimum standard, the candidate will be given the opportunity to complete a second writing sample. The candidate will have the opportunity to review the initial writing sample and receive feedback on areas of weakness. The rubric that will be used to assess the writing sample can be found in the Official Forms and Rubrics section of the handbook.

EDUC 211 E-Portfolio Procedures:

- Candidates will develop their E-Portfolios as part of the EDUC 211 course requirements.
- Candidates will be informed of the scoring process for the E-Portfolio in EDUC 211. The E-portfolio Rubric can be found in the Official Program Forms and Rubrics section of the handbook.
- The ACU Teacher Education Competencies will serve as the framework for the E-Portfolio.
- At the end of EDUC 211 students must have artifacts for six of the competencies. Reflection/rationale statements will be included with two artifacts. Please use the E-portfolio Rational Rubric found in the Official Forms and Rubrics section of the handbook to assist you in writing an effective rationale statement.

Candidate Formal Review #2 -- Admission to Block

The ACU catalog states that students must receive departmental approval to enroll in EDUC 411/431 (Elementary Block) and EDUC 412/432 (Secondary Block). In the semester prior to enrolling in these courses Teacher Education candidates will complete the second formal program review. This will include a transcript audit and the Dispositions Rubric (See below for Dispositions procedures). If a candidate's GPA falls below the required 2.7, admission to the Elementary or Secondary Block will be denied. In addition, D's earned in any professional education or content area major courses must be repeated prior to admission to Student Teaching.

Admission to Block Dispositions Rubric Procedures:

- The Dispositions Rubric will be scored in courses taking place between EDUC 211 and the Block courses. These scored rubrics will be signed by the candidate and the instructor and placed in the candidate's Teacher Education Admission and Candidacy File.
- If a candidate receives a score of 1 in any area a conference with the Teacher Education Admission Committee is required and the candidate may not be permitted to enroll in Block and may be dismissed from Teacher Education.
- A score of 1 in any indicator in the area of Ethics/Integrity may result in dismissal from Teacher Education. See the ACU Teacher Education Academic Integrity Policy and Guidelines outlined in this handbook for clarification.

Formative Assessment of the E-Portfolio and Dispositions

Candidates will receive formative feedback on the e-portfolio during the following courses as appropriate to their chosen certification area:

- SPED 371
- READ 322, READ 464, READ 363, and READ 460
- EDUC 331
- EACH 466/451

Formative assessment will include feedback on both the assignments that may serve as artifacts and on the process of writing an effective rationale statement. The rubric that will be used for formative feedback on the writing of rationales is included in the Official Forms and Rubrics section of the handbook.

Candidates must also understand that at any point in the program a dispositions rubric, formal review of concern, and/or formal review of commendation may be completed by any instructor, advisor, supervisor, student life administrator or field placement cooperating teacher. If concerns are identified, a meeting with the Teacher Education Admissions Committee will be scheduled with the candidate to discuss potential implications for the candidate's admission status.

Candidate Formal Review #3 -- Application for Student Teaching

The ACU Catalog states that students must receive departmental approval to enroll in student teaching. In the semester prior to enrolling in Student Teaching candidates will complete the third formal review. This review will include a transcript audit, the Dispositions Rubric, and the E-portfolio Review. If a candidate's GPA falls below the required 2.7, admission to Student Teaching will be denied. In addition, D's earned in any

professional education or content area major courses must be repeated prior to admission to Student Teaching.

Admission to Student Teaching Dispositions Rubric Procedures:

- Candidates will self-assess before the Block midterm conference.
- Block course instructors will also complete the rubric for discussion at the Block midterm conference.
- If teacher assigns any score of 1 at midterm, a growth plan will be developed and the student will be reassessed at the end of course. The rubric will be signed and placed in the candidate's Admission and Candidacy File.
- If a candidate receives a score of 1 in any area, a conference with the Teacher Education Admission Committee is required and the student **may not** be allowed to Student Teach.
- A score of 1 in any indicator in the area of Ethics/Integrity may result in dismissal from Teacher Education. See the ACU Teacher Education Academic Integrity Policy and Guidelines outlined in this handbook for clarification.

Admission to Student Teaching E-Portfolio Procedures:

- Candidates will include artifacts with reflections for ALL competencies. Candidates certifying in EC-6, 4-8, 8-12, EC-12 Special Education and EC-12 Languages Other Than English will submit the e-portfolio as part of the Student Teaching Application at midterm during the Block semester.
- Students in EC-12 Music, Exercise Science, Art and Theater will submit the e-portfolio at the end of the EC-12 Maymester Block. If the candidate does not meet criteria for admission to student teaching, the e-portfolio must be resubmitted before the end of the first summer session following the Maymester Block. This will also serve as part of the Student Teaching Application.
- In addition to artifacts for the fourteen competencies, candidates must include a philosophy of education and a resume.
- The rubric used to assess the e-portfolio can be found in the Official Forms and Rubrics section in the handbook.
- The candidate must earn a minimum average score of 2.00 with no score of 1 to be approved for enrollment in the Student Teaching.
- Candidates will have the opportunity for one re-submission if a score of 1 is earned in any category. The candidate must resubmit before the end of finals week of the Block semester.

Candidate Formal Review #4 -- Program Completion and Certification

All candidates must ultimately be recommended for certification if they desire to serve in Texas public schools. The final review in the ACU Teacher Education Program will be at the completion of Student Teaching. This review will include the final grade in student teaching, the Dispositions Rubric, and the E-Portfolio.

Program Completion Dispositions Rubric Procedures:

- Student teachers will self-assess before the mid-semester conference with the assigned university supervisor.
- The supervisor will also score the rubric to be discussed in a conference at mid-semester. The rubric will be signed by the teacher candidate and the supervisor and placed in candidate's Admission and Candidacy File.
- If a teacher candidate receives a score of 1 in any area at the mid-semester conference, he/she will be put on a growth plan.
- The rubric will be scored again at the end of student teaching and discussed in the final conference with the supervisor.
- Any score lower than a 2 in this final assessment period will result in a grade of D in Student Teaching.
- A score of 1 in any indicator in the area of Ethics/Integrity will result in automatic failure of Student Teaching and withdrawal from placement.
- Additional dispositions conferences may be called at any time in the semester by the following: the cooperating teacher, the university supervisor, the building principal, any student life administrator, any ACU faculty member, the director of field experiences, or the department chair.

Program Completion E-Portfolio Procedures:

- Candidates will include artifacts with reflections for ALL competencies.
- In addition to artifacts for the fourteen competencies, candidates must include a philosophy of education, a resume and a record of Professional Development Points.
- The candidate must earn a minimum average score of 2.00 with no score of 1 to complete student teaching with the required grade of B. An average score of 2.50 or higher is required in order to qualify for an A in student teaching.
- Any average score lower than 2.00 will result in a grade of D in Student Teaching.
- A portfolio with any score of 1 for any competency will also result in a grade of D in Student Teaching and failure to complete the Teacher Education Program.
- Candidates will have the opportunity for one re-submission if a score of 1 is earned in any category. The candidate must resubmit before the end of finals week in the student teaching semester.
- The rubric used in to assess the e-portfolio can be found in the Official Forms and Rubrics section in the handbook.

ACU Teacher Education Capstone Field Experiences

August Experience

The August Experience is a provision for teacher candidates **required** of all Teacher Education students in the final fall of their preparatory coursework. One week prior to the beginning of school at ACU in your *final fall*, you will return to campus. During that week you will participate in professional development, spend three days on a local campus assisting your cooperating teacher as he/she prepares for the first day of school, and spend the first two days of school in that classroom with your cooperating teacher. Your duties will include, but not be limited to, cleaning the room, organizing books, putting up bulletin boards, filing, attending meetings, and preparing for the first day's activities. If you are student teaching in your final fall, you will complete your August Experience with the same teacher you are assigned to for student teaching. If you are enrolled in Elementary or Secondary Block during your final fall, you will generally be assigned to the same cooperating teacher that has accepted you for your Internship.

