

**Abilene Christian University
Teacher Education Program**

**Teacher
Candidate
Handbook**

Revised August 2016

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Mission Statements

Abilene Christian University

Mission Statement

The mission of Abilene Christian University is to educate 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.

Be Transformed

ACU Teacher Education Conceptual Framework

*Do not conform any longer to the pattern of this world,
but **be transformed** by the renewing of your mind.*

Romans 12:2

Abilene Christian University's conceptual framework, "Be transformed," communicates our shared vision for preparing responsive professional educators who demonstrate scholarship, relationship, and professional engagement. It provides direction for our program courses, clinical experiences, assessment, and service. This framework guides our practice and is informed by our faith commitment that teaching is a ministry. As such, we are called to continual personal and professional growth and transformation.

Scholarship

Scholarship encompasses both the mastery of knowledge and skills and the disposition of being a lifelong learner. Our teacher candidates value learning. They have an understanding of pedagogy as well as content. They comprehend the distinctive qualities of learners, including their socio-cultural contexts, and the learning process. Candidates are equipped to continuously expand their expertise through participation in professional development and personal reflection. They are prepared to think critically about their practice, reflect on the strengths and needs of their students, and adjust their instruction accordingly.

Relationships

Effective teachers establish and maintain relationships with learners, their families, communities, and other professionals. Our teacher candidates engage in collaborative activities with colleagues and community stakeholders in order to meet students' needs. They seek opportunities to share ideas and to invite feedback from peers. They communicate effectively and professionally and are guided by principles of personal and professional integrity.

Engagement

Engagement in professional activity allows teachers to enact knowledge into practice. Our teacher candidates understand and demonstrate the connection between theory and classroom application. Candidates employ teaching methods that are informed by seminal research and theories, as well as current and emergent understandings of the learning process. They apply their knowledge of learners and learning and continually refine their pedagogy as they reflect on challenges they encounter.

ACU Teacher Education

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. These domains and competencies have also been aligned with the Texas Teacher Standards outlined in the Texas Administrative Code. Finally, the Teacher Education Program at Abilene Christian University believes strongly that faith informs practice. Therefore, we have added Competency 14, “The teacher evaluates how Christian principles can appropriately inform professional development and practice.”

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*
- *Designs 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**.

Indicators:

- *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: CHRISTIAN PRINCIPLES AND PROFESSIONAL PRACTICE

Competency Fourteen -- The teacher reflects on how Christian principles can appropriately inform professional development and practice.

Texas Teacher Standards

Texas Administrative Code, Chapter 149

The standards identified in this section are the Texas identified performance standards to be used to inform the training, appraisal, and professional development of teachers. The ACU Teacher Education Program curriculum has been aligned with these standards.

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(ii) Teachers maximize instructional time, including managing transitions.

(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

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 three 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 or formal review of concern may be completed by any instructor, advisor, supervisor, student life administrator or field placement cooperating teacher. In addition, a formal commendation may also be completed to recognize demonstration of exemplary dispositional behaviors and attitudes. If concerns are identified, a meeting with the Teacher Education Admissions Committee will be scheduled with the candidate to discuss any potential implications for the candidate's admission status. The rubric that will be used to assess the dispositions is included in the Forms and Rubrics 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.

Self-Efficacy – Communicates a sense of responsibility for all learners and identifies factors under the teacher’s control to impact success.

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 cultural, linguistic 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.

Additional Dispositions for Clinical Teaching: Professional Responsibility

Diligence in documentation and planning -- Submits all lesson plans and required documents in a timely fashion with a high level of independence – not requiring reminders.

Commitment to professional growth -- Actively engages in seminar and other professional development opportunities. Contributes to the conversation in meaningful ways. Seeks opportunities for professional development or resources relevant to current placement.

Additional Dispositions for the M.Ed. Application: Scholarship

Intellectual Curiosity -- Seeks additional information about topics presented. Asks questions seeking deeper understanding

Deep and Thorough Preparation -- Reads with depth, making connections and formulating questions; Completes assignments and activities thoroughly with high levels of thought

Independence of Thought -- Demonstrates the ability process at high levels. Is able to fulfill course requirements with a high level of independence. Formulates and supports personal opinions and applications

Academic Language -- Speaks and writes using academic language appropriate for courses. Uses academic language correctly and consistently

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 of professional education coursework, the 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. Have completed the first 45 semester hours of credit;
3. Successfully complete with a C or better 15 hours in the candidate's chosen content field;
4. Have a minimum overall Grade Point Average (GPA) of 2.75 and a GPA of 2.75 or higher in the chosen content field;
5. Complete 6 hours of University English requirements with no grade lower than a "C" (In order to maintain admission status the candidate must earn a C or better in all university required English courses.);
6. Demonstrate proficiency in reading, writing, and math through one of the following:
 - ACT: Composite score of 23 or higher with at least a 19 on the English portion and at least a 19 on the math section.
 - SAT: Combined critical reading and math score of 1070 with a minimum of 500 on the critical reading portion and a minimum of 500 on the math portion.
 - Successful completion of University Requirements in mathematics and English with a grade of C or higher;
7. Successfully complete (C or better) EDUC 211 Educational Foundations and Multicultural Perspectives;
8. Successfully complete the Teacher Education Dispositions Review as described in the ACU Teacher Education Student Handbook;
9. Declare a major that includes certification;
10. Successfully complete a student life review; and
11. 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 teacher candidate must continue to meet the GPA requirement (2.75).

Note: Candidates must meet criteria for admission in place at the time of application to Teacher Education.

English Language Proficiency Assessment Requirement:

International students with primary languages other than English must demonstrate English language proficiency by a TOEFL iBT score of 100 with the following minimum scores in each section:

- Reading – 24
- Listening – 24
- Speaking – 26
- Writing – 24

Note: If the candidate graduated from a high school where the primary language of instruction was English, he/she may be exempt from this requirement.

