

Abilene Christian University

Department of Education

STUDENT HANDBOOK

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I AM A TEACHER

I am a Teacher.

I was born the first moment that a question leaped from the mouth of a child.

I have been many people in many places.

I am Socrates exciting the youth of Athens to discover new ideas through the use of questions.

I am Anne Sullivan tapping out the secrets of the universe into the outstretch hand of Helen Keller.

I am Aesop and Hans Christian Andersen revealing truth through countless stories.

I am Marva Collins fighting for every child's right to an education.

I am Mary McCloud Bethune building a great college for my people, using orange crates for desks.

And I am Bel Kaufman, struggling to go Up the Down Staircase.

The names of those who have practiced my profession ring like a hall of fame for humanity...Booker T. Washington, Leo Buscaglia, Moses, and Jesus.

I am also those whose names and faces have long been forgotten, but whose lessons and character will always be remembered in the accomplishments of their students.

I have wept for joy at the weddings of former students, laughed with glee at the birth of their children and stood with head bowed in grief and confusion by graves dug too soon for bodies far too young.

Throughout the course of a day I have been called upon to be an actor, friend, nurse and doctor, coach, finder of lost articles, money lender, taxi driver, psychologist, substitute parent, salesman, politician and a keeper of the faith.

Despite the maps, charts, formulas, stories and books, I have really had nothing to teach, for my students have only themselves to learn, and it takes the whole world to tell you who you are.

I am a paradox. I speak loudest when I listen the most. My greatest gifts are in what I am willing to appreciatively receive from my students.

Material wealth is not one of my goals, but I am a full-time treasure seeker in my quest for new opportunities for my students to use their talents, and in my constant search for those talents that sometimes lie buried in self-defeat.

I am the most fortunate of all who labor.

A doctor is allowed to usher life into the world in one magic moment. I am allowed to see that life is reborn each day with new questions, ideas and friendships.

An architect knows that if he builds with care, his structure may stand for centuries. I know that if I build with love and truth, what I build will last forever.

I am a warrior, daily doing battle against peer pressure, negativity, fear, conformity, prejudice, ignorance and apathy. But I have great allies: Intelligence, Curiosity, Individuality, Creativity, Faith, Love and Laughter all rush to my banner with indomitable support.

And who do I have to thank for this wonderful life which I am so fortunate to experience but the parents, who have entrusted to me their greatest contribution to eternity, their children.

And so I have a past that is rich in memories. I have a present that is challenging, adventurous and fun, because I am allowed to spend my days with the future.

I am a teacher...and I thank God for it every day.

--John W. Schlatter

Finally, brethren, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things. Philippians 4:8

INTRODUCTION

This handbook has been developed by the faculty and staff of ACU's Department of Education to fulfill several purposes:

1. To assist you in understanding the mission, goals, and expectations of the Department of Education;
2. To guide you as you prepare to become an educator;
3. To serve as a source for important dates, deadlines and activities in your teacher education program;
4. To provide you with information regarding the support and resources that are available to you in your journey to become a professional educator;
5. To enable us to serve you better and to help you become an outstanding educator.

This handbook was developed carefully, thoughtfully, and prayerfully by the faculty of the Education Department. You will find us referring to this handbook often in our classes and in our discussions and interactions with you. We ask you to read it and study it. If you have questions, concerns, or need clarification on anything, or if you have suggestions on how this handbook can be improved, please let us know.

That according to the riches of His glory He may grant you to be strengthened with might through His Spirit in the inner man, and that Christ may dwell in your hearts through faith, that you may be rooted and grounded in love. Ephesians 3:16-17

MISSION OF THE DEPARTMENT OF EDUCATION AT ACU

The mission of the ACU Department of Education is to prepare Christian educators for service and leadership throughout the world.

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 that calls us to prepare our students to be successful, in this world and, more importantly, to attain a place (or home) in the world to come. It is through teaching, we believe, 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 your teaching. You can expect to see us model the characteristics of Christ and to have high principles in the way we conduct ourselves and our classes. 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 as a ministry.

ACU Department of Education Our Vision

The mission of ACU's Department of Education is to "prepare Christian educators for service and leadership throughout the world." It is a mission we take very seriously. At perhaps no other time in history has there been a greater need for teachers who can instill in the hearts and minds of their students, not only an understanding of their world, but an understanding that is defined by a Christian dimension.

Our vision is to prepare educators who are leaders in their profession, who exemplify both the words and spirit of Christ in their classrooms and in their communities. Our vision is to prepare educators who will lead boldly, live nobly, and serve humbly, and who will change the world, one child at a time. We will realize our vision through the accomplishment of four goals.

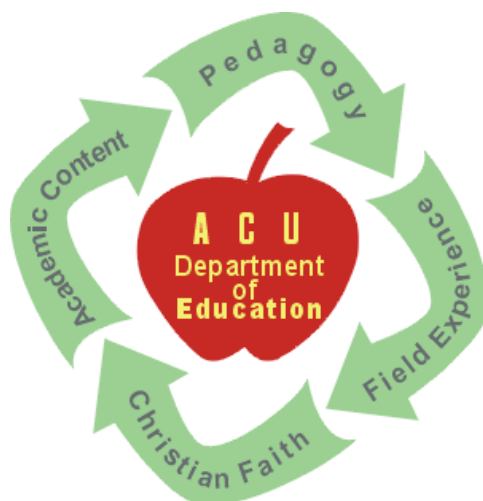
1. We will prepare educators who view their profession from a Christian perspective.

It is a unique mission of ACU's Department of Education to prepare educators who have a Christian perspective on the teaching profession. We will model and demonstrate Christian principles in our classrooms and in our relationships with our students. We will also equip our graduates with the knowledge and skills to incorporate Christian values, principles and perceptions in the curriculum they teach and in the instructional strategies they use. In countless classrooms and communities throughout the world our graduates will demonstrate Christ in word and action. They will be the leaven that changes their world by reflecting the values and principles of their Christian faith in their professional and personal lives.

2. We will prepare educators who are grounded and proficient in academic content.

Educators prepared by ACU will be firmly grounded in the content they teach, and they will complete a strong foundation of successful coursework in academic subjects. High standards of scholarship and academic rigor will be modeled by our faculty and expected

of our students. We will challenge students to demonstrate a thorough knowledge and mastery of their subject matter. Our vision is that our graduates will be prepared to help their students understand and succeed in the complex world of the 21st Century.