Be aware of the timing of August Experience as you make summer plans before your final fall.

Student Teaching

Student teaching is the “capstone” course for teacher preparation and for fulfillment of state requirements for certification. Once accepted into student teaching, student teachers are assigned to cooperating teachers in the appropriate level and subject area of their intended certifications and work directly under the supervision of the classroom cooperating teachers.

During this all-day, fourteen-week experience, student teachers are expected to gradually assume the full responsibilities of the classroom teacher. These responsibilities include planning and presenting lessons, allowing for individual differences in students, maintaining classroom discipline, maintaining a comfortable learning environment, establishing a positive rapport with the class, establishing a professional relationship with school personnel, and managing student files and information.

It is important to recognize that this is a university course and will include reading and reflection assignments in addition to responsibilities in the assigned classroom. These assignments will be outlined in the course syllabus. General requirements of Student Teaching are outlined in the in the BCTC Student Teaching Handbook. This handbook is available on the Big Country Teacher Center webpage found under the resources link on Region 14 Education Service Center homepage (www.esc14.net).

A university supervisor will be assigned to each student teacher. Supervisors assess all course assignments and will schedule regular observation and evaluation sessions.

Student Teaching includes weekly seminar meetings every Monday from 4:00-5:30 p.m. These seminars are a required component necessary to satisfy course requirements. Student Teaching Seminar is not waived in lieu of labs and/or other classes offered at the same time.

Remote Student Teaching

Research shows that in the complex process of teacher preparation, the student teaching experience is the most formative. In our program, it is in student teaching that we expect our students to demonstrate mastery of the learning outcomes outlined in the ACU Teacher Education Program Competencies and Indicators. However, the theories learned in the college classroom often do not translate into practice in the student teaching experience or later as in-service teachers. This is in part because pre-service teachers do not see the relevance of these theories for the real classroom. In the midst of the complexities of the classroom, student teachers often fall back on what they have always believed or they quickly adopt the beliefs and practices, good or bad, of their cooperating teachers. There is great variance among cooperating teachers in their ability to mentor the student teacher. Therefore, the role of the university supervisor to assist pre-service teachers in developing skills in self-reflection and analysis, tying theory to practice, is extremely important.

We are best able to support student teachers in this process in the context of local placements. Remote student teaching presents significant challenges as we work to provide a seamless experience for students through course work and field experience. In addition, if student teachers encounter challenges in remote placements, we are less able to provide the support needed. Remote supervisors lack the relationship with the student teacher needed for optimal mentoring. Remote supervisors also do not have knowledge of your program of work prior to student teaching. This significantly limits their ability to assist the student teacher in making relevant connections. Often, remote student teachers are essentially “learning on their own.” This raises concerns due to our commitment to your professional development. For these reasons we have established clear processes for applying to student teach in a remote setting. These processes are outlined below:

In order to be considered for an out of area placement, the student teaching applicant must provide the following:

- 1) evidence that all certification exams have been completed and passed;
- 2) evidence that all course work has been completed and meets the standards as explained in the ACU Catalog;
- 3) a minimum GPA of 3.0;
- 4) a completed application (including Remote application and Local application) submitted to Mitzi Adams on the designated date (No late applications will be accepted);
- 5) evidence that this placement would provide a unique professional development experience that best supports his/her career goals;
- 6) evidence that a comparable placement is not available locally;
- 7) three recommendations from Teacher Education professors endorsing that you are prepared to complete student teaching with minimal support;
- 8) a recommendation from your internship cooperating teacher that you are prepared to student teach with minimal support; and
- 9) the names of three additional people who have agreed to serve as references for you. It is required that these three individuals not be the same three as those in item #7.

You may be required to complete formal observations (up to 3) in your internship placement the semester before student teaching in order to demonstrate readiness to student teach with minimal supervision.

The decision concerning approval to student teach in a remote setting will be made by a departmental committee. This committee will be made up of department faculty, staff, and a representative from any content area department relevant to your certification.

If approved, every effort will be made to accommodate the proposed placement **dependent upon** the ability to efficiently identify an appropriate supervisor and cooperating teacher. Time and budget constraints may impact our ability to accommodate your request. A \$1200 fee is attached to **all** out of area placements.

Understand that if approved, you will not be attending the weekly seminar meetings. Therefore, you will have modified assignments to ensure that you have the opportunity to show evidence of understanding and completion of seminar assignments.

Additional requirements and policies for remote student teachers:

- **August Experience:** *All* fall student teachers -- local and remote -- will return to school earlier (date to be announced) than the date ACU classes formally begin to participate in the August Experience. As a remote student teacher, you will be required to attend the Professional Development Days at the beginning of that week. Arrangements will be made for you to complete the August Experience with your cooperating teacher. The August Experience provides you with critical “first days of school” experiences and offers invaluable assistance to your cooperating teacher as he/she prepares the classroom. This experience will give you a clear picture of what it takes to prepare your classroom.
- **Professional Development Days:** You will be required to attend the Professional Development Days scheduled prior to the start of school; the Alumni in Action Conference; and the Professional Development Day at the close of the semester. For specific dates consult Mrs. Mitzi Adams, the Coordinator of Field Experiences. Participation in these events is required in order to qualify for an A or B in Student Teaching. *In addition, if concerns or challenges arise you may be required to make additional visits to the ACU campus for a face-to-face conference.*
- **Out of state placements:** It is not possible to complete student teaching out of the state of Texas unless a partnership already exists between the Abilene Christian University Teacher Education Program and the chosen school. In cases where a partnership exists, approval is contingent upon the candidate completing the remote student teaching application process and the availability of an appropriate placement.

Certification and Testing

Teacher Certification:

Students who complete the Teacher Education Program and who wish to obtain Texas teacher certification must pass the appropriate tests in professional education and in the appropriate teaching fields as required by the Texas State Board for Educator Certification (SBEC).

Approval to take the certification tests must be obtained from the Department of Curriculum and Instruction and/or appropriate subject area departments. Additional information is available from the certification officer in the Department of Teacher Education. Candidates seeking certification to teach foreign language must also pass the Texas Oral Proficiency Test (TOPT).

All candidates who plan to complete the Teacher Education Program at ACU are advised that the State Board of Educator Certification (SBEC) at times revises its certification rules, regulations, and procedures. To avoid additional requirements it is important for students to take their exams within the first year after completion. Since ACU's Teacher Education Program is aligned with SBEC, some changes in the requirements and procedures contained in the catalog may be necessary. Candidates seeking certification will be expected to meet the requirements in admissions, programs, certification and degree plans that are in effect at the time they graduate even if they are different from those in the catalog in effect upon enrollment. Candidates are encouraged to contact the Department of Curriculum and Instruction on a regular basis to learn of changes as they occur. Every appropriate effort will be made to substitute courses for students as requirements change while continuing to prepare candidates for successful completion of the certification tests.

Except with prior approval of the chair of the Department of Curriculum and Instruction, individuals who complete their degree program at ACU must take all required professional education courses in residence. Approval of an exception must be obtained by completing a *Transfer Course Application*.

Certifications Available:

EC-6 Generalist

EC-6 ESL Generalist

4-8 English Language Arts and Reading

4-8 Science

4-8 Social Studies

4-8 Math

6-12 Journalism

6-12 Speech

6-12 Business Education

8-12 Computer Science

8-12 Technology Education

8-12 English Language Arts and Reading

8-12 History

8-12 Math

8-12 Math/Physics

8-12 Life Science

8-12 Chemistry
 8-12 General Science
 8-12 Physical Science
 EC-12 Technology Applications
 EC-12 Spanish
 EC-12 Art
 EC-12 Music
 EC-12 Physical Education
 EC-12 Theatre Arts
 EC-12 Special Education
 ESL Supplement
 Special Education Supplement

TEGES Certification Exam Preparation and Registration Process:

There are at least 2 TEGES exams every candidate must take and pass in order to be recommended by ACU for teacher certification. In order to receive permission to take a TEGES exam, candidates must take a practice test if available and/or get permission from the appropriate content department. Testing costs are currently \$120.00 per exam. These costs occasionally increase. Candidates are encouraged to stay abreast of these costs by visiting the testing website. The department will make every effort to inform candidates when costs increase. Information about and registration for the TEGES exams is available at www.texas.ets.org.