Additional program requirements:

1. In order to remain in the Teacher Education Program, an overall GPA of 2.75, 2.75 in the content field, and continued approval of the Teacher Education Admissions Committee must be maintained. If the GPA falls below the standard, the candidate's admission to Teacher Education will be revoked. If the GPA later meets the standard the candidate must reapply to the program and meet the standards at the time of reapplication. If the GPA falls below criteria again, the candidate's admission to Teacher Education will be permanently revoked and the candidate will not be eligible for readmission.
2. In order to maintain eligibility, candidates must be able to perform the essential functions of teaching as outlined in the ACU Teacher Education Handbook;
3. A grade of C or better is required for all courses in the candidate's teaching field, all professional education courses, and all courses in the major.
4. All professional education courses (EDUC, READ, SPED, and EACH) must be taken in residence.
5. Any appeals related to admission will be directed first to the chair of Teacher Education. If the candidate does not feel the issue is resolved, the appeal will be forwarded to the Dean of the College of Education and Human Services.

Note:

A candidate who does not have an overall GPA of 2.75 or higher **may** be 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 with no grade lower than a C
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

Admission Criteria and Information for Post-Baccalaureate Candidates:

If a student has already graduated with a degree in their chosen content field, successful completion of the PACT is required for admission. Even with the completion of the PACT, the Admissions and Review Committee may determine that additional courses in the content field will be required. In addition, post-baccalaureate candidates must meet the following criteria required of traditional ACU teacher candidates:

1. Successfully complete (C or better) EDUC 211 Educational Foundations and Multicultural Perspectives;
2. A content field GPA of 2.75 or higher;
3. Successfully complete the Teacher Education Dispositions Review as described in the ACU Teacher Education Student Handbook;
4. Receive approval from the Teacher Education Admissions and Review Committee. An interview with the committee may be required.

In order to remain in the program, the candidate must maintain a GPA of 2.75 or higher and earn a C or better in all Professional Education (SPED, EDUC, EACH and READ) courses. In addition, the candidate must be able to perform the essential functions of teaching as outlined in the ACU Teacher Education Handbook.

Because Abilene Christian University does not offer a streamlined, alternative preparation program, the candidate will be required to complete the entire Professional Education sequence relevant to the chosen content field, including any methods courses offered through the content field department, if applicable. All Professional Education courses must be taken in residence. Courses for initial certification through post-baccalaureate enrollment are only available at the undergraduate level.

Note: Teacher Candidates accepted in the M.Ed. for Teaching and Learning maintain admission to Teacher Education established in their undergraduate preparation and are exempt from the post-baccalaureate criteria included above. Information about admission to the M.Ed. in Teaching and Learning can be found at the following link:

<http://www.acu.edu/graduate/degree-programs/master-of-education-teaching/admission-requirements.html>

Additional information for international students:

As part of your professional preparation, you will be participating in various field experiences. The tasks performed in these experiences may be considered “work” from an immigration standpoint. Therefore, all non-U.S. citizens are advised to obtain the proper work permission before any field experience begins. F-1 and J-1 international students should consult the immigration specialist in the Center for International Education concerning work authorization procedures as soon as possible.

Essential Functions of Teaching

As a credentialing institution of the State of Texas, our primary mission is to prepare teachers for service in public school settings. As such, our students are required to complete multiple field placements as part of coursework in which they must be able to perform the essential functions of teaching. Therefore, ability to perform these essential functions is a requirement for continued eligibility for the ACU Teacher Education Program.

The educational environment includes specific physical and mental demands. The demands described here are representative of those that must be met by an individual to successfully perform the essential teaching functions required necessary to complete required field experiences in Teacher Education courses.

Physical/Environmental Demands

- moving small stacks of textbooks, media equipment, desks, and other classroom equipment;
- occasional district-wide travel;
- occasional prolonged and irregular hours;
- prolonged use of computer and repetitive hand motions;
- monitor students in a variety of locations with noise, activity, and inclement weather; and
- independently sit, reach, grab, pull, hear, see, speak and move about the classroom and campus on a daily basis.

Mental Demands

- maintain emotional control under stress;
- communicate effectively (verbal and written);
- provide instruction;
- interpret policy;
- monitor students for understanding of instruction, personal safety, and behavior management.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Contact the ADA Compliance Officer for information about reasonable accommodations.

The foregoing statements describe the general physical and mental demands and are not an exhaustive list.

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 in effect at the time of application to the program, a Student Life Review, and a Dispositions Review.

EDUC 211 Dispositions Rubric Procedures:

- The candidate will complete a self-assessment to review at the midterm conference.
- The course instructor and candidate will discuss the self-assessment at the midterm conference and finalize the rubric collaboratively.
- The finalized 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 in a final conference at the end of the 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 Chair 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.
- If concerns are identified after the initial review, an additional dispositions review will be scheduled.

EDUC 211 Showcase Orientation:

- An orientation to the Senior Showcase will be provided during EDUC 211.
- Students are required to attend one full Showcase session the semester enrolled in EDUC 211.
- The ACU Teacher Education Competencies serve as the framework for the Senior Showcase.
- In all professional education courses, candidates will receive direction on artifacts to archive for reflection and potential inclusion in the Senior Showcase. In EDUC 211 candidates will be provided a structure for saving appropriate artifacts.