3. We will prepare educators who have knowledge and understanding in pedagogy.

Our vision is to prepare educators who are well-versed in the art and science of teaching. Educators prepared by ACU will be able to understand, interpret and evaluate the best practices of pedagogy and to apply those practices

in teaching students who have a variety of learning styles and needs. Our students will demonstrate knowledge of the most current thinking, research and scholarship in pedagogy, and they will learn to inspire and motivate their students to achieve their own unique potential. We will accomplish this, not only by modeling excellent teaching in our classes, but also by engaging our students in activities that will expand and enhance their understanding of the teaching and learning process, and that will energize and fuel their own creativity.

4. We will prepare educators who have extensive field-based experiences.

Our vision is that educators prepared by ACU will not only possess knowledge of content and pedagogy, but will also be equipped to put that knowledge into practice in their schools and classrooms. Through intentional and purposeful planning we will help our students become reflective practitioners by giving them many and varied experiences in actual classroom settings, by making strong connections between theory and practice throughout our program, and by supporting and mentoring our students as they develop into confident and successful teachers.

Take a hand...Open a mind...Touch a heart

One of the extraordinary gifts of Jesus Christ was his ability to teach on many different levels. As the Master Teacher he was able to both challenge and inspire the minds of his listeners. But, he was also able to reach out to the tired and troubled in the crowds, to take the hands of the hurting and provide healing and strength. And, at the same time, he touched the hearts of his listeners in ways that changed their lives forever.

Our vision is that the teachers we prepare will take the hands of those in their classrooms who are searching and struggling and that they will provide an anchor of stability, hope and comfort in lives full of chaos and confusion. Our vision is that the teachers we prepare will open the minds of their students to the vast possibilities that lie within them and within the world around them, that they will ignite a love of learning in children that will be lifelong and self-sustaining. But, above all, our vision is that the teachers we prepare will touch the hearts of their students with the unconditional love of Christ, and that they will indeed change the world, one child at a time.

Thus says the Lord, "Let not the wise man glory in his wisdom, let not the mighty man glory in his might, nor let the rich man glory in his riches. But let him who glories glory in this, that he understands and knows Me, that I am the Lord, exercising loving kindness, judgment, and righteousness in the earth. In these I delight," says the Lord. Jeremiah 9:23-24

EXPECTATIONS

As a potential professional educator there are certain expectations that we, the faculty of the Department of Education, hold for you. You are expected to be in class at scheduled times, to be prompt and to be prepared. If situations arise that make it necessary for you to be late or to miss a class you are expected to take the responsibility to discuss it in advance with the appropriate teacher.

You are expected to complete assigned work, projects, and activities on time and to give your very best effort. If there are extenuating circumstances that prevent you from completing an assignment on time, or from doing your highest quality work you are expected to discuss those circumstances with your teacher. You are expected to treat your teachers with respect at all times.

You are expected to be consistent in format for formal writing, all written assignments should be typed, neat, free of grammatical and spelling errors, and conform to the Style Manual published by the American Psychological Association.

You are expected to display Christian principles of integrity, honesty, responsibility and respect for the rights of others in the classroom and in all activities in which you represent Abilene Christian University and the Department of Education, doing your own work and giving appropriate credit when the work is the result of someone else's efforts.

You are expected to be guided in your professional conduct by the Texas Professional Code of Ethics for Teachers.

In classes and other activities in which you represent the Department of Education ***you are expected to*** conform to Christian standards of speech and dress. This means that your speech should be free of profanity and dress should be professional and modest.

You are expected to give your best effort in all aspects of your teacher preparation program and to strive for the highest standards of performance.

Humble yourselves therefore under the mighty hand of God, that in due time he may exalt you. Cast all your anxieties on him, for he cares about you. I Peter 5:6-7

Texas Examinations of Educator Standards (TExES)

The State of Texas has established professional competencies for all teachers in Texas. These competencies are the basis for the Pedagogy and Professional Responsibilities exams that are required for teacher certifications. There is also a content test that will have to be passed. These competencies are also incorporated in the teacher education curriculum at ACU. It is our goal that everyone completing our teacher education program will be able to meet and demonstrate these competencies. A more complete version of the competencies, including expanded descriptive statements, can be found in the Appendix.

DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE LEARNING

Competency 001

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Competency 003

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004

The teacher understands how learning occurs and can apply this understanding to design and implement effective instruction.

DOMAIN II—CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT

Competency 005

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

DOMAIN III—IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

Competency 007

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008

The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

DOMAIN IV—FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 011

The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

What you have learned and received and heard and seen in me, do; and the God of peace will be with you. Philippians 4:9

CHARACTERISTICS OF GRADUATES

Although the competencies listed on the previous pages are required of all teachers in Texas, teacher education has an additional dimension at ACU than is found in most other teacher education programs. We strive to instill in our students the competencies described on the previous page, but, in addition, we want our graduates to have the qualities that will enable them to uniquely influence their classroom, their school, and their community. It is our hope, prayer, and goal that everyone who completes the teacher education program at ACU will also possess the following characteristics.

Incorporate Christianity as a part of his/her teaching ministry
Views teaching as a calling, not just a job
Is prepared for service
Has high ethics and character
Has a strong sense of responsibility
Respects/Accepts students of all cultural heritages and differences
Understands and appreciates all types of learning styles
Can create a nurturing environment that,
- provides a safe community of learners
- is motivating
- is a positive climate for learning
- has high expectations for all students
Is student centered and, as such,
- are advocates for students
- are empathetic
- has concern for the whole child
Works cooperatively and collaboratively with colleagues and parents
Makes curriculum useful and meaningful to students
Is skilled in many instructional strategies
Has a proficient knowledge base in
- content
- pedagogy
- human development and behavior
Is current in educational research, i.e., learning theory, etc.
Learns the nature and skills of professional behavior
Has a "tough-minded" confidence
Is a risk-taker, willing to try new things
Models lifetime learning
Is a self-reflective teacher and learner
Is flexible and adaptable
Is a strategic thinker and good problem solver
Is motivated to be a leader in his/her school and subject area
Lives life with energy and zest

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law. Galatians 5:22

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Admission to the Teacher Education Program is not automatic and it is not synonymous with majoring in a field related to teacher certification. Admission to Teacher Education is a formal and specific process that begins in the second semester of the sophomore year (or when a student has accumulated 60 semester hours). It is dependent on the applicant meeting certain criteria which includes being approved by the Teacher Education Admissions and Review Committee. The process is governed by the requirements discussed below.