The ACU Teacher Education Program makes every effort to have available all published official practice forms of the TEGES to assist candidates in their preparation. All candidates will be provided an analysis of their practice exams to identify strengths and weaknesses in domains/competencies in order to assist them in their preparation for the official certification exam(s). After completing an official practice exam, candidates will be approved to register for the official TEGES exams appropriate for the designated certification level(s) and/or field(s). A score of 75 or above on the practice exam is a strong indicator for success on the official certification exam.

In order to be recommended for certification by ACU, candidates must apply for certification and fingerprinting at www.sbec.state.tx.us. The current costs for certification include the following: Application -- \$77, Criminal Check -- \$42.25, and Fingerprinting -- \$9.95. The costs for these processes change occasionally. The ACU Teacher Education Program will make every effort to inform teacher candidates in the event that these fees increase.

Candidates will be recommended for state certification upon completing all of the following: submitting an application for certification, graduating, and successfully completing of all TEGES exams relevant to certification level and/or fields. Additional certifications can be secured directly through SBEC by a challenge process after obtaining initial certification.

Academic Integrity and Professional/Ethical Conduct ACU Teacher Education Policy and Guidelines

The Teacher Education Program at Abilene Christian University is committed to integrity and ethical conduct. It is the responsibility of faculty, staff and students to honor Christian and professional ethical principles including, but not limited to, academic integrity, honesty, and caring. Students and faculty have the right to expect their work to be assessed on its academic merit. All faculty, staff, and students are expected to espouse academic honesty and every individual is responsible for upholding this expectation. Ethical and honest behavior is required in all actions that support the Teacher Education Program's academic mission. This is also informed by the ethical expectations outlined by the Texas State Board for Educator Certification in the Code of Ethics and Standard Practices for Texas Educators. Finally, our Christian commitment calls us to the highest standards of ethical behavior and integrity.

"But now you must rid yourselves of all such things as these: anger, rage, malice, slander, and filthy language from your lips. Do not lie to each other, since you have taken off your old self with its practices." Colossians 3: 8-9 (NIV)

Examples of possible breaches ethics or integrity include, but are not limited to:

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers
2. Several people completing an assignment and turning in multiple copies, all represented either implicitly or explicitly as individual work
3. Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism)
4. The use of a textbook or notes during an examination without permission of the instructor
5. The receiving or giving of unauthorized help on assignments or exams
6. Stealing a problem solution from an instructor
7. Lying about any academic matters
8. Chapel integrity violations
9. Falsifying college records, field placement documentation, field placement evaluations and/or professional development points documentation
10. Sexual misconduct with students
11. Viewing pornography at school or with school computers
12. Illegal use of drugs or alcohol
13. Promoting alcohol or illegal drug use with students
14. Failure to accept reasonable direction from the cooperating teacher, university supervising teacher, the director of student teaching and/or the department chair
15. Other offenses that are serious ethical violations as described The Code of Ethics and Standard Practices for Texas Educators.
16. Serious violations of school district policies and regulations in the field placement district

Procedure:

In accordance with the Abilene Christian University Student Integrity Policy (see www.acu.edu/campusoffices/provost) the ACU Teacher Education Program addresses violations of integrity through a documented meeting held with the student, faculty member(s) and the department chair for the purpose of discussing the offense and the consequences.

First Offense:

If a student commits an integrity offense described in items 1-8 above the first offense will result in the following consequences:

- The student will receive a grade of zero on all relevant assignments and/or exams.
- The student will meet with the faculty member(s) and the chair and submit a formal written response, addressing lessons learned and describing personal and professional implications of the integrity breach.
- A “Formal Review of Concern” will be filed in the student’s Professional Development File.

Note: Any first integrity offense included in the description in items 9 - 16 above will result in dismissal from Teacher Education. In addition, any integrity breach committed during Student Teaching that is directly related to the Student Teaching placement and/or Student Teaching requirements will result in automatic removal from Student Teaching and a failing grade will be assigned.

Second Offense:

Any second breach of integrity as described in numbers 1-8 above will result in dismissal from Teacher Education. It is understood that a **total** of two integrity breaches, rather than two offenses in each category, will result in dismissal from Teacher Education. A breach of integrity may be reported to the Director of Teacher Education by any official ACU faculty or staff member in a position of authority over the teacher candidate including but not limited to course instructors, field experience cooperating classroom teachers, and student life personnel.

Documentation and appeals:

Questions about or appeals to this policy must be directed to the Chair of the Department of Curriculum and Instruction. It is the responsibility of the faculty to investigate and address ALL incidents where academic integrity is compromised. It is also the responsibility of faculty to provide documentation of the integrity breach for review by the student and the Director of Teacher Education in the meeting described above. Opportunity for due process will be provided.

A student may be disciplined or dismissed from an assigned field placement (including student teaching); the related course; and/or the teacher education program for unprofessional conduct, unsafe education practices, and unethical professional practices.

Teacher candidates are responsible for fulfilling their academic responsibilities in an honest and forthright manner. The ACU Student Teaching Handbook contains a full description of the disciplinary process should a student commit any of the above described prohibited behaviors.

Field Placement Dress Code

First impressions are pivotal in the formation of an impression or judgment on the professionalism, work ethic, and character of a potential employee. Initial interactions between teacher candidates and administrators or cooperating teachers play a vital role in your success as a teacher candidate and, therefore, require purposeful preparation and planning.

While understanding that freedom of expression plays a large role in personal clothing choices, it is the desire of the Department of Curriculum and Instruction to provide you with the opportunity to make informed choices as you strive for a professional presentation upon your first and subsequent interactions with local administrators and teachers.

Professional dress is required of our students every time a visit is made to local, surrounding area, and remote campuses. Professionalism begins with the first field placement required in Educational Foundations and Multi-Cultural Perspectives and continues throughout one's career.

The following specific guidelines meet with Texas and local dress code standards and satisfy ACU's requirements for professional dress:

- ACU student badge must be worn on any campus during every field experience placement through graduation. If you do not have this student ID badge, you must go by the Depot to get this made. It will cost you around \$5.00. ACU lanyards are available through the Curriculum and Instruction office.
- Appropriate and modest attire is required.
 - a. All tops must have some sort of sleeve, even if it is just a cap sleeve. Sleeveless or strapless tops are considered unprofessional. Necklines must be modest and must not reveal any cleavage.
 - b. It is important to be sure that your waistlines on your jeans, pants, and/or skirts are not so low that you are exposing underwear or skin. Exposed underwear, backs, or bottoms is unprofessional.
 - c. Some examples of items NOT to wear include but are not limited to: tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, see-through clothing, bicycle shorts, or sunshades in the building.
 - d. Any exposure of midriffs or backs is unprofessional. This means you will need to be sure that your tops come at least 2 inches below the top of the waistline on your pants or skirts so that as you move you will keep your stomach and back/bottom covered at all times.
- Clothing must be appropriately sized. Clothing that is excessively altered, slit, worn, or frayed is not professional.
- Shorts of any length are unacceptable unless serving in an athletic capacity. Bicycle shorts, volleyball shorts, or track shorts are unacceptable lengths for the school campus. Shorts should be of a length not more than 5 "above the knee. Some school policies require that long athletic pants be worn over shorts while on certain parts of the campus. The student will need to be aware of existing policies pertaining to appropriate athletic attire.
- All apparel and/or accessories must be free of references to race, alcohol products,

tobacco products, drugs, sex, vulgarity, death, suicide, or violence either explicitly or by innuendo.