Formative Assessment of GPA and Dispositions

At the end of each semester throughout the program, the Teacher Education Department will audit each candidate's overall GPA and content field GPA. If the GPA has dropped below the required 2.75, admission to the program will be revoked. **At any time in the program, if admission is revoked because of failure to meet the GPA requirement, an interview will be required for readmission when the GPA once again meets criteria. In addition, if admission is revoked a second time, the candidate will not qualify for readmission and must declare a new major.**

At any point in the program, any instructor, advisor, supervisor, Student Life administrator or field placement mentor teacher may initiate a Dispositions Rubric, Formal Review of Concern, and/or Formal Review of Commendation. 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. A score of 1 in any area may result removal from the Teacher Education Program.

Candidate Formal Review #2 – Junior Year Dispositions Review

All candidates will undergo a dispositions review in READ 322 or READ 363, depending on their certification program.

- The candidate will complete a self-assessment to review at the midterm conference.
- The instructor and candidate will discuss the self-assessment at the midterm conference and finalize the rubric collaboratively.
- The finalized rubric will be signed by the candidate 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 in a final conference the end of course.
- If a candidate receives a score of 1 in any area at the end of the READ 322 or READ 363 semester, a conference with the Teacher Education Admissions and Review Committee is required and the candidate **may not** be admitted to the Senior Capstone course.
- 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.
- If concerns are identified after the initial review, an additional dispositions review will be scheduled.
- All completed Dispositions Rubrics are signed by candidate and reviewer and placed in the candidate's Admission and Candidacy File.

Candidate Formal Review #3 -- Admission to Senior Capstone Courses

In the semester prior to enrolling in EDUC 411/431 Elementary Block, EDUC 412/432 Secondary Block or MUSE 449 Professional Practice in Music Education, Teacher Education candidates will undergo the third formal program review. This review consists primarily of a transcript audit. If the GPA (overall or content field) falls below 2.75, admission will be revoked. In addition, D's earned in any professional education course and in any courses within the major or teaching field must be repeated prior to admission to Clinical Teaching.

Admission to Senior Capstone Courses Dispositions Rubric Procedures:

- If challenges arise, a Formal Review of Concern and/or Dispositions Rubric will be completed in courses taking place between EDUC 211 and the senior capstone courses. These scored rubrics will be signed by the candidate and the reviewer 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 the senior capstone course 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.
- If no challenges arise between READ 322 or READ 363 and the senior capstone course, a Dispositions Rubric assessment is not required for this formal review.

Candidate Formal Review #4 -- Application for Clinical Teaching

The ACU Catalog states that students must receive departmental approval to enroll in Clinical Teaching. During EDUC 411/431 Elementary Block, EDUC 412/432 Secondary Block or MUSE 449 Professional Practice in Music Education, candidates will complete the fourth formal review. This review will include a transcript audit, a second Student Life review, a Dispositions Review, and successful completion of TExES content field and PPR exams. If a candidate's GPA falls below the required 2.75 – cumulative and/or in the content field – admission to Clinical Teaching will be denied. In addition, D's earned in any Professional Education course and in any courses within the major or teaching field must be repeated prior to admission to Clinical Teaching. All coursework must be completed prior to admission to Clinical Teaching.

Admission to Clinical Teaching Dispositions Rubric Procedures:

- The candidate will complete a self-assessment to review at the midterm conference.
- The instructor and candidate will discuss the self-assessment at the midterm conference and finalize the rubric collaboratively.
- The finalized rubric will be signed by the candidate 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 in a final conference the end of course.
- If a candidate receives a score of 1 in any area at the end of the Senior Capstone semester, a conference with the Teacher Education Admissions and Review Committee is required and the candidate **may not** be admitted to Clinical Teaching.
- 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.
- If concerns are identified after the initial review, an additional dispositions review will be scheduled.
- All completed Dispositions Rubrics are signed by candidate and reviewer and placed in the candidate's Admission and Candidacy File.

TExES Test Completion:

- Prior to admission to Clinical Teaching, teacher candidates must pass the PPR and all content field TExES exams relevant to the chosen certification(s).
- Candidates will complete content field certification exams during EDUC 411/431 Elementary Block, EDUC 412/432 Secondary Block or MUSE 449 Professional Practice in Music Education.
- Opportunities for practice testing will be provided prior to enrolling in EDUC 411/431 Elementary Block, EDUC 412/432 Secondary Block or MUSE 449 Professional Practice

in Music Education. Schedules will be communicated through Teacher Education Community e-mail.

- The Certification Officer can provide information about TExES preparation resources.

Candidate Formal Review #5 -- Program Completion and Certification

The final review in the ACU Teacher Education Program will be at the completion of Clinical Teaching. This review will include the final grade in Clinical Teaching and the Dispositions Review.

Final Grade:

A grade of A or B must be earned in Clinical Teaching in order to qualify for Texas teacher certification through Abilene Christian University. The Clinical Teaching Syllabus will outline criteria for grading.

Program Completion Dispositions Rubric Procedures:

- Clinical Teachers will self-assess before the mid-semester conference with the assigned university supervisor.
- The supervisor and candidate will discuss the self-assessment at the midterm conference and finalize the rubric collaboratively.
- 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 (except in the area of Ethics/Integrity) at the mid-semester conference, he/she will be put on a growth plan.
- A score of 1 in any indicator in the area of Ethics/Integrity will result in automatic failure of Clinical Teaching and withdrawal from placement.
- In the event that a score of 1 is earned at midterm (in any area other than Ethics/Integrity), a second rubric will be scored at the end of Clinical Teaching and discussed in the final conference with the supervisor.
- Any score of 1 in this final assessment period will result in a grade of D in Clinical Teaching.
- Additional Dispositions Review 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 Clinical Teaching, or the Teacher Education Department Chair.
- All completed Dispositions Rubrics are signed by candidate and reviewer and placed in the candidate's Admission and Candidacy File.

Teacher Education Capstone Requirements

The ACU Teacher Education Capstone requirements include the Core Beliefs Paper and the Senior Showcase. Both will be completed while enrolled in EDUC 411/431 Elementary Block, EDUC 412/432 Secondary Block or MUSE 449 Professional Practice in Music Education.