Before taking more than six hours of any combination of EDUC, EACH, SPED, or READ classes, a student must be admitted to the Teacher Education Program. To be admitted to the Teacher Education Program, a student must:

1. Complete at least 60 hours of credit;
2. Have a minimum Grade Point Average (GPA) of 2.7 cumulative and a 2.7 GPA in your teaching field. Any student who does not have a 2.7 cumulative GPA after 60 hours will be given one semester of probation to improve his/her GPA. If the cumulative GPA is not 2.7 or above at the end of that semester the student will be asked to consider other options in regard to a major. The student may reapply for teacher education when his/her GPA meets the 2.7 requirement.
3. Complete 9 hours of English if an Elementary or Middle School major; complete 12 hours of English if Secondary or All Level major; no grade lower than a C accepted;
4. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score of 260 or above on the Reading section, 240 or above on the Math, and 220 or above on Written Language. (We do not accept exemptions for the THEA).
5. Complete and submit an application for admission into the Teacher Education Program;
6. Have three written recommendations from faculty members who are familiar with the student's work and can discuss his/her potential as a teacher;
7. Have approval by the Dean of Students (*Note: Done through contact of the Department of Education and the Dean of Students*);
8. Have health and physical clearance from the university doctor or nurse *if deemed necessary* by the Teacher Education Admissions committee.
9. Receive approval from the Teacher Education Admissions and Review Committee.
10. Participate in the Departmental reception for new teacher education students.

Any exemptions or modifications to the above requirements due to special circumstances must be requested through the Chair of the Department of 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 prescribed criteria as described in this Handbook.

Procedures

In order to insure that ACU continues in its history of producing outstanding teachers for public and private schools, a series of four checkpoints have been developed and implemented in the Teacher Education Program. These checkpoints will assist in monitoring each teacher education candidate's progress toward becoming a professional educator. The checkpoints will also assist students in determining their potential for success in the teaching field.

Four Checkpoints for Teacher Education Students

- _____ 1. Admission to Program
- _____ 2. Review of Progress (Before enrolling in ECUC 411/431 or EDUC 412/432)
- _____ 3. Admission to Student Teaching
- _____ 4. Recommendation for Certification

Checkpoint #1: Admission to Program

The first class most students should take in the Education Department is the three-credit hour course "Education Foundations and Multicultural Perspectives." In this entry level class, the review criteria and process for admission to the Teacher Education Program will be explained, and students will begin the admission process. This class will serve as the entry point and the first checkpoint for students seeking to enter the Teacher Education Program. Students will also have an opportunity to observe in schools to gain a better understanding of whether education is an appropriate profession for them and at which grade level they would feel most comfortable.

As part of the course "Education Foundations and Multicultural Perspectives," or before a student has taken more than six hours of professional education classes, an "Application for Admission to Teacher Education" must be completed. This form must be returned to the Education Department Office, Chambers 110. The student should also contact three faculty members who are familiar with his/her work and request that they complete a reference form (see Appendix) and return it directly to the Department of Education office. The Department Office will check the student's number of hours, GPA, THEA scores, English hours and English grades.

Twice in the fall semester and twice in the spring semester (more often if necessary) the Teacher Education Admissions and Review Committee will meet to review applications. Students who have completed applications on file and who meet all other criteria will be considered for admission.

.The Committee will make a decision on all applications. The

Committee may decide to:

- 1) Approve an applicant;
- 2) Not approve an applicant;
- 3) Provisionally approve an applicant with specified conditions.

A letter will be sent to each applicant informing him/her of the Committee's decision. Once a student has been admitted to the Teacher Education Program, he/she will be permitted to enroll in appropriate EDUC, EACH, READ, and SPED classes. To remain in the teacher education program students must make satisfactory progress in their education classes as determined by the Teacher Education Admissions and Review Committee. They must maintain a 2.7 overall GPA and a 2.7 in their content, with no grade lower than a "C" in EDUC, EACH, READ, or SPED classes.

Checkpoint #2: Review of Progress

A second checkpoint will occur when teacher education candidates prepare to enroll in their elementary or secondary block classes (EDUC 411/431, Elementary; EDUC 412/432, Secondary). Faculty members who teach those classes will review the list of students enrolled. Any candidate about whom faculty have concerns will be asked to meet with the faculty members to discuss those concerns. If those concerns are not resolved at this meeting, the candidate will be referred to the Teacher Education Admissions and Review Committee. The Committee will meet, examine all information relating to the concerns, and obtain additional information, if necessary. The Committee will then make a determination regarding whether or not the candidate will be permitted to continue in the Teacher Education Program by enrolling in the Education Block (EDUC 411/431 or EDUC 412/432). A conference will be held with the student to discuss the concerns and provide support and assistance in determining career options.

Checkpoint #3: Admission to Student Teaching

A third checkpoint will occur after a teaching candidate has satisfactorily (B or better) completed the Block classes and is ready to begin student teaching. **No student who makes lower than a “B” in any elementary or secondary block class will be allowed to enroll in student teaching.** Faculty members in the Education Department will review the list of students who have enrolled for student teaching. Any faculty member who has a concern about a specific candidate’s readiness to begin student teaching will bring that concern to the Department Chair. The Chair will request that the Teacher Education Admissions and Review Committee meet to review the concern with the faculty member(s). The Committee will then make a decision regarding whether or not to allow the candidate to begin student teaching.

Checkpoint #4: Recommendation for Certification

The final checkpoint in the Teacher Education Program will occur toward the end of a candidate’s student teaching experience. If the Student Teaching Team* believes that the student has not performed successfully in the student teaching assignment, the Team will meet to consider options. These options may involve having the student retake all or part of student teaching, or allowing the student to graduate without successfully completing student teaching. If a student graduates without completing student teaching, he/she will not be recommended for teacher certification and will not be a program completer of the ACU teacher education program. A student in this situation will need to graduate with a CIND degree.

*The Student Teaching Team consists of the Director of Educational Field Experiences, the student’s student teaching supervisor, the student’s cooperating teacher(s), and the appropriate school principal.

Do not lay up for yourselves treasures on earth, where moth and rust consume and where thieves break through and steal, but lay up for yourselves treasures in heaven, where neither moth nor rust consumes and where thieves do not break in and steal. For where your treasure is, there will your heart be also. Matt. 6:19-21

PROCEDURES FOR TEACHER EDUCATION ADMISSIONS AND REVIEW COMMITTEE

The first step in the process is when a student completes an “Application for Admission to Teacher Education” and turns it in to the Department Office. The student will request that three ACU faculty members complete a reference form to be sent directly to the Department of Education.

Other information will be collected by the department secretary pertaining to the criteria for admission to the teacher education program. This information will be recorded and placed in the student’s folder. When all of the information needed is collected and received on a student, the file will be placed in a section of the file cabinet for completed files.

At specified times during the semester, the Department Chair will review admission files and determine which candidates are ready to be considered for admission to the program.

Letters will then be sent to each applicant informing her/him of the committee’s decision. Students admitted to the teacher education program are required to attend the next scheduled student reception. These receptions will take place following some department chapels.

...but, one thing I do, forgetting what lies behind and straining forward to what lies ahead, I press on toward the goal for the prize of the upward call of God in Christ Jesus.