- Shoes appropriate for school must be worn at all times. House shoes and shower shoes (flip-flops) are unprofessional.
- Visible body piercings or clippings are limited to the ears. If you have or acquire nose, lip, eyebrow, or tongue piercings/rings, be aware that you will be required to remove them before entering local campuses for field placements.
- Make every effort to keep tattoos covered at all times. If you are considering getting a tattoo, make a choice that would not prohibit you from having access to field experience placements in districts governed by conservative guidelines.
- Hats or caps are allowed for athletic purposes or safety only.
- Hair should be clean and appropriately groomed. Hairstyles or colors that draw undue attention or are disruptive are not professional. Unnatural hair colors, temporary or permanent, such as blue, green, purple, orange, red, or pink are considered unprofessional. Unprofessional hairstyles include but are not limited to spiked, Mohawk, unicorn, liberty, or styles that may include designs or symbols.
- Any apparel or accessory that denotes gang-related association is prohibited, i.e. rags, bandanas, chains, spiked or studded items, or other physical alterations as identified by local law enforcement.
- Facial hair: Since district policies regarding this issue vary, you will need to inform yourself of the policy that would affect you in your placement. Cleanliness and grooming are required.

In the case where the district has established standards that go beyond those outlined here, our students are required to abide by the district policy. If the district is more lenient, our students are required to abide by the policies outlined in this document.

Professional Organizations

Membership in professional education organizations has many benefits, which may include liability insurance at no cost or reduced rates, access to professional literature, and professional development opportunities. As part of the Teacher Education Program at ACU, candidates are expected to explore these organizations and join and maintain membership in at least one professional organization. There are many organizations that may meet this requirement. A partial list of organizations available follows:

State Teacher Organizations:

These organizations provide liability insurance for the pre-service and/or in-service teacher. Candidates will be required to join one of these organizations during EDUC 211. Free student membership is available for some of these state organizations. We recommend that membership be maintained throughout pre-service preparation. Candidates will be required to again document membership by the end of the first week of student teaching.

- Association of Texas Professional Educators; <http://www.atpe.org>
- Texas Classroom Teachers Association; <http://tcta.org>
- Texas State Teachers Association; <http://www.tsta.org>

National Organizations by Teaching Field:

These organizations are devoted to a particular age level or content field. We strongly recommend that you maintain an active membership in one or more professional organizations directly related to your teaching field. These organizations provide publications, conferences, and other professional development opportunities to support your continued development as a professional educator. A list of recommended professional organizations is included below:

- National Council of Teachers of English; <http://www.ncte.org>
- International Reading Association; <http://www.reading.org>
- National Council of Teachers of Mathematics; <http://www.nctm.org>
- Council for Exceptional Children; <http://cec.sped.org>
- National Association for the Education of Young Children; <http://www.naeyc.org>
- National Association for Sport and Physical Education:
<http://www.aahperd.org/naspe/>
- National Art Education Association; <http://www.naea-reson.org>
- National Science Teachers Association; <http://www.nsta.org>
- National Council for Social Studies; <http://www.socialstudies.org>
- American Alliance for Theatre and Education; <http://www.aate.com>
- National Association for Music Education; <http://www.menc.org>
- Christian Educator Association International; <http://www.ceai.org/>
- Association for Childhood Education International; <http://www.acei.org/>
- National Middle School Association; <http://www.nmsa.org/>

Kappa Delta Pi

Kappa Delta Pi is an international honor society for educators. To be a member of ACU's chapter, Theta Epsilon, a student must have a 3.0 GPA and have earned 30 semester hours.

Curriculum Materials Lab (CML)

The Curriculum Materials Lab, or CML, is located in the Education Building in room 116. The facilities are provided for student use for the completion of class projects, the construction of instructional materials and the development of lesson plans. Computer access, lamination services and supplies, as well as curriculum planning books and resources are available for use during normal operating hours. Payment for services is expected at the time services are provided. Managed by student workers with faculty/staff oversight, the CML is open weekdays and some evenings. The CML is closed each weekday at 10:50 so that student workers can attend daily chapel.

Department Grading Scale

The Teacher Education Program is committed to high academic standards. In keeping with this commitment the department has chosen to utilize the following grading scale:

A	92-100
B	83-91
C	74-82
D	65-73
F	64 and below

Writing Standards

The field of education uses the American Psychological Association (APA) standards for writing. Therefore, in courses in Teacher Education students are expected to utilize APA format for all formal writing assignments. The APA manual is available in the library and citation support tools are available on the ACU Library webpage. You are encouraged to procure a personal copy of the current APA writing style manual.

In addition, as students in a professional program it is expected that care will be given in all written communication. Accurate use of grammar and spelling is always important. It is advised that students use professionalism in written communication in e-mails as well.

Professional Development Points

It is crucial for teachers to engage in continued professional development. In order to nurture in our students this professional commitment, students are required to earn professional development points in the following courses in the Professional Development Core:

- EDUC 211 -- Educational Foundations and Multicultural Foundations (5 points)
- SPED 372 -- Introduction to Special Education (5 points)
- EDUC 411/431 -- Elementary Block (10 points)
- EDUC 412/432 -- Secondary Block (10 points)

Teacher candidates must submit appropriate documentation of professional development to the instructor of record in each course. The Professional Development Point Documentation Form can be found in the Official Program Forms and Rubrics section of the handbook. Professional Development Point Documentation Forms will be filed in the candidate's Admission and

Candidacy Folder in the Certification Office. The department will notify candidates concerning professional development opportunities as they arise. The department faculty will designate point values to each event. Points may be earned by participating in professional development events such as the following:

- Professional conferences
- Region 14 Education Service Center workshops
- Designated “ACU Summit” sessions
- ACU Alumni in Action Conference
- Teacher Education Movie Symposia
- Other department sponsored events

Failure to complete the Professional Development Point requirement will result in receiving an “Incomplete” in the course. Candidates will have one semester to fulfill the Professional Development Point requirement to have the “Incomplete” removed. Incompletes that are not removed within one semester automatically become an “F”.

Note the following policies applying to Movie Symposia:

1. No more than 2 points will be earned for participation in a movie symposium.
2. In order to earn the professional development points, the candidate must participate in any pre-viewing preparation and post-viewing discussions included in the symposium. Candidates must participate actively in the discussions in order to earn the points.
3. No more than one movie symposium can be submitted for each course in which professional development points are required.

Teacher Education Program Official Forms and Rubrics

- 1. Application for Admission**
- 2. Background Check Form**
- 3. Information Release Consent Forms**
- 4. E-Portfolio Rubric**
- 5. E-Portfolio Rational Rubric**
- 6. ACU Teacher Candidate Dispositions Rubric**
- 7. Writing Sample Rubric**
- 8. Formal Review of Concern**
- 9. Formal Review of Commendation**
- 10. Remote Student Teaching Application Form**
- 11. Professional Development Points Documentation Form**
- 12. Acknowledgment of Receipt**

1. Application for Admission

ABILENE CHRISTIAN UNIVERSITY
APPLICATION FOR ADMISSION TO TEACHER EDUCATION

Name: _____
Last First Middle Maiden

Date of application: _____ SS# _____ Banner# _____

Gender : _____ Ethnicity: _____ D.O.B. _____

Local Address: _____

City/State: _____ Zip Code: _____

Phone: _____ ACU Email: _____

Permanent Address: _____

City/State: _____ Zip Code: _____

Church Affiliation (Optional) _____

Transfer Student: No ___ Yes ___ If yes, what institution? _____

Current Classification: Fresh. ___ Soph. ___ Jr. ___ Sr. ___ Post Grad. ___

Semester hours completed _____ Have you taken the THEA? _____ Current GPA _____

Completed six hours of freshman English with a C or better? Yes ___ No ___

I am seeking certification in (check all that apply):

___ Elementary Grades (EC - 6th)

___ Middle School (4th - 8th) Area _____

___ All-Levels (EC - 12) Area _____

___ Secondary (8th - 12th) Area _____

Supplements: _____ English as a Second Language _____ Special Education

I have read and understand the criteria for admission to the ACU Teacher Education program and submit this application accordingly. I have included all required documents with this application including the following:

_____ ACU Teacher Education Handbook Acknowledgement of Receipt.

Initial

_____ TEA Ethics Statement of Affirmation

Initial

_____ Information Release Consent Forms – Mental Health and Student Conduct

Initial

 Signature of Candidate

 Date

 Printed Name

PLEASE COMPLETE THE FOLLOWING:

I want to be a teacher because:

I believe the characteristics and qualities that I will bring to the teaching profession are:

My goals as a teacher are to:

Date

Signature

2. Background Check Form



Volunteer Application, Background Check Authorization, and Release Form

ACU Volunteer Application:

Full Legal Name (incl. Middle Name): _____

Please list any alias, maiden names, or nicknames:

Banner ID: _____ Social Security Number: _____ - _____ - _____

Email address: _____ Cell/Phone #: _____

Class: _____ Major/Minor: _____

Current
Address: _____

If you have lived at this address for less than two years, please provide previous address:

List all other states/countries where you have lived with the dates:

Date of Birth: ____/____/____ (Please Attach Photocopy of Current Drivers Licenses or State ID)

Background Information:

Have you ever been convicted of a violation of any local, State, or Federal law? (Include any guilty pleas, pleas of no contest, or deferred adjudication. Do not include minor traffic violations unless the volunteer position for which you are applying requires the operation of a motor vehicle.)

NO YES

If "Yes," please describe the violation(s), the date and place of the conviction(s), and the legal disposition of the case(s): (If necessary, please attach a separate sheet.) _____

Are you currently out on bail, awaiting trial or adjudication of an arrest, or the subject of a pending criminal investigation? NO YES

If "Yes," please explain: _____

Note: A "yes" response to either of the above questions is not an automatic bar to volunteer service. Each application will be considered individually and a determination will be made regarding suitability.

By submitting this application, you agree that if you are selected to serve as a volunteer, and you are ticketed, arrested or convicted for any violation of local, State, or Federal law while continuing to serve as a volunteer, you will fully disclose that information to the university employee responsible for selecting you as a volunteer. Failure to self-report will result in loss of volunteering privileges.

Please list the name and contact information for one reference that can speak to your suitability for this position:

Background Check Authorization:

I, the undersigned, confirm that the statements made by me on this form are true, correct, and complete to the best of my knowledge and belief and are made in good faith. I understand that any false statements made on this form will void my application to serve as a university volunteer. If there are any changes in the above information, **I will notify the university employee responsible for selecting me within one week.**

Further, I authorize the Abilene Christian University to use the above information to conduct a background check on me. Specifically, I authorize the university to obtain and review any and all information concerning my background, including but not limited to records of law enforcement agencies and any state and local agencies or courts. I also authorize the university to consider such records when making decisions regarding my ability and suitability to serve as a volunteer. I further release ACU and its agents, employees, and representatives from any liability related to obtaining or reviewing the such records or its decision not to permit me to serve as a volunteer based on the information contained in this application or the records.

Applicant
Signature: _____ Date: _____

Release, Indemnification and Medical Authorization

If I am allowed to serve as a university volunteer, I, the undersigned, agree to INDEMNIFY, DEFEND, AND HOLD HARMLESS Abilene Christian University, its officers, trustees, agents, employees, and other volunteers, including student volunteers, from any and all claims, demand, suits, costs, and charges, in connection with or arising out of my work as a volunteer including, but not limited to, bodily harm or injury to myself, except only for loss, harm, or injury occasioned by gross negligence or intentional misconduct by Abilene Christian University, its officers, trustees, agents, employees, or volunteers.

Further, I authorize Abilene Christian University, its agents, employees, and other volunteers, including student volunteers to administer, or cause to be administered, at my sole cost and expense, medical treatment and/or medication to myself in the event of any emergency.

I understand that I do not have a right to serve as a volunteer and that the university reserves the right to remove me from my work as a volunteer at anytime for any reason. Moreover, I understand that as a volunteer I am **not** entitled to any employee benefits.

Applicant
Signature: _____ Date: _____

Photo Release

I hereby grant Abilene Christian University permission to interview me and/or to use my likeness in photograph(s)/video in any and all of its publications and in any and all other media, whether known or hereafter existing, controlled by Abilene Christian University, in perpetuity, and for other use by the University. I will make no monetary or other claims against Abilene Christian University use of the interview and/or the photograph(s)/video.

Applicant

Signature: _____ Date: _____

To Be Completed by University Employee Responsible for Engaging Volunteer:

Name of University Employee: _____ Date Received: _____

List all sites accessed or agencies contacted for Background Check: _____

Date Background Check Run (Please attach all results): _____ Date Reference Checked: _____

Date Consulted with Legal Services: _____ Roll Assigned to Volunteer (if any): _____

3. E-Portfolio Rubric

E-Portfolio Rubric

- 3 -- At targeted level of proficiency
- *All indicators satisfied*
 - *Clear link between artifact(s) and competency established in an applied context*
 - *Effective and accurate use of professional language*
 - *Reflection(s)/Rationale(s) demonstrate depth of thought*

**Note: ALL of the above criteria must be met in order to earn a score of 3 for a competency.*

- 2 -- Adequate development toward targeted level of proficiency
- *Does not address all indicators and/or artifact has not been applied in context*
 - *Clear link between artifact(s) and competency*
 - *Limited, but accurate use of professional language*
 - *Reflection/Rationale demonstrates a developing depth of thought*

- 1 -- Inadequate development toward proficiency
- *Does not address all indicators*
 - *Tie between the artifact and the competency is not clear*
 - *Reflection(s)/Rationale(s) is overly brief, shallow, or not included*
 - *Does not use professional language*
 - *Inadequate use of grammar and/or spelling*

**Note: Inadequate use of grammar and/or spelling will result in a score of 1 regardless of presence of all other indicators.*

4. E-Portfolio Rational Rubric

E-Portfolio Rationale Rubric

This rubric will be used as both formative feedback and for grading criteria in courses throughout the Teacher Education Program. Please refer to this rubric in the writing of your rationale statements.

3 – At standard

2 – Adequate development toward standard

1 – Inadequate development toward standard

Professional Voice

- 3 A distinct voice which provides evidence of understanding research-based instructional strategies and basic theories of learning.
- 2 Strong use of professional language. Moves beyond emotional reaction to purposeful reflection. Uses professional language accurately and effectively. Takes the perspective of a teacher.
- 1 Reflections are personal in nature or use a student perspective. Ineffective or inaccurate use of professional language.

Contextualization

- 3 Contextualizes the artifact using language that both informs and captivates the reader by reflecting on the purpose of the experience.
- 2 Provides a clear, concise description of the context of the artifact.
- 1 Context is described simply as an assignment or is not clear.

Application/Analysis/Synthesis

- 3 Makes and effectively articulates connections between multiple contexts, environments and/or learners. Critically examines the artifact and the learning it represents.
- 2 Explains how the learning represented by the artifact will be applied in professional practice.
- 1 Description of artifact is limited to original context.

Evaluation

- 3 Defends, critiques or validates professional growth represented by the artifact as it relates to the competency. Discusses meaningful elements in terms of successes, challenges, and/or growth represented by the artifact making clear connection to the competency.
- 2 Clearly demonstrates how the artifact relates to professional growth as articulated in the competency.
- 1 Relationship between the artifact and the competency lacks clarity.

Writing Conventions

- 3 Flawless and precise use of language as demonstrated by correct grammar, punctuation, spelling and other mechanics as well as clear and accurate use of terms.
- 2 Use of language which contains no mechanical errors, or at most, one or two minor errors.
- 1 Nonstandard use of language, for example, grammatical, spelling or punctuation errors. Sloppy, confusing or imprecise use of terms.

5. Writing Sample Rubric

ACU Teacher Education Admissions Writing Sample Rubric

Your writing sample will be assessed in two areas: writing development and language use. If you earn a score lower than the required level in either category, a repeat administration of the writing sample will be required before admission to Teacher Education can be granted.