Core Beliefs Paper

The Core Beliefs Paper is required to be between 2000 and 3000 words in length and must be supported with appropriate professional sources. The rubric for this paper is in the Official Forms and Rubrics section of this handbook. The prompt for the Core Beliefs Paper is as follows:

You have chosen teaching as your life vocation. From a Christian perspective, vocation and faith should inform one another. First, this calls the teacher to seriously consider how Christian principles relate to the roles and responsibilities of the classroom teacher – in supporting, enriching and at times challenging ways. This challenges you to consider how you embody your faith through your actions. Second, this requires that the faith informed teacher be fully grounded in the professional knowledge of the field. In this paper, you will reflect how faith and vocation interact and also on your growing professional knowledge. Identify and analyze your personal core beliefs and support these beliefs with relevant professional sources and personal experiences. Include in your discussion the following areas:

- Vocation and Faith (Domain V)
- Instruction and Assessment (Domain I & III)
- Positive and Productive Classroom Environment (Domain II)
- Professional Roles and Responsibilities (Domain IV)

These four areas are aligned with the ACU Teacher Education Domains. Refer to the ACU Teacher Education Domains, Competencies and Indicators as you develop your thoughts. You will not address all competencies and indicators in each domain. Still, a review of these program outcomes will assist you in selecting your areas of focus.

Senior Showcase

You will select artifacts from your professional preparation, one for each of the first four domains, for the Senior Showcase presentation. Domain 5 requires that you reflect on how Christian principles may inform professional practice. You may, but are not required to have an artifact for this domain, but must demonstrate deep and meaningful reflection about the integration of Christian principles and professional practice.

Artifacts may come from your from your professional education courses (EDUC, READ, SPED or EACH) as well as from content field preparation courses. In addition, you may include artifacts from relevant experiences you have had outside of your course work. You may have

served as a camp counselor, a ministry intern, or a teacher in another context. These and other experiences like them offer rich professional learning experiences. **However, except for Domain 5, you must have a meaningful artifact that represents your own work to share in your presentation.** In addition, as you reflect on these experiences you must make clear connections to your professional philosophy and/or practice. If you have questions about a particular alternative experience and/or artifact, consult the professor of your Senior Capstone course or another professor in the Teacher Education Department.

Showcase presentations will be scheduled in the last month of the semester. At least three professors will be at each session to score your presentation. Showcase presentations are open to all students in the ACU Teacher Education program. **Students in EDUC 211 will be required to attend one full Showcase session.** A rubric for the Showcase is included in the Official Forms and Rubrics section of the handbook. Additional expectations for the Showcase presentation are as follows:

1. Provide visual support for your presentation utilizing appropriate presentation software.
2. Take care to include clear visuals for your audience.
3. If your electronic presentation does not include the entire artifact, you must provide paper copies of the artifact for the faculty reviewers. Prepare 4 copies unless otherwise directed.

It is strongly recommended that all teacher candidates attend multiple Senior Showcase presentations prior to their own Senior Showcase semester. Observing peer presentations is an excellent way to prepare for your own Senior Showcase. Dates for Senior Showcase presentations will be posted in the Teacher Education calendar each semester and announced through Teacher Education Community emails.

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. In the **final fall** of your program preparation, you will return to the ACU campus one week prior to the beginning of the AISD school year. 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 faculty meetings, participating in “Meet the Teacher” events, and preparing for the first day’s activities. ***Be aware of the timing of August Experience as you make summer plans before your final fall. There are no excused absences for August Experience except a major personal or family crisis such an illness or death.***

Clinical Teaching

Teacher preparation culminates in Clinical Teaching and is required by the State of Texas for teacher certification. Once accepted into Clinical Teaching, candidates are assigned to cooperating teachers in the appropriate level and subject area of their intended certification(s) and work directly under the supervision of the classroom mentor teacher(s).

Clinical Teachers are expected to gradually assume the full responsibilities of classroom instruction. 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 Clinical Teaching syllabus. As indicated in the ACU Academic Catalog, no additional coursework may be taken along with Clinical Teaching.

A university supervisor will be assigned to each Clinical Teacher. Supervisors assess all course assignments and will schedule regular observations and evaluation sessions.

Clinical Teaching includes weekly seminar meetings every Tuesday from 4:00-6:00 p.m. These seminars are a required component necessary to satisfy course requirements.

Remote Clinical Teaching Policy

Research shows that in the complex process of teacher preparation, the Clinical Teaching experience is often the most formative. In our program, it is in Clinical Teaching that we expect our teacher candidates to demonstrate mastery of the learning outcomes outlined in the ACU Teacher Education Program Competencies and Indicators and the Texas Teacher Standards. We are best able to support Clinical Teachers in this process in the context of local placements. Remote Clinical Teaching presents significant challenges as we work to provide a seamless experience for students through course work and field experience. In addition, if Clinical Teachers encounter challenges in remote placements, we are less able to provide the support needed. Remote supervisors lack the relationship with the Clinical Teacher needed for optimal mentoring. In addition, remote supervisors do not have knowledge of your program of work prior to Clinical Teaching. This significantly limits their ability to assist the Clinical Teacher in making relevant connections. Often, remote Clinical Teachers are essentially “learning on their own.” This raises concerns due to our commitment to the candidate’s professional development. For these reasons we have established clear processes for applying to student teach in a remote setting.