Philippians 3:13-14

TEACHER EDUCATION CHECKLIST

(Use this list to track your progress toward admission and certification)

I. Stage One

- A. THEA passed with 260 or above on Reading, 240 on Math, and 220 on Writing
- B. Enroll in and complete EDUC 211 “Education Foundations and Multicultural Perspectives)
- C. Complete and submit Application for the Teacher Education Program
- D. References completed and returned
- E. Remaining criteria for admission to Teacher Education completed:
 - All English courses completed with satisfactory grades (2.0 GPA, no English grade lower than ‘C’);
 - Overall GPA of 2.7 or above
 - Approval from Dean of Students
 - Satisfactory references received
- E. File reviewed by Department chair and determined to be complete.
- F. Admitted to Teacher Education Program by Teacher Education Admissions and Review Committee

II. Stage Two

- A. Continue other coursework required for certification and prerequisites for the block
- B. Enroll in EDUC 412/432 Secondary, EDUC 411/431 Elementary as determined by your specific degree program
- C. Approval for block classes

III. Stage Three

- A. Complete EDUC 412/432 (Secondary) or EDUC 411/431 (Elementary) with a grade of “B” or better
- B. Complete TExES Preparation Lab

___C. Take Practice TExES tests in PPR (Pedagogy and Professional Responsibilities) *and* content (EC-4 Generalist; Middle School; Exercise Science; Math, etc.)

___D. Make 75% on practice tests before taking real exam.

___E. Suggest remediation if not scoring 75% or higher on TExES practice test.

___F. Retake practice TExES test(s)

___G. Obtain approval to take the actual TExES/EXCET exams (from content dept. and Education dept.)

___H. Complete any requirements of content department for the TExES

___I. Register for TExES test(s)

___J. Take appropriate TExES/EXCET exams

___K. Pass appropriate TExES/EXCET exams.

II. Stage Four

___A. Complete Application for Student Teaching

___B. Admitted to Student Teaching by Admissions Committee

III. Stage Five

___A. Satisfactorily complete Student Teaching

___B. Complete Bachelors Degree

___C. Apply for Teacher Certification

___D. Complete fingerprint testing through the State

Keep your heart with all diligence; for from it flow the issues of life. Proverbs 4:23

TE_xES PROCEDURES

Most states require a standardized test(s) for teacher certification. In Texas the Texas Examination for Educator Standards (TE_xES) is required for this purpose. All candidates for teacher certification are required to take two or more TE_xES exams. For some certifications, the old EXCET exams are still being used until those can be revised. For a complete list check the SBEC website (www.getcertifiedtexas.com). Everyone must take a Pedagogy and Professional Responsibilities TE_xES test for the intended level of certification. As of the fall, 2002, there are four levels of certification—Early Childhood through 4th grade; Middle School (4th through 8th grades); High School (8th through 12th grades); and All-Level (EC-12). Candidates for Elementary Teacher certification must also take the EC-4 Generalist TE_xES. Candidates for High School or Middle School Teacher certification must take a TE_xES test in every subject for which certification is sought (i.e. English, Math, etc.). For a list of TE_xES exams see the latest TE_xES Registration Bulletin. Remember that these exams are constantly being revised, with exams being deleted and added, so keep checking the current exam listings from the State Board for Educator Certification at their website: (www.sbec.state.tx.us).

Because passing the TE_xES test(s) is essential for certification, the Department of Education has established procedures to give every teacher education student the best opportunity to be successful with the TE_xES. Competencies covered by the Pedagogy and Professional Responsibilities TE_xES tests will be covered in all Education classes, and it is important that students take these competencies seriously from their very first education class and make every effort to understand and master each competency. In addition, exam questions will be used in each education class that conform to the format used in the TE_xES tests.

During the elementary and secondary block classes, students will be required to register for, and successfully complete, a required TE_xES Preparation Lab. These required lab sessions will review the format of the TE_xES exam, the competencies on which the exam is based, and the special principles of the test. Attendance at these lab sessions is mandatory for all students seeking approval to take the TE_xES.

At the successful conclusion of the preparation labs, students will be given the opportunity to take practice TE_xES exams in PPR and in their content area. Students who do not pass the practice TE_xES will be required to continue the TE_xES Preparation Lab for further preparation and remediation.

In order to register for the TE_xES/EXCET each student must be approved by the Director of Certification and Testing and by the appropriate content department.

Students who have special learning needs are allowed testing modifications on the TE_xES as provided for by the Americans with Disabilities Act (ADA). If you are a student with special learning needs you may be eligible to apply for modifications after being issued a Bar Code. These modifications are in your best interests and it is important that you discuss them with the Department of Education and with the Writing Center, Department of Tutoring or Department of

Alpha Academic Services as soon as possible.

Any questions you may have about applying to take the TExES exams or receiving your TExES scores or which TExES exams you are required to take may be directed to the Teacher Certification Officer, Ronnie McQueen (mcqueenr@acu.edu) in Room 119C of Chambers Hall on the ACU Campus or regular mail at:

Teacher Certification Office, ACU Box 28228, Abilene, Texas, 79699. If you have questions about the TExES exam content, these should be directed to the appropriate faculty member(s) for the specific area of study involved.

Whatever you do, work at it with all your heart, as working for the Lord, not men...It is the Lord Christ you are serving. Colossians 3:23-25

THE TEACHER CERTIFICATION PROCESS

What is a teacher's certificate and how do I get one?

The teacher certificate authorizes a person to teach in the public schools of a specific state. One thing to bear in mind is that the completion of your degree does not automatically mean that you have completed the requirements for a teaching certificate.

The requirements for obtaining a certificate to teach include the earning of a Bachelor's degree but they are not limited to those degree requirements. The degree comes from The University while the certificate comes from The State of Texas.

Steps to Obtaining Your Teacher Certification through the ACU Department of Education

Note: These requirements are applicable to the State of Texas. If you plan to teach in a state other than Texas, you must meet that state's certification requirements in order to teach there. Each state's certification requirements are unique to the state. We strongly recommend that you seek a Texas Teacher Certification while you are here. Many of our students, who vowed they never would, do return to Texas and work as teachers a few years after they leave. You also need to know that it is much harder to come back and get your teaching certificate after being away for a number of years because you have to meet the new requirements that have been added since you left. It is much easier to get your Texas certificate now than it will be later. The fee for certification is more likely to go up, than down.

Step One. You must maintain an overall G.P.A. of 2.7 or higher and a 2.7 in your content area. You must also complete all three parts of the THEA test with a score of 260 or above on the Reading section, 240 or above on the Math section, and 220 or above on the Writing section before you will be allowed to enroll for more than six hours of EDUC courses. *Note: There are no exemptions for the THEA.*

Step Two: Secure admission to the ACU Teacher Education Program. Students apply for admission during EDUC 211.