Required minimum passing scores:

Writing Development – 48

Quality & development of ideas (x5)

Organization & relevance (x5)

Wording & phrasing (x3)

Language Use – 29

Grammar (x2)

Sentence Structure (x2)

Punctuation (x2)

Spelling (x2)

Writing Development

Quality & Development of Ideas (x5)

- | | |
|----------|---|
| 5 points | Articulates one clear, well-focused topic. The main idea stands out and is supported by detailed information. |
| 4 points | Main idea is clear, but the supporting information is general. |
| 3 points | Main idea is somewhat clear, but there is need for more supporting information. Some information is not connected to the main idea. |
| 2 points | Main idea lacks clarity. There is a seemingly random collection of information. |
| 1 point | Main idea is confusing. There is a lack of connection between information. |

Organization & Relevance (x5)

- | | |
|----------|--|
| 5 points | Proper paragraphing; support and elaboration of ideas; flow of thought; and clear focus are present. |
| 4 points | Paper contains three elements of organization, though relevance is maintained. |
| 3 points | Paper contains one or two elements of organization and/or relevance is lost. |
| 2 points | No elements of organization are present with little relevance. |
| 1 point | No elements of organization are present and there is no relevance. |

Wording & Phrasing (x3)

- | | |
|----------|--|
| 5 points | Writer chooses variety of words to appropriately convey thoughts and uses proper phrasing. |
| 4 points | Writer uses some variety in wording. One or two phrasing changes would improve the paper. |

- 3 points Little variety in word choice is evident or some awkward phrasing makes the paper less reader-friendly.
- 2 points Words are non-descript or boring, or phrasing makes ideas in paper hard to decipher.
- 1 point Wording and phrasing makes the ideas in the paper impossible to decipher.

Language Use

Grammar (x2)

- 5 points Writer makes no mistakes in grammar.
- 4 points Writer makes one to two errors in grammar.
- 3 points Writer makes three to four errors in grammar.
- 2 points Writer makes five to six errors in grammar.
- 1 point Writer makes seven or more errors in grammar.

Sentence Structure/Syntax (x2)

- 5 points Writer makes no mistakes in syntax.
- 4 points Writer makes one to two errors in syntax.
- 3 points Writer makes three to four errors in syntax.
- 2 points Writer makes five to six errors in syntax.
- 1 point Writer makes seven or more errors in syntax.

Punctuation (x2)

- 5 points Writer makes no mistakes in punctuation.
- 4 points Writer makes one to two errors in punctuation.
- 3 points Writer makes three to four errors in punctuation.
- 2 points Writer makes five to six errors in punctuation.
- 1 point Writer makes seven or more errors in punctuation.

Spelling (x2)

- 5 points Writer makes no mistakes in spelling.
- 4 points Writer makes one to two errors in spelling.
- 3 points Writer makes three to four errors in spelling.
- 2 points Writer makes five to six errors in spelling.
- 1 point Writer makes seven or more errors in spelling.

Note: This rubric has been adapted from the Teacher Education Admissions Writing Sample Rubric of the Indiana University East School of Education. Permission to use the rubric has been granted by the Dean of the School of Education at Indiana University East.

6. Dispositions Rubric

Abilene Christian University

Teacher Education Program

Teacher Candidate Dispositions

Name: _____

Date: _____

Effective Communication (EF)				
Disposition	Proficient - 3	Developing Proficiency - 2	Lacking in Proficiency - 1	Not Observed
Oral Expression	<input type="checkbox"/> Communicates orally in an effective, positive, respectful manner that is grammatically correct.	<input type="checkbox"/> At times, communicates in a less respectful way and/or contains some grammatical errors.	<input type="checkbox"/> Frequently, communicates orally in manner that is not effective, positive or it contains errors.	<input type="checkbox"/>
Written Expression	<input type="checkbox"/> Communicates in writing in an effective, positive manner that is free of grammar and spelling errors.	<input type="checkbox"/> At times, written communication is less effective, positive, or contains errors in grammar/spelling.	<input type="checkbox"/> Written communication is ineffective, negative and/or contains frequent errors in grammar/spelling.	<input type="checkbox"/>
Tact/Judgment	<input type="checkbox"/> Uses tact and judgment that demonstrates professional and positive communication.	<input type="checkbox"/> At times, lacks tact and/or uses poor judgment in communication.	<input type="checkbox"/> Communication is frequently thoughtless or insensitive to others' feelings and opinions.	<input type="checkbox"/>
Interaction with Peers	<input type="checkbox"/> Interacts with peers in a professional and positive manner.	<input type="checkbox"/> Generally interacts with peers in a professional and positive manner.	<input type="checkbox"/> Frequently, interacts with peers in a manner that is not professional or positive.	<input type="checkbox"/>
EF Score:				Total Score:
Comments:				
Reflective Practice (RP)				
Response to Feedback	<input type="checkbox"/> Responds to feedback in a receptive manner and is willing to try to implement suggestions.	<input type="checkbox"/> Generally responds to feedback in a receptive manner and is willing to try to implement suggestions.	<input type="checkbox"/> Does not respond to feedback in a receptive or positive manner or is not willing to implement suggestions	<input type="checkbox"/>
Personal Reflection	<input type="checkbox"/> Demonstrates a strong sense of personal awareness and can articulate how specific experiences have contributed to personal and professional growth.	<input type="checkbox"/> At times, demonstrates a limited sense of personal awareness and can somewhat articulate how past experiences have contributed to personal and professional growth.	<input type="checkbox"/> Unable to reflect on how personal experiences have contributed to the personal and professional growth or the lack thereof.	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/> Demonstrates thought and independence in solving problems.	<input type="checkbox"/> At times, lacks expected level of thought and/or independence in solving problems.	<input type="checkbox"/> Frequently demonstrates over-reliance on others to help solve problems.	<input type="checkbox"/>
RP Score:				Total Score:
Comments:				

Professionalism (P)				
Disposition	Proficient - 3	Developing Proficiency-2	Lacking in Proficiency-1	Not Observed
Attendance	<input type="checkbox"/> Attends all classes, meetings, and appointments unless absolutely unavoidable. Provides documentation when applicable.	<input type="checkbox"/> Absences do not exceed the attendance requirement of the syllabus, but are at times absences are avoidable.	<input type="checkbox"/> Absences in classes, meetings, and appointments are excessive.	<input type="checkbox"/>
Punctuality	<input type="checkbox"/> Arrives to class and other commitments at the scheduled time.	<input type="checkbox"/> Occasionally arrives at class and other commitments later than the scheduled time.	<input type="checkbox"/> Frequently arrives at class and other commitments later than the scheduled time.	<input type="checkbox"/>
Personal Appearance	<input type="checkbox"/> Adheres to stated dress code. Dresses modestly and appropriately for the the learning context.	<input type="checkbox"/> Generally adheres to stated dress code. Usually dresses modestly and appropriately for the learning context.	<input type="checkbox"/> Frequently ignores the stated dress code and/or dresses immodestly or inappropriately for the learning context.	<input type="checkbox"/>
Values Learning	<input type="checkbox"/> Values and demonstrates enthusiasm about knowledge, content and experiences presented in program.	<input type="checkbox"/> At times, does not appear interested in course content and/or other learning experiences.	<input type="checkbox"/> Openly demonstrates a negative attitude about course content and/or other learning experiences.	<input type="checkbox"/>
Collegiality	<input type="checkbox"/> Seeks opportunities to share ideas. Seeks assistance from and collaborates with colleagues in an appropriate manner.	<input type="checkbox"/> Willingly accepts opportunities to collaborate and learn from others as opportunities arise.	<input type="checkbox"/> Frequently, does not seek or accept opportunities to share, collaborate or learn from others.	<input type="checkbox"/>
Sensitivity and Awareness	<input type="checkbox"/> Does not seek undue attention.	<input type="checkbox"/> At times, calls inappropriate attention to self.	<input type="checkbox"/> Frequently draws inappropriate attention to self, interrupts or dominates conversation.	<input type="checkbox"/>
Acceptance	<input type="checkbox"/> Values the perspectives of individuals from diverse and experiential backgrounds. Considers opinions of others with an open mind.	<input type="checkbox"/> Is at times unaware of the perspectives of others and/or occasionally expresses closed opinions.	<input type="checkbox"/> Ignores and/or is openly disrespectful of the backgrounds, experiences, and/or opinions of others.	<input type="checkbox"/>
P Score				Total Score:
Comments				