The requirements for approval to student teach in a remote setting are as follows:

- 1) All certification exams required for selected credential have been passed, including content and PPR at the time of application.
- 2) All course work has been completed and meets the standards as explained in the ACU Catalog and the Teacher Education Handbook.
- 3) A completed application (including Remote application and Local application both available from the Director of Clinical Teaching) submitted to the Director of Clinical Teaching on the designated date. (No late applications will be accepted).
- 4) A one to two page essay providing a clear rationale for the request to complete Clinical Teaching in a remote setting including evidence that this placement, if approved, would provide a *unique* professional development experience that best supports his/her career goals.
- 5) Demonstration of readiness for assuming professional expectations in Clinical Teaching by earning no score lower than a 3 on the Dispositions Review in the fourth Candidate Formal Review (see page 14-15).
- 6) Demonstration of readiness for assuming instructional responsibilities in Clinical Teaching by earning an A on the senior Block formal lesson observation.

The decision concerning approval to student teach in a remote setting will be made by a committee of Teacher Education faculty. The committee will review the submitted materials and any applicable documents in the applicant’s Admission and Candidacy Folder. Professors in the applicant’s teaching field and/or former cooperating teachers from pre-Clinical Teaching field experiences may be contacted as well. In addition, the committee may choose to complete an additional Dispositions Review. If denied, an appeal may be submitted to the Chair of the Teacher Education Department. Appeals must be submitted no later than one week after notification of the decision.

If approved, every effort will be made to accommodate the proposed placement. **Time and budget constraints may impact our ability to accommodate your request.** A \$1200.00 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 appropriate professional development and completion of seminar assignments.

Additional requirements and policies for remote Clinical Teachers:

- **August Experience:** *All* fall Clinical Teachers -- local and remote -- will return to the ACU Campus one week prior to the start date of Abilene Independent School District for the August Experience. As a remote Clinical Teacher, you will be required to attend the ACU Professional Development Days at the beginning of that week. Arrangements will be made for you to complete the August Experience with your assigned 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.
- **Professional Development Meetings:** If the remote placement is approved you will be required to attend designated professional development meetings which will be scheduled prior to the start of school and included in the syllabus. *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:** Placements out of state present significant challenges and require special approval by the Texas Education Agency. In addition, providing out of state supervision is very difficult. For these reasons, placements outside of Texas are approved only in rare circumstances.

Teacher Education Communication Procedures

Because teacher candidates are enrolled in majors in academic departments throughout the campus, the Teacher Education Community e-mail system is critical. All candidates, whether currently enrolled in professional education courses (EDUC, SPED, READ or EACH) are expected to attend to all community e-mails. Information in these messages includes, but is not limited to, the following:

1. State certification policy updates and changes.
2. Dates for TExES practice exam session.
3. Professional development opportunities.
4. Teacher Education Program chapel dates and locations.
5. Information about special program events.
6. Showcase dates and locations.
7. Dates and schedule for August Experience.
8. Invitations to apply for Teacher Education scholarships.

The Teacher Education Program updates the e-mail list each semester by the end of the second week of the semester. If you do not receive e-mails, please notify the department. In addition, we make every effort to remove students who have changed their degree. If you change your major and continue to receive e-mails, simply let the department know and we will remove your name.

In individual courses, e-mail is also a standard procedure for communication. You are expected to check your e-mail regularly and are responsible for content communicated. Professors will establish in each course the appropriate procedures for your individual communication with them.

Certification and Testing

Teacher Certification:

Students who complete the Teacher Education Program must pass the TExES Pedagogy and Professional Responsibilities exam and the TExES for the appropriate teaching fields as required by the Texas Education Agency (TEA). Approval to take the certification tests must be obtained from Teacher Education. Additional information is available from the Certification Officer in the Teacher Education Department.

All candidates who plan to complete the Teacher Education Program at ACU are advised that the Texas Education Agency (TEA) at times revises its certification rules, regulations, and procedures. One year after graduation, all test approvals given by ACU will be removed from the TEA's system. You must contact the Teacher Education Department and request a formal review if you are requesting to take certification tests later than one year from your graduation date. A committee will review all necessary criteria for test approval, which may include new criteria for program admission, additional coursework, and/or additional testing.

In addition, if candidates do not complete certification within 1 year after program completion, they may be required to take additional courses to qualify for certification. **If candidates do not complete certification within 2 years after program completion, it will not be possible to certify through Abilene Christian University. In addition, it is important to understand that if the State of Texas changes certification policy, ACU's ability to certify a candidate may be impacted, reducing the time available to complete the certification process. The ACU Teacher Education Department makes every effort to inform candidates of and prepare candidates for any applicable changes in Texas teacher certification.**

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 Teacher Education Department 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 program.

TExES Certification Exam Preparation and Registration Process:

There are at least 2 TExES 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 TExES exam, candidates must be approved by the ACU Teacher Education Department. Testing costs are the responsibility of the teacher candidate and occasionally increase. Candidates are encouraged to stay abreast of these costs by visiting the testing website. The ACU Teacher Education Program will inform teacher candidates of current costs and make every effort to inform them of fee increases. Information about and registration for the TExES 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 TExES to assist candidates in their preparation. All candidates will be required to take practice exams in designated Professional Education courses. After completing

an official practice exam, analyzing their test results and, if applicable, participating in tutoring for the designated exam, the candidate will be approved to take the official certification exam.

In order to be recommended for certification by ACU candidates must:

- Complete Clinical Teaching with a B or higher.
- Successfully complete all Teacher Education requirements as outlined in the ACU Catalog and the Teacher Education Handbook.
- Have the final degree posted by the ACU Registrar's Office.
- Pass all required TExES exams.
- Apply for certification through TEA. (This includes fees assessed by the State of Texas.)
- Complete the TEA required fingerprinting and background check.

Additional certifications can be secured directly through the Texas Education Agency through certification by examination only after earning the initial certification(s).