Step Three: Follow the degree plan prepared for you by an advisor if you are a post baccalaureate student; if you are an undergraduate student, follow the certification plan for your program outlined in the current catalog. The contact person for certification concerns and problems is the ACU Certification Officer or Assistant to Certification.

Step Four: Pass all of the required tests for your program as soon as you become eligible, including THEA and TExES tests. TExES tests can be taken during the semester in which students are enrolled in their appropriate Block courses once approved for the tests. Information regarding the approval process and the testing schedule will be provided by the Block instructors. These TExES exams can also be taken anytime after the semester in which you become eligible. You might want to spread out your TExES exams over more than one examination day if you have teaching fields or areas of certification that require a separate exam. You can only take two exams in a test day, but we recommend that you only take one in a day.

Step Five: Complete the teacher certification application forms that are online at www.sbec.state.tx.us. This can be done at the end of Block or the beginning of your student teaching. SBEC will send notification that you have applied to the Teacher Certification Officer. The Teacher Certification Officer will verify that you have met all the requirements for the certification level and field for which you are applying and send an electronic approval to SBEC. You will also be required to submit your fingerprints to SBEC for analysis. This must be submitted on official forms and the Teacher Certification Officer will provide the materials for that.

Step Six: If you are applying for a teaching position and your teaching certificate has not been finalized you may request a Letter of Anticipation from the Certification Officer or Assistant to Certification (certification@acu.edu).

You are the light of the world, a city set on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in Heaven. Matthew 5:14-16

FIELD EXPERIENCES

Selected courses in the teacher education program have field experience requirements.

These requirements are typically stated in terms of the number of hours students are to spend in assigned classrooms. Field experiences are included in these courses to give teachers in training:

- A. An opportunity to observe and interact with diverse learners in grade level appropriate teaching/learning environments;
- B. An opportunity to participate in activities which are an integral part of the work of teachers;
- C. Early opportunities to view the craft of teaching from a teacher's perspective;
- D. An opportunity to reflect upon the teaching profession as an appropriate vocational choice.

Field experiences are designed to move education students through a continuum of involvement with students and teaching that ranges from simple observations through carefully structured initial teaching experiences to a culminating student teaching experience in which the teacher in training gradually becomes fully responsible for planning and instruction in the classroom.

Students who are engaging in field experiences are to assume the professional demeanor of teachers. **Attendance is an absolute and even unavoidable absences must be made up.** Students should respect the cultural milieu of the school in terms of appropriate dress, sign-in and reporting requirements, confidentiality, and collegial relationships with school personnel. In all field experience relationships, a Christ-like attitude of service should be uppermost in the student's approach. (Note: Students in field experiences should recognize that they might be judged in many areas, including appearance. Your appearance may be held to a higher standard than that of the

cooperating teacher. Visit with your field experience teacher or your supervisor if you are concerned about the appropriateness of your dress.) **Any student who falsifies a signature on a field experience form or report will receive a failing grade in the class in which the experience was required.**

Field experiences will be arranged and assigned by the director of field experiences in cooperation with the director of personnel and other administrators of local school districts. Any exceptions to this will be determined by the director of field experiences. **Students should not arrange their own field and practicum experiences.**

The following are the courses that require field experiences and the number of hours required by each course.

EDUC 211 – Education Foundations and Multicultural Perspectives 20 hours

READ 460 -- Reading Assessment and Correction 25 hours

EACH 466/451 -- Education of the Young Child

Guidance in Early Childhood 30 hours

EDUC 411/431 -- Elementary Curriculum, Materials, and Media

Management and Methods (Elementary Block) 45 hours

EDUC 412/432 -- Secondary Curriculum and Media

Management and Methods (Secondary Block) 45 hours

EDUC 490,491,492,493,494 Student Teaching 14 weeks

EDUC 495,496,497,498,499 Internship (1 school year)

Field experiences provide wonderful opportunities to gain knowledge and understanding of schools, to explore various professional options available to teachers, and to reflect on your own potential and growth as an educator. Take full advantage of these opportunities and use them to facilitate your development as a teacher.

Let us hold fast the confession of our hope without wavering, for he who promises is faithful; and let us consider how to stir up one another to love and good works...Hebrews 10:23-24

SERVICE

At Abilene Christian University we believe that teaching is a ministry, an opportunity to serve God by serving others. We, therefore, encourage all teacher education students to take advantage of the many avenues for service available at ACU and in Abilene and the surrounding communities. Some opportunities that are particularly suited for education students include:

Treadaway Kids

Wildcat Kids

Rainbow Kids

AISD Reading Partnership

Big Brother/Big Sister

Weekend and Spring Break Campaigns

Leading and assisting with Bible Classes at local churches

Besides providing opportunities to serve and contribute to the community, these activities can be a valuable and useful experience for the prospective teacher. For more information about these or other service opportunities contact the ACU Volunteer Service-Learning Center.

PROFESSIONAL EDUCATION GROUPS

To continue to grow and develop as an educator it is important to become involved in professional education organizations. You will find such organizations to be of great benefit to you in forming professional relationships with colleagues and enhancing your knowledge and skills.

Memberships in professional organizations can provide a continuing source of satisfaction and fulfillment and also allow you to expand your influence and impact as an educator. It is helpful to begin such associations as early as possible in your career. There are a number of opportunities for professional membership available while you are still a student. We urge you to choose one or

two that you feel are most suited to your needs and become involved. You may wish to contact a faculty member about one of the following.

HONOR SOCIETIES

Kappa Delta Pi, an international honor society in education, founded in 1911. Junior students with a 3.0 G.P.A. who are in good standing with the Department may be considered for membership. KDP publishes professional journals and provides other resources to assist teachers. ACU has a very active chapter. Contact Dr. Jerita Whaley.

Pi Lambda Theta is both an honor society and a professional association in education. It was organized in 1910 and provides many resources for educators. A Direct Honors Program provides a convenient way for students to become members. Contact Dr. Jerry Whitworth, Chair of Education Department.

PROFESSIONAL ORGANIZATIONS

The Council for Exceptional Children is the world's largest association for professionals working with children and youth with special needs. There are 17 different divisions in CEC addressing every aspect, interest and dimension of exceptional child education. Contact the Chair of Education Department.

The International Reading Association is perhaps the largest and most influential association dealing with issues of reading. They are well known for their research and their support for quality reading programs. Contact the Director of Reading Clinic.

Christian Educators Association International is composed of classroom teachers who profess the Christian faith and who are interested in integrating their faith with their teaching. They sponsor a national conference and can provide access to resources helpful in integrating the Christian faith with learning. Contact the Chair of the Education Department.