Emotional Maturity (EM)				
Disposition	Proficient - 3	Developing Proficiency-2	Lacking in Proficiency-1	Not Observed
Reliability/ Dependability	<input type="checkbox"/> Exhibits reliability and dependability in all coursework as well as in all field experiences.	<input type="checkbox"/> Occasionally fails to fulfill obligations in coursework.	<input type="checkbox"/> Frequently fails to fulfill obligations in coursework and/or fails to complete field experience requirements.	<input type="checkbox"/>
Self-Initiative/ Independence	<input type="checkbox"/> Demonstrates self-initiative and independence in all coursework as well as all field experiences.	<input type="checkbox"/> Generally needs some additional encouragement or assistance in coursework and/or field experiences.	<input type="checkbox"/> Is overly dependent on others in coursework and/or field experiences.	<input type="checkbox"/>
Balanced Lifestyle	<input type="checkbox"/> Protects all aspects of personal health (physical, spiritual, emotional) to ensure fulfillment of academic and professional commitments.	<input type="checkbox"/> At times makes lifestyle choices that are not healthy and interfere with the ability to fulfill commitments.	<input type="checkbox"/> Frequently makes lifestyle choices that negatively affect personal health and prevent the fulfillment of commitments.	<input type="checkbox"/>
Conflict Management	<input type="checkbox"/> Identifies and accepts personal responsibility in conflict/problem situations. Initiates communication to resolve conflicts.	<input type="checkbox"/> Accepts personal responsibility in conflict/problem situations when approached. Is willing to work toward resolution.	<input type="checkbox"/> Does not recognize personal responsibility in conflict/problem situations and/or is not receptive to efforts toward resolutions.	<input type="checkbox"/>
Flexibility	<input type="checkbox"/> Accepts less than ideal situations when necessary and adapts appropriately to change and/or unexpected events.	<input type="checkbox"/> Exhibits moderate frustration when faced with less than ideal situations and/or unexpected events.	<input type="checkbox"/> Frequently complains and/or expresses strong frustration if faced with difficult situations and/or unexpected events.	<input type="checkbox"/>
Emotional Constancy	<input type="checkbox"/> Acts from a positive frame of reference and maintains emotional control. Expresses and responds to emotions appropriately.	<input type="checkbox"/> Occasionally acts from a negative frame of reference and/or expresses emotions in a less than ideal manner.	<input type="checkbox"/> Is frequently negative and/or expresses emotions in an inappropriate manner.	<input type="checkbox"/>
EM Score				Total Score:
Comments:				

Integrity * Failure to demonstrate proficiency in any area of this category may result in dismissal from the ACU Teacher Education Program at any point in program.				
Disposition	Proficient - 3	Developing Proficiency-2	Lacking in Proficiency-1	Not Observed
Integrity of Speech	<input type="checkbox"/> Protects confidentiality, avoids derogatory language and profanity and demonstrates sensitivity in all conversations.	NA	<input type="checkbox"/> Fails to protect confidentiality and/or uses derogatory language and profanity or demonstrates insensitivity in conversation.	<input type="checkbox"/>
Ethical Behavior	<input type="checkbox"/> Adheres to the ACU Policy of Academic Integrity, ACU Student Conduct and the Texas Educator Code of Ethics.	NA	<input type="checkbox"/> Fails to adhere to the ACU Policy of Academic Integrity, ACU Student Conduct or the Texas Educator Code of Ethics.	<input type="checkbox"/>
Sobriety and Abstinence	<input type="checkbox"/> Avoids abuse of addictive substances and behaviors and/or provides evidence of active recovery as indicated by the Teacher Education Admissions Committee.	NA	<input type="checkbox"/> Fails to avoid abuse of addictive substances and behaviors or does not provide evidence of active recovery.	<input type="checkbox"/>
I Score:				Total Score:
Comments:				

Indicate the context for this review: (Circle one)

Teacher Education Application

Student Teaching Application

Program Completion

Additional Review

If this is an additional review, please provide a description of the context of concern below. A Formal Review of Concern is recommended.

_____	_____	_____
Candidate Signature	Printed Name	Date
_____	_____	_____
Reviewer's Signature	Printed Name	Date

7. Review of Concern

8. Review of Commendation

Formal Review of Commendation

Student's Name: _____ Banner # _____

I have observed or evaluated this teacher candidate in the following context:

Advising _____ Class _____ Field Experience _____ Student teaching _____ other _____

Directions: Please describe briefly but thoroughly the behavior(s), situation(s) or class requirement(s) that motivated you to complete this form and the setting(s) in which recognized. Attach any additional relevant documentation.

I have given the student a copy of this commendation:

Signed: _____

Date: _____

9. Remote Student Teaching Application Forms

Remote Student Teaching Application

Out of Area Student Teaching Department Position

Research shows that in the complex process of teacher preparation, the student teaching experience is the most formative. In our program, it is in student teaching that we expect our students to demonstrate mastery of the learning outcomes outlined in the ACU Teacher Education Program Competencies and Indicators. However, the theories learned in the college classroom often do not translate into practice in the student teaching experience or later as in-service teachers. This is in part because pre-service teachers do not see the relevance of these theories for the real classroom. In the midst of the complexities of the classroom, student teachers often fall back on what they have always believed or they quickly adopt the beliefs and practices, good or bad, of their cooperating teachers. There is great variance among cooperating teachers in their ability to mentor the student teacher. Therefore, the role of the university supervisor to assist pre-service teachers in developing skills in self-reflection and analysis, tying theory to practice, is extremely important.

We are best able to support student teachers in this process in the context of local placements. Remote student teaching presents significant challenges as we work to provide a seamless experience for students through course work and field experience. In addition, if student teachers encounter challenges in remote placements, we are less able to provide the support needed. Remote supervisors lack the relationship with the student teacher needed for optimal mentoring. Remote supervisors also do not have knowledge of your program of work prior to student teaching. This significantly limits their ability to assist the student teacher in making relevant connections. Often, remote student teachers are essentially “learning on their own.” This is not consistent with our commitment to your professional development.

For these reasons we have established clear processes for applying to student teach in a remote setting. These processes are outlined below.

Application Requirements: In order to be considered for an out of area placement, the student teaching applicant must provide the following:

- 10) evidence that all certification exams have been completed and passed;
- 11) evidence that all course work has been completed and meets the standards as explained in the ACU Catalog;
- 12) a minimum GPA of 3.0;
- 13) a completed application (including Remote application and Local application) submitted to Mitzi Adams on the designated date (No late applications will be accepted);
- 14) evidence that this placement would provide a *unique* professional development experience that best supports his/her career goals;
- 15) evidence that a comparable placement is not available locally;
- 16) three recommendations from Teacher Education professors endorsing that you are prepared to complete student teaching with minimal support;

- 17) a recommendation from your internship cooperating teacher that you are prepared to student teach with minimal support; and
 - 18) the names of three additional people who have agreed to serve as references for you.
- It is required that these three individuals not be the same three as those in item #7.

Note: You may be required to complete formal observations (up to 3) in your internship placement the semester before student teaching in order to demonstrate readiness to student teach with minimal supervision.

It is recommended that you provide a signed waiver to each professor and/or cooperating teacher from whom you are requesting a recommendation. Recommendations that are accompanied by a waiver will be viewed as a truer reference than those submitted without the waiver.

The decision concerning approval to student teach in a remote setting will be made by a departmental committee. This committee will be made up of department faculty, staff, and a representative from any content area department relevant to your certification.