Certification Testing (TExES) Timeline and Costs

Official TExES exams at a Testing Center:

Candidates must pass the relevant content TExES and the TExES PPR prior to admission to Clinical Teaching. The Certification Officer will provide information about testing centers and test registration. It is important to plan ahead, both financially and with timing to ensure opportunity to retake an exam if needed.

All testing center costs are subject to change and are payable by debit/credit card by the candidate online to [ETS at the time of reserving a seat to test](#). All candidates must **pass at least two TExES** exams for certification (current minimum of [\\$131 per TExES](#)). Retesting is sometimes necessary and prices vary.

Criteria for Determining a Candidate's Readiness for the TExES Certification Exams

- Candidates will take representative practice tests during designated courses.
- The schedule for practice tests will be communicated via the Teacher Education Community email.
- After completing the practice test, the results are analyzed. Tutoring may be required prior to approval for testing. Additional study materials will be made available for the designated exam as needed.
- If the practice test results indicate that the candidate is prepared, test permission for the relevant TExES is approved.
- ***In order to receive permission to take the actual TExES exam at a testing center, candidates must be approved by the ACU Teacher Education Department.***

Note: At least once a year, the entire Education Community (all majors at ACU which include teacher certification after graduation) will be notified through Canvas of the testing policies and expenses.

Prior to Clinical Teaching:

Prior to admission to Clinical Teaching, teacher candidates **must have passed their content field and PPR TExES exam(s) at an official testing center**. Deadlines for passing the content exam are: August 1 for *fall* Clinical Teaching and December 1 for *spring* Clinical Teaching.

Certification Fees:

The current fee (which is subject to change) to TEA to pay for your certification is **\$78**.

The fee for being fingerprinted and having your background checked is approximately **\$60.00**. However, this varies from location to location.

All ACU teacher candidates are prepared for the ESL Supplement TExES. The **ESL certification** may be required by school districts; therefore, be prepared to take this **TExES (\$131)** prior to graduation. If you wait to add the certification after you are certified, you will pay the test fee and an **additional \$78** to add this or any other certification. We strongly recommend that candidates complete this exam prior to applying for initial certification.

Scheduling:

Practice testing is by appointment or in group times. It is your responsibility to communicate with the Certification Officer (**Teacher.education@acu.edu**), to arrange a practice test.

More Information:

[FAQs for TExES](#)

The Certification Officer can provide information about TExES preparation resources. If you have any question about the TExES exams, practice tests, TEA rules or websites, or the certification process, contact: Teacher.education@acu.edu; 325-674-2126

Limit on Retakes:

State law allows a total of 5 attempts at any one TExES certification exam.

Retake Policy for EC-6 Certifications:

If you don't pass the entire Core Subjects TExES the first time, each of your administrations counts as one of your 5 allowed tests, even if you only register for one of the subject exams. Therefore, it will almost always be best to take any portions that you need to pass at once.

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 in 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 Clinical Teaching and/or the department chair
15. Other offenses that are serious ethical violations as described in 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:

If a faculty member believes that a violation of integrity has been committed, the procedure outlined in the Abilene Christian University Student Integrity Policy will be followed to determine whether a breach of integrity has occurred. This procedure can be found at the following: <http://www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf> If it is determined that an integrity violation has been committed the following consequences will apply.

First Offense:

If it is confirmed that a student committed 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 Candidate
- The violation will be reported to the Dean of Students at the conclusion of the departmental process.

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 Clinical Teaching that is directly related to the Clinical Teaching placement and/or requirements will result in automatic removal from Clinical Teaching and a failing grade will be assigned.

Second Offense:

Any confirmed 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. If the integrity breach occurred in the context of a professional education course, in addition to departmental procedures, the violation will be reported to the Dean of Students.

Appeals:

The process for appeals is also outlined in the ACU Academic Integrity and Honesty Policy.

**Texas Administrative Code
State Board for Educator Certification
Educator Code of Ethics**

Professional Ethical Conduct, Practices and Performance

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

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 of students, 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 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.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

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, gender, disability, family status, or sexual orientation.

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 or who provides information for a disciplinary investigation or proceeding under this chapter.

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 intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly 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, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

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

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- the nature, purpose, timing, and amount of the communication;
- the subject matter of the communication;
- whether the communication was made openly or the educator attempted to conceal the communication;
- whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- whether the communication was sexually explicit; and
- whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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 Teacher Education 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 teacher candidates 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 Multicultural Perspectives and continues throughout one's career.

At all times the candidate is expected to meet district and campus expectations regarding dress code. These expectations vary from district to district and reflect the culture of the community. The following specific guidelines for the ACU Teacher Education candidates have been developed to reflect area district expectations:

- 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. ACU lanyards are available through the Teacher Education office.
- Appropriate, professional and modest attire is required.
 1. Spaghetti straps or strapless tops are considered unprofessional.
 2. Necklines must be appropriately modest and avoid revealing cleavage.
 3. Any exposure of midriffs or backs is unprofessional.
 4. Tops worn over leggings must be of appropriate length, covering hips and thighs, following district policy.
- 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 a physical education or athletic capacity. When worn in as part of these contexts, they must be modest and professional.
- 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. Perceptions of hairstyles and colors are guided by contextual and cultural factors. In the local school contexts of Abilene and surrounding areas unnatural hair colors, temporary or permanent, such as blue, green, purple, orange, red, or pink are considered unprofessional. In addition, hairstyles considered to be unprofessional in this context include but are not limited to spiked, Mohawk, unicorn, liberty, or styles that may include designs or symbols. As a teacher candidate and a guest in the school district, it is critical to modify personal style choices to be consistent with local cultural expectations.
 - 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. It is required that membership be maintained throughout the program. Candidates will be required to document membership at the beginning of each course that includes a field placement.

- 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 closes each weekday at 10:50 so that student workers can attend daily chapel.