National Association for the Education of Young Children is the defining organization for

developmentally appropriate practice in early childhood. There are regional and state affiliates as well. For information contact the Director Elementary and Early Childhood Programs.

You are also encouraged to talk to your professors about membership in content-specific organizations (math, science, etc.). In addition, representatives from such teacher organizations as the Texas Student Education Association (TSEA) and the Association of Texas Professional Educators (ATPE) regularly visit the campus and provide information to interested students regarding their organizations.

Each second we live is a new and unique moment of the universe, a moment that will never be again. And what do we teach our children? We teach them that two and two make four, and that Paris is the capital of France.

When will we also teach them what they are?

We should say to each of them: Do you know what you are? You are a marvel.

You are unique. In all the years that have passed, there has never been another child like you. Your legs, your arms, your clever fingers, the way you move.

You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is, like you, a marvel?

You must work – we must all work – to make the world worthy of its children.

--Pablo Casals

MAKING TEACHING YOUR MINISTRY FOR LIFE
BY DAN A. WHITE, Ed.D.
PROFESSOR OF EDUCATION

Well, here you are in the Education Department preparing to become a licensed teacher. Do you ever wonder why you are here? How did you arrive at this key juncture in your life? Did someone tell you that you should become a teacher? Who told you this and do you still trust their judgment? When did they tell you? Is their opinion still relevant? Are you still trying to be obedient to that person or those persons who told you to become a teacher or has this goal that someone else had for you become your goal now? Do you feel that you are preparing for a life of Christian Service and Leadership wherever you may live for the rest of your life?

To many of us who have gone before you into the profession of teaching it is a life of dedication, and it is our ministry both as a group of Christians and as individuals. We see the life of teaching as a reflection of our Lord Jesus Christ's earthly existence because much of what He did on earth, as recorded in scripture, was centered around the act of teaching others about Himself, about God The Father, and about The Holy Spirit. He not only taught with His words, but with His living example as well. Teachers are expected to do this, too, and their example is so important to their students that a value can't be placed on it, just as His gift to mankind was invaluable and unearned.

So, just as you would choose any ministry or vocation only after prayerful deliberation and research, carefully consider teaching before entering into it as a ministry. Don't enter teaching as a back-up career option if other things don't work out. If you do both you and your students will suffer for it. Be realistic about the compensation that teachers receive. It's not great compared to some other careers. If financial rewards are important to you, you may need to explore a different ministry that offers the monetary compensation you desire. In other words, you shouldn't enter the ministry of teaching by default or by happenstance. You must enter this ministry by choice, on purpose, and from within yourself. Otherwise it's just a job and there are jobs that pay better.

Teaching must be your choice for a life's work if it is to truly be a ministry. Here are three ways in which the ministry of teaching can work in your life. One way is the ministry of university faculty to students. We do this best by presenting a model of the Christian Evangelistic life style to our students. We try to minister through our lives to show what it means to be a Christian and a teacher. A second way to minister through teaching is from one university student to another. Your fellow university students need help and support from time to time just as you do. So be proactive, get involved during your college career. Seek ways in which you can serve, support and minister to your fellow students. The third way that the ministry of teaching can work is when you minister to your students. The impact of this ministry is huge because graduates of ACU's teacher education program are in classrooms all over the world, teaching and influencing lives. It means so much when you minister to your students through your teaching.

"Preparing Christian Educators for Leadership and Service Throughout The World" is the Abilene Christian University Department of Education's goal. Thousands of our graduates, scattered throughout the world are living that goal. We hope it is a goal you will realize as well. The faculty hopes that these thoughts on making teaching your life-long ministry are helpful and encouraging to you as you prepare to become a teacher. You are receiving our best. Pass it on!!

APPENDIX

**APPLICATION FOR ADMISSION TO TEACHER EDUCATION
ABILENE CHRISTIAN UNIVERSITY
(Please return to Room 110 Chambers Hall)**

Name _____ Date: _____ Email: _____

Last First Middle Maiden

SS# _____ Banner # _____ Sex: _____ Ethnic: _____ D.O.B. _____

Local Address: Street: _____ City: _____

Zip Code: _____ Phone: _____

Home Address: Street: _____ City: _____

State: _____ Zip Code: _____ Phone: _____

Transfer Student: No ___ Yes ___ If yes, what Institution: _____

Date first enrolled at ACU _____ Class: Soph. ___ Jr. ___ Sr. ___ Post Grad. ___

Semester hours completed _____ Current GPA _____ "C" or higher in English? Yes ___ No ___

Elem/MS: Completed six hrs. of Freshman and three hours of Soph. English? Yes ___ No ___

Secondary: Completed six hrs. of Freshman and six hours of Soph. English? Yes ___ No ___

If no, please explain: _____

Have you taken the THEA (TASP) test? _____ If yes, date of test: _____

If no, when do you plan to take the THEA? _____

I expect to teach in (check):

____ Elementary Grades (EC - 4th) ____ Middle School (4th - 8th) ____ All-Levels Area: _____

____ Secondary (8th - 12th) - Area of Concentration: _____

(example: English, Mathematics, etc.)

____ English as a Second Language ____ Other, Specify _____

I submit the following three Abilene Christian University professors for recommendations; at least one from my area of concentration (if secondary):

Name _____ Department _____

Signature of Student _____

Please read and sign
Criteria and Requirements for Teacher Education

Before taking more than six hours of any combination of EDUC, EACH, SPED or READ classes, a student must first be admitted to the Teacher Education Program.

To be admitted to the Teacher Education Program, a student must:

1. Complete at least 60 semester hours of credit;
 2. Have a minimum Grade Point Average (GPA) of 2.7 cumulative and a 2.7 GPA in your teaching field. Any student who does not have a 2.7 cumulative will be given one semester of probation to improve his/her GPA. If the cumulative GPA is not 2.7 or above at the end of the semester the student will be asked to consider other options in regard to a major. The student may reapply for teacher education when his/her GPA meets the 2.7 requirement;
 3. Complete 9 hours of English if an Elementary or Middle School major; complete 12 hours English if Secondary or All Level major; no grade lower than a C accepted;
 4. Pass all three sections of the Texas Higher Education Assessment (THEA) test, with a score of 260 or above on the Reading section, 240 or above on the Math, and 220 or above on Written Language. (We do not accept exemptions for the THEA).
 5. Complete and submit an application for admission into the Teacher Education Program;
 6. Have three written recommendations from faculty members who are familiar with the student's work and can discuss his/her potential as a teacher;
 7. Have approval by the Dean of Students (*Note: Done through contact of the Department of Education and the Dean of Students*).
 8. Have health and physical clearance from the university doctor or nurse *if deemed necessary* by the Teacher Education Admissions committee.
 9. Receive approval from the Teacher Education Admissions and Review Committee.
 10. Participate in the Departmental reception for new teacher education students.
- . Any exemptions or modifications to the above requirements due to special circumstances must be requested through the Chair of the Department of 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.