If approved, every effort will be made to accommodate the proposed placement **dependent upon** the ability to efficiently identify an appropriate supervisor and cooperating teacher. Time and budget constraints may impact our ability to accommodate your request. A \$1200 fee is attached to **all** out of area placements.

You need to know that if approved, you will not be attending the weekly seminar meetings. Therefore you will have modified assignments to ensure that you, too, have the opportunity to show evidence of understanding and completion of seminar assignments.

Professional Development Days: You will be required to attend the Professional Development Days scheduled prior to the start of school; the Alumni in Action Conference; and the Professional Development Day at the close of the semester. For specific dates consult Mrs. Mitzi Adams, the Coordinator of Field Experiences. Participation in these events is required in order to qualify for an A or B in Student Teaching.

Remote Student Teaching Application

Name: _____ **Gender:** [] M [] F
 First Middle Last Preferred Name

Certification:

[] Early Childhood – 4 [] 4 - 8 [] Generic Special Education [] ESL
 [] 8-12—Content Area(s): _____
 [] All-Level—Content Area: _____

Scores on TExES Exams: PPR Score _____ Content Test Name _____ Score _____
 Other Exams (Test Name/Score): _____

If you have not taken the required TExES exams:

What were your scores on the practice TExES exams? PPR _____ Content Tests/Score: _____
 When do you plan to take the TExES exam(s)? _____

SCHOOL REQUEST

Name of School: _____ District: _____

Address of School:

_____ Street or PO Box City State ZIP

School Telephone: _____
 (Area Code) Number

Name of Principal: _____ Phone: _____

Grade Level Requested:

1st Choice _____ 2nd Choice _____ 3rd Choice _____

Subject Requested:

1st Choice _____ 2nd Choice _____ 3rd Choice _____

School District Information

Name of Superintendent: _____ Phone: _____

Name of Personnel Director: _____ Phone: _____

Address of Administration Offices: _____ Fax: _____

Signature: _____ **Date:** _____

Printed Name _____

Record of Receipt of Information
And Acknowledgement of Responsibilities

I, _____, have read the Department Position on Remote Student Teaching. I understand that approval may be granted after I submit an application that clearly indicates the uniqueness of my situation with strong evidence that I can navigate this experience with minimal support.

_____ I understand that, if approved, placement will be dependent upon the ability to secure an appropriate supervisor and cooperating teacher.

_____ I understand that a \$1200 fee is attached to all out of area placements.

_____ I understand that if any part of my application is submitted late, it will be a not be accepted.

_____ I understand that a departmental committee will make the decision.

_____ I have read and understand why the ACU Department of Teacher Education recommends that I waive my rights to read the letters of recommendation submitted by my references. I understand that waiving my rights to read those letters is my decision to make.

Printed Name: _____

Signature: _____

Date: _____

Letters of Recommendation

Please provide the following to Mitzi Adams with your completed application packet:

- 1) names and current contact information for your three references,
- 2) stamped envelopes addressed to each of your references,
- 3) three stamped envelopes addressed to Mitzi Adams, ACU Box 29008, Abilene, TX 79699, and
- 4) one copy of your waiver statement (included as page 7 in this packet).

It is important that the information you provide below is current and accurate. It will not be the responsibility of this department to track down current contact information. It is recommended that you contact the people from whom you are asking a letter of recommendation prior to submitting these names. It is further recommended that you check phone numbers and addresses for accuracy.

Reference #1

Name:

Address:

Email:

Phone:

Reference #2

Name:

Address:

Email:

Phone:

Reference #3

Name:

Address:

Email:

Phone:

NOTE:

THIS IS A SAMPLE. DO NOT MAIL THIS FORM. THE COORDINATOR OF FIELD EXPERIENCES WILL MAIL YOUR REFERENCE REQUESTS DIRECTLY TO YOUR DESIGNATED REFERENCES.

Request for Letter of Recommendation

(This is a sample of the letter, which will be sent out from the Department of Curriculum and Instruction to the people whose contact information you provide.)

_____ has given your name as a reference. The purpose of this reference is to provide the Remote Student Teaching Committee with evidence that the teacher candidate requesting the reference is able to successfully navigate student teaching and all that it involves with minimal support. Those serving on the committee are Dr. Dana Hood, Chair of the Department of Curriculum and Instruction, Mitzi Adams, Coordinator of Field Experiences, and other members of the department. Representative members will be included from content area fields when appropriate.

In your letter of recommendation, this committee will be looking for mention of the following:

- 1) your relationship with the student
- 2) how long you have known the student
- 3) indications of the student's work ethic, maturity, ability to solve problems, inter-personal relationship skills, initiative, and healthy independence

A signed waiver guarantees that your reference will be held in confidence. The student requesting a letter of recommendation from you

_____ has provided a signed waiver.

_____ has not provided a signed waiver.

The waiver statement is held in our office. If you would like to see a copy of the document indicating that the waiver has/has not been signed, you may request that by emailing Mitzi Adams at mja07a@acu.edu and sending a fax number to which that information may be sent.

Please send your letter of recommendation in the stamped envelope addressed to Mitzi Adams no later than _____. If you have any questions, please call Mitzi Adams at 325-674-2114.

If you prefer to send your letter of recommendation electronically, you may do so. Email it to mja07a@acu.edu. If you prefer to fax it, you may send it to 325-674-2123.

We very much appreciate you for giving of your time to serve as a reference for this student. If you have any questions, you may call Mitzi Adams at 325-674-2114.

Waiver Statement

(to be signed by student prior to requesting a letter of recommendation)

Waiving your rights to read the letter of recommendation you are requesting is a decision that increases the value of the letter written on your behalf. It provides the person writing the letter with the assurance that the content of the letter of reference will not be shared with you. Thus, a signed waiver on record increases the integrity of a letter of recommendation. The Department of Teacher Education strongly recommends that you waive your rights to read the letters written by those listed below from whom you are requesting a recommendation. However, the decision is yours.

Option 1)

In accordance with provisions of the Family Educational Rights Act of 1974, as amended, I hereby waive my rights to review references requested as part of my application to student teach in a remote setting.

Signature of Student: _____

Date: _____

Printed Name: _____

Option 2)

I choose not to waive my rights to see the letters of recommendation submitted on my behalf by the references indicated.

Signature of Student: _____

Date: _____

Printed Name: _____

Full names of references I have submitted:

1) _____

2) _____

3) _____

10. Professional Development Points Documentation Form

Professional Development Points Documentation Form

Name _____

Course (Circle One)

EDUC 211 – Educational Foundations and Multicultural Perspectives

SPED 371 – Teaching Students with Special Needs

EDUC 411/431 – Elementary Block

EDUC 412/432 – Secondary Block

EDUC All-Levels Block

Professional Development Event:

Date, Time and Location of Event:

Points earned _____

Signature of Instructor

Date

Please submit a copy of any certificates received, if applicable. You must also attach a typed reflection of no less than one page, double-spaced describing your professional growth in reference to this event.

11. Acknowledgment of Receipt

Acknowledgement of Receipt

I have received and reviewed the Abilene Christian University Teacher Education Student Handbook.

Print Full Name	Signature
Date	Banner Number
Certification Level and Content Area	e-mail

Please initial and date each of the following to indicate that you have reviewed the following documents, policies and procedures:

Initials/Date

____/____ **ACU Teacher Education Domains and Competencies and E-Portfolio**

____/____ **ACU Pre-Service Teacher Dispositions Rubric**

____/____ **Criteria for Admission to ACU Teacher Education**

____/____ **Candidate Admission and Review Procedures**

____/____ **ACU Teacher Education Capstone Field Experiences**
 August Experience
 Student Teaching
 Remote Student Teaching

____/____ **Certification and Testing**

____/____ **ACU Teacher Education Academic Integrity Policy**

____/____ **ACU Teacher Education Dress Code**

____/____ **Professional Organizations**

____/____ **Department Grading Scale**

____/____ **Department Writing Standards**

____/____ **Professional Development Points**