Candidates may at times be permitted to check out mobile devices for completion of course assignments. Approval of your course instructor is required. The course grade will not be submitted until the device is returned or until the candidate has paid for the missing device. Candidates must sign a contract at the time of check out.

Teacher Education Department Course Policies

Course Grading Policies

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

Course grades will reflect the candidate's mastery of the course competencies as aligned with the ACU Teacher Education Competencies and the Texas Teacher Standards. Grade penalties may be applied if the candidate does not fulfill professional responsibilities such as class attendance and timely submission of assignments.

It is departmental policy **not** to provide extra credit assignments. However, an instructor may find it appropriate for a student or students to be given the opportunity to resubmit an assignment in order to demonstrate competency. In these cases, the instructor will communicate clearly how this may improve the assigned grade.

All assignments must be completed in a course in order to qualify for a C or better in the course. The syllabus will identify course policies for late submission of assignments.

Course grades cannot be changed after grades are recorded at the end of the semester except in the case of instructor error.

Mastery Assignments

In each course the syllabus will identify mastery assignments. Successful completion of these assignments is necessary in order to demonstrate appropriate mastery of course objectives. In order to earn a C or better in the course, these assignments must be completed at a mastery level consistent with a grade of C or better.

Candidates will be provided one opportunity for resubmission of identified mastery assignments if the appropriate level of mastery is not met. If upon resubmission the candidate demonstrates a mastery level of C or better, a course grade of C or better is possible. If the resubmission does not meet mastery level of C or better, the highest grade possible in the course will be a D. While successful resubmissions of mastery assignments qualify the candidate for a grade of C or better in the course, the assignment grade does not change. The original score earned is what will be reflected in the gradebook.

If the final exam has been designated as an official mastery assignment, there will be no opportunity to retake the exam. The grade earned will determine successful completion of the course.

Courses with Field Placements

As a candidate for licensure in the State of Texas, you are held accountable for the same standards as the teacher of record in the area of ethics. For this reason, we hold high standards of behavior and preparedness for field placements. If a course in which you are enrolled includes a field placement, you will be required to sign a contract affirming your understanding of requirements. (See the Official Forms and Rubrics section of this handbook.) If you fail to fulfill the stated requirements for receiving or continuing a placement, the highest grade possible in the course will be a D.

In addition, candidates in courses that include field experiences must provide evidence of membership in one of the following approved professional organizations in order to be assigned a placement:

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

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.

Incomplete Policy

An incomplete may be granted if a teacher candidate has not met the requirements of the course due to extreme situations outside the candidate's control. An incomplete is not given when a student has simply been negligent toward class requirements. An "I" can only be assigned if the candidate has completed at least 75% of the course in good standing. If a student knows early in the semester that life has presented a significant challenge, it is recommended that a conference be scheduled with the course instructor to assess whether it will be in the candidate's best interest to withdraw from the course and take the course at a later time. An "I" is removed by the completion of the necessary work within the next long term or time approved in writing by the instructor, otherwise the "I" will become an "F" on the student's record. It is **not possible** to change the grade after the "F" is recorded. Incompletes must be addressed before the end of the next long term. It is also important to understand that an "I" calculates as an "F" in the GPA until it is completed. This may impact a candidate's admission status and/or eligibility for financial aid. For these reasons, the teacher candidate must carefully evaluate whether an "I" is the best option. If it is determined that an "I" is the best option, an Incomplete Policy Contract will be signed by the candidate and the instructor and be filed in the Admission and Candidacy File in the Certification Office. The contract form is included in the Teacher Education Department Forms and Rubrics section of the Teacher Education Handbook.

Audit Policy

The Teacher Education Department does not permit individuals to audit courses in Professional Education. This includes all courses with the following prefixes: EDUC, EACH, READ and SPED.

Guided Studies

The Teacher Education Department does not offer guided studies for Professional Education courses required for degree completion or certification.

Transfer Policy

Both state and national policy hold us accountable for your preparation. For this reason, it is not possible to transfer in Professional Education coursework from another institution. All professional education courses (EDUC, READ, SPED and EACH) must be taken in residence.

Professional Development Points

It is crucial for teachers to engage in continued professional development. In order to nurture in our teacher candidates this professional commitment, candidates are required to earn a total of 30 professional development points to be completed and documented while enrolled in the following courses in the Professional Development courses listed below:

- EDUC 211 -- Educational Foundations and Multicultural Perspectives (5 points)
- SPED 371 -- Introduction to Special Education (5 points)
- Senior Capstone Course in the candidate's degree plan
 - EDUC 411/431 -- Elementary Block (10 points)
 - EDUC 412/432 -- Secondary Block (10 points)
 - Professional Practice in Music Education – (10 points)

Teacher candidates must submit appropriate documentation of professional development to the instructor of record in each course and keep a personal copy for their own records. The Professional Development Points Documentation Form can be found in the Official Program Forms and Rubrics section of the handbook. Professional Development Points Documentation Forms will be filed in the candidate's Admission and Candidacy Folder. 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 Points requirement will result in receiving an "Incomplete" in the course. Candidates will have one semester to fulfill the Professional Development Points 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.

Texas Education Agency Required Disclosures

Program Closure Procedures:

Abilene Christian University is committed to Teacher Education and has been preparing teachers since 1922. Still, as required by TEA, ACU has established the following process if at any time we are closing any certification area:

- All candidates in the program will be notified with the closing date via their ACU email account.
- All candidates who are continuously enrolled in the ACU Teacher Education Program will be allowed to complete their program in the normal time frame for their degree plan.
- Candidates will be given copies of their records if they will need to transfer to another program (observation records, etc.)
- ACU will sign your Candidate Transfer Form if you choose to transfer to another program.