I have read and understand the criteria and requirements above:

Signature of Student: _____

DEPARTMENT OF EDUCATION - TEACHER EDUCATION SELF-EVALUATION

Student: _____ I.D. # _____

Area of Study: _____

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** _____

PLEASE COMPLETE THE SELF EVALUATION FORM

1.	PROJECTS FRIENDLY, AMIABLE MANNER seldom smiles, hesitates to speak	1	2	3	4	(SELF-EVALUATION) smiles frequently, shows interest in others	5
2.	USE OF GRAMMAR AND SYNTAX poor construction of sentences	1	2	3	4	excellent construction of sentences	5
3.	ABILITY TO COMMUNICATE has difficulty making ideas understood by others	1	2	3	4	expresses ideas clearly to others	5
4.	POISE AND SELF CONFIDENCE insecure, easily upset	1	2	3	4	sure of self, not easily upset	5
5.	MOTIVATION low degree of self direction	1	2	3	4	high degree of self direction	5
6.	PERSONAL APPEARANCE Makes poor impression	1	2	3	4	shows excellent taste	5
7.	CONCERN FOR OTHERS indifferent to needs of others	1	2	3	4	deeply concerned for others	5
8.	RESPONSIBILITY AND RELIABILITY rarely fulfills obligations	1	2	3	4	assumes and fulfills responsibilities	5
9.	REACTION TO SUGGESTIONS resists or ignores criticism or suggestions	1	2	3	4	solicits and applies constructive suggestions	5
10.	EFFECT OF PERSONALITY ON OTHER PEOPLE antagonizes and irritates others	1	2	3	4	influences others positively	5
11.	EMOTIONAL CONTROL hyperemotional, little or no self control	1	2	3	4	high degree of self control	5
12.	JUDGMENT (use of common sense and logic as well as academic knowledge in arriving at decisions) frequently misses important ideas	1	2	3	4	usually selects important ideas	5
13.	SPEECH does not articulate clearly	1	2	3	4	voice and words are clear	5
14.	INDUSTRY seldom works	1	2	3	4	undertakes additional work	5

TEACHER EDUCATION SCREENING

STUDENT _____ BANNER# _____

AREA OF STUDY: _____

Student took your class (Semester)

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, I hereby waive my rights to review this personal reference.

Student _____ HAS / _____ HAS NOT signed waiver.

Date _____ Signature _____

STUDENT

FACULTY:

Please express your professional opinion of this applicant's teaching personality.

How would you feel about having your child or grandchild in this applicant's classroom?

PLEASE COMPLETE THE FORM ON THE BACK

Date _____ Evaluator: Signature _____

(Please Print Name)

PLEASE RETURN FORM TO EDUCATION DEPARTMENT - ACU BOX 28228

1.	PROJECTS FRIENDLY, AMIABLE MANNER seldom smiles, hesitates to speak	1	2	3	4	5	smiles frequently, shows interest in others
2.	USE OF GRAMMAR AND SYNTAX poor construction of sentences	1	2	3	4	5	excellent construction of sentences
3.	ABILITY TO COMMUNICATE has difficulty making ideas understood by others	1	2	3	4	5	expresses ideas clearly to others
4.	POISE AND SELF CONFIDENCE insecure, easily upset	1	2	3	4	5	sure of self, not easily upset
5.	MOTIVATION low degree of self direction	1	2	3	4	5	high degree of self direction
6.	PERSONAL APPEARANCE Makes poor impression	1	2	3	4	5	shows excellent taste
7.	CONCERN FOR OTHERS indifferent to needs of others	1	2	3	4	5	deeply concerned for others
8.	RESPONSIBILITY AND RELIABILITY rarely fulfills obligations	1	2	3	4	5	assumes and fulfills responsibilities
9.	REACTION TO SUGGESTIONS resists or ignores criticism or suggestions	1	2	3	4	5	solicits and applies constructive suggestions
10.	EFFECT OF PERSONALITY ON OTHER PEOPLE antagonizes and irritates others	1	2	3	4	5	influences others positively
11.	EMOTIONAL CONTROL hyperemotional, little or no self control	1	2	3	4	5	high degree of self control
12.	JUDGMENT (use of common sense and logic as well as academic knowledge in arriving at decisions) frequently misses important ideas	1	2	3	4	5	usually selects important ideas
13.	SPEECH does not articulate clearly	1	2	3	4	5	voice and words are clear
14.	INDUSTRY seldom works	1	2	3	4	5	undertakes additional work

Texas Examinations of Educator Standards (TExES)
Competencies for the Pedagogy and Professional Responsibilities Exam

DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE LEARNING

Competency 001

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

The teacher recognizes that students' developmental characteristics affect what and how they learn and that effective decision-making about instructional content and methods takes into account individual students' levels of development in the various domains (e.g., cognitive, social, emotional, aesthetic). The teacher is aware of expected developmental progressions and ranges of individual variation in each domain, knows how to foster growth in each domain, and understands how development in any one domain may affect performance in other domains. The teacher applies knowledge of human development to design instruction that helps students at various developmental levels make connections between their current skills and understandings and those that are new to them.

Competency 002

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

The teacher is aware that each student brings to the classroom an array of personal and social characteristics related to a variety of factors such as ethnicity, gender, language background, and exceptionality. The teacher recognizes the instructional implications of student diversity and knows how to create an environment that nurtures a sense of community, respects differences, fosters learning, and enhances students' understanding of the society in which they live.

Competency 003

The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The teacher understands the relationship between careful planning and student success in the classroom. In designing instruction the teacher takes account of factors relevant to instructional planning (e.g., learners' backgrounds, desired learner outcomes, content of instruction, integrated curriculum, input from students, available materials and resources, time and space constraints). The teacher chooses lessons and activities that reflect the principles of effective instruction and that help students achieve an in-depth understanding and acquire the will to set and accomplish their own long-term and short-term goals. The teacher makes use of collaborative processes (e.g., working with other teachers) in planning instruction and in designing individual and group activities.

Competency 004

The teacher understands how learning occurs and can apply this understanding to design and implement effective instruction.

The teacher understands how students develop knowledge and skills and recognizes instructional strategies that promote student learning (e.g., linking new information to old, fostering a view of learning as a purposeful pursuit, promoting a sense of responsibility for one's own learning). The teacher is aware of factors that affect learning (e.g., individual talents, learning styles, teaching styles, prior learning experiences) and can design instruction to facilitate learning in different situations and to help students learn how to learn and to monitor their own performance.

DOMAIN II—CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT

Competency 005

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The teacher understands the importance of motivation to learning, knows how to help students become self-motivated, and is able to recognize factors and situations that are likely to promote or diminish motivation. The teacher is aware of the characteristics and effects of intrinsic and extrinsic motivation and knows how to use a variety of techniques (e.g., relating lessons to students' personal interests, allowing students to have choices in their learning, giving students control over their learning experiences, leading individuals or groups of students to ask questions and pursue problems that are meaningful to them) to engage students in learning activities and to help them develop the motivation to achieve.

Competency 006

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

The teacher knows how to promote student ownership of and membership in a smoothly functioning learning community whose members are responsible, cooperative, purposeful, and mutually supportive. The teacher facilitates a positive social and emotional atmosphere in the classroom, establishes and maintains standards of behavior, manages routines and transitions, maximizes the amount of class time spent in learning, and creates a physical setting that is conducive to the achievement of various goals.

DOMAIN III—IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

Competency 007

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The teacher understands that communication takes place verbally, nonverbally, and through the use of media. Using a variety of modes and tools of communication, the teacher imparts expectations and ideas to create a climate of trust, respect, support, and inquiry. The teacher models effective communication strategies (e.g., monitoring the effects of messages, being a reflective listener, simplifying and restating, being sensitive to nonverbal cues given and received) and encourages students to communicate effectively in a variety of contexts. The teacher is a thoughtful questioner who asks questions that elicit different levels of thinking and recognizes that different ways of

questioning achieve different purposes (e.g., promoting risk taking and problem solving, facilitating factual recall, encouraging divergent thinking, stimulating curiosity). The teacher appreciates the cultural dimensions of communication and knows how to foster effective, constructive, and purposeful communication by and among all students in the class.

Competency 008

The teacher provides appropriate instruction that actively engages students in the learning process.

The teacher uses an array of instructional strategies to actively engage students in learning, and constantly monitors and adjusts strategies in response to learner feedback. The teacher understands principles, procedures, advantages, and limitations associated with various instructional strategies (e.g., interdisciplinary instruction, cooperative learning, discovery learning) and appropriately chooses among alternative strategies to achieve different purposes and meet different needs. The teacher can vary his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the levels of need and independence of the students. The teacher knows how to make instruction relevant to students' own needs and purposes and helps students acquire strategies and skills (including higher-order thinking skills, such as comparison, analysis, and evaluation) that will be useful to them in the real world.

Competency 009

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The teacher knows how to enhance learning for all students through the appropriate use of instructional materials and resources (e.g., computers, CD-ROM, videodiscs, primary documents and artifacts, AV equipment, manipulatives, local experts) and helps students understand the role of technology as a learning tool. The teacher evaluates the effectiveness of specific materials and resources for particular situations and purposes; selects appropriate materials and resources to address individual students' strengths and needs, learning styles, preferred modalities, and interests; understands the value of using multiple resources in instruction; and can manage the logistics of individual and collaborative use of limited materials and resources.

Competency 010

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

The teacher understands the importance of ongoing assessment as an instructional tool and employs a variety of formal and informal assessment techniques (e.g., observation, portfolio, teacher-made classroom test, student self-assessment, peer assessment, standardized test) to enhance his or her knowledge of learners, monitor students' progress in achieving outcomes, and modify instructional delivery. The teacher is aware of the characteristics, uses, advantages, and limitations of different types of assessments; understands assessment-related issues such as those related to bias, reliability, validity, and grading; and knows how to select or construct and use assessment instruments for various purposes.

DOMAIN IV—FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 011

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

The teacher is able to establish a relationship of trust with parents or guardians from diverse

backgrounds and to develop effective parent-teacher partnerships that foster all students' learning and well-being. The teacher recognizes the importance of maintaining ongoing parent-teacher communication, is aware of factors that may facilitate or impede communication with students' families, and understands strategies for promoting effective communication. The teacher understands basic principles of conducting parent-teacher conferences (e.g., beginning and ending on a positive note, avoiding technical jargon) and knows how to work cooperatively with parents to devise strategies for use at home and in the classroom.

Competency 012

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The teacher understands the importance of reflection and self-evaluation and recognizes personal factors (e.g., self-concept, attitudes toward authority, biases, and sense of mission) that affect one's role as a teacher and the nature of one's interpersonal relationships with students. The teacher recognizes that he or she is a member of a learning community and knows how to work effectively with all members of that community (e.g., teaching colleagues, a mentor, special needs professionals) to solve problems, deal with stress, explore new ideas, and accomplish educational goals (e.g., planning a new curriculum, working across disciplines, assessing school effectiveness, implementing site-based management plans). The teacher actively seeks out opportunities to grow professionally; knows how to use different sources of support, information, and guidance (e.g., mentor, principal, professional journals and organizations, inservice training programs) to enhance his or her own professional skills and knowledge; and is aware of the value of technology in promoting efficient time use and professional growth.

Competency 013

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

The teacher is familiar with the various expectations (e.g., those of school boards, principals, colleagues, parents, students) and constraints (e.g., legal requirements, ethical responsibilities) placed on members of the teaching profession and is aware of the multiplicity of roles that teachers may be called upon to assume (e.g., instructor, resource person, problem solver, curriculum developer, school spokesperson). The teacher understands laws and guidelines relevant to education (e.g., those related to civil rights, special needs, confidentiality, child abuse) and ensures that his or her decisions and actions are in compliance with legal and ethical requirements and the legitimate interests of others. The teacher understands the structure of the Texas education system, recognizes types of authority and decision-making structures within the system (e.g., centralized systems, site-based management), and knows how to work within the system to address issues and make decisions appropriately.

Code of Ethics and Standard Practices for Texas Educators

Statement of Purpose

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

I. Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

Standard 1.2. The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies and other applicable state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

II. Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

III. Ethical Conduct Toward Students.

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health or safety. *Standard 3.3.* The educator shall not deliberately or knowingly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

Standard 3.5. The educator shall not engage in physical mistreatment of a student.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Molders of Dreams

Teachers,

You are the molders of their dreams-

The “gods” who build or crush their young beliefs

of right and wrong.

You are the spark that sets aflame the poet’s hand,

Or lights the flame of some great singer’s song!

You are the “god” of the young, the very young.

You are the guardian of a million dreams.

Your every smile or frown can heal or pierce a heart.

Yours are a hundred lives, a thousand lives.

Yours are the pride of living them -- and the sorrow, too.

Your patient work, your touch make you the “gods” of hope

Who fill their souls with dreams, to make those dreams come true.

Your life is a letter -- you Molder of Dreams!

*Handwritten note given by President Ronald Reagan at the
White House to Guy Doud, National Teacher of the Year in 1986*