Abilene Christian University Educator Preparation Program Complaint Policy

In compliance with state policy and in consistency with our Christian commitment to excellence and accountability, we are providing the contact information for feedback or any complaints that could arise regarding our program.

Dr. Dana Pemberton

Teacher Education Program Director
Phillips Education Building Room 101
ACU Box 29008
Abilene, TX 79699-9008
Email: dana.pemberton@acu.edu
Phone: 325-674-2112

Dr. Donnie Snider

Dean of the College of Education and Human Services
Phillips Education Building Room 103
ACU Box 28276
Abilene, TX 79699
Email: donnie.snider@acu.edu
Phone: 325-674-2700

ACU Teacher Education's Complete Complaint Process may be accessed at:
www.ACU.EDU/education from the link on the left bar "Contact Information and Complaint Process." <http://www.acu.edu/academics/cehs/programs/teachereducation/contact.html>

Teacher Education Program Official Forms and Rubrics

- 1. Application for Admission**
- 2. Core Beliefs Rubric**
- 3. Senior Showcase Rubric**
- 4. ACU Teacher Candidate Dispositions Rubric**
- 5. Formal Review of Concern**
- 6. Formal Review of Commendation**
- 7. Contract for Incompletes**
- 8. Professional Development Points Documentation Form**
- 9. Field Experience Contract**
- 10. Acknowledgment of Receipt**

1. Application for Admission

Abilene Christian University Application for Admission to Teacher Education

Candidate Information

Name _____
PLEASE PRINT LAST FIRST M.I. MAIDEN PREFERRED

S.S. _____ BID _____ D.O.B. _____ Gender _____

Local Address _____
STREET APT ACU BOX TOWN ZIP CODE

Permanent Address _____
STREET TOWN STATE ZIP CODE

Telephone _____ **ACU Email** _____
HOME CELL

Ethnicity (must check one): Hispanic or Latino _____ Not Hispanic or Latino _____

Race (check all that apply): American Indian or Alaska Native _____ Asian _____ Black or African American _____
Hawaiian or Other Pacific Islander _____ White _____

Are you and international student attending ACU on a Student Visa? _____ Yes _____ No

Have you transferred hours from another institution? _____ Previous University _____ # of hours: _____

Total Hours Completed (all college work): _____ Current GPA (ACU hours): _____

Have you completed ENGL 111 and 112? ENGL 111 _____ ENGL 112 _____
____@ACU or ____ other institution ____@ACU or ____ other institution

Certification Area (list content field for 4-8, Secondary or All-Levels):

EC-6: _____ EC-6 w/ 4-8 Content: _____ Secondary Content: _____ All-Levels Content: _____

Special Education with EC-6 _____ Special Education with 7-12 ELA _____ SPED Supplement _____

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:

INITIAL Teacher Education Handbook Acknowledgement of Receipt

INITIAL Texas Educators' Code of Ethics Statement of Affirmation

INITIAL Photocopy of Driver's License/Texas ID

INITIAL Self-Reflection Form

INITIAL I understand that participation in field experiences in P-12 schools will require that I submit to a background check.

SIGNATURE OF CANDIDATE

DATE

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. Core Beliefs Paper Rubric

Core Beliefs Paper Assessment of Content

	Exceeds Expectations	Meets Expectations	Below Expectations	Inadequate
Vocation and Faith	Clearly articulates how vocation is informed by faith; demonstrates exceptional depth of reflection and critical thinking; includes relevant personal reflections, experiences and applications. 20	Discussion is clear with adequate depth of reflection and critical thinking; includes relevant personal reflections, experiences and applications. 19-14	Discussion lacks clarity; demonstrates limited depth of thought; relevance of personal reflections, experiences and applications is unclear. 13-7	Discussion is not clear and/or does not include relevant personal reflections, experiences or applications. 6-0
Instruction and Assessment	Discussion is focused on relevant issues; Discusses ideas with depth, provides strong support for ideas, effectively synthesizing professional sources and personal experience; Beliefs are clearly communicated using strong professional language 20	Discussion is focused on relevant issues; Provides adequate support for ideas from both professional sources and personal experience; Beliefs are clearly communicated using adequate professional language 19-14	Lacks focus; Shallow discussion with weak support from professional resources; Lacks clarity in professionalism and language. 13-7	Disorganized; Shallow discussion with no support from professional sources; Inaccurate use of professional language 6-0
Classroom Climate	Discussion is focused on relevant issues; Discusses ideas with depth, provides strong support for ideas, effectively synthesizing professional sources and personal experience; Beliefs are clearly communicated using strong professional language 20	Discussion is focused on relevant issues; Provides adequate support for ideas from both professional sources and personal experience; Beliefs are clearly communicated using adequate professional language 19-14	Lacks focus; Shallow discussion with weak support from professional resources; Lacks clarity in professionalism and language. 13-7	Disorganized; Shallow discussion with no support from professional sources; Inaccurate use of professional language 6-0
Professional Roles	Discussion is focused on relevant issues; Discusses ideas with depth, provides strong support for ideas, effectively synthesizing professional sources and personal experience; Beliefs are clearly communicated using strong professional language 20	Discussion is focused on relevant issues; Provides adequate support for ideas from both professional sources and personal experience; Beliefs are clearly communicated using adequate professional language 19-14	Lacks focus; Shallow discussion with weak support from professional resources; Lacks clarity in professionalism and language. 13-7	Disorganized; Shallow discussion with no support from professional sources; Inaccurate use of professional language 6-0

Core Beliefs Paper Mechanics and Citations

	Exceeds Expectations	Meets Expectations	Below Expectations	Inadequate
Use of sources	<p>Selects critical sources; adheres to proper APA citation and reference style; paraphrases, summarizes, or quotes in ways that are true to original context; effectively integrates information from sources into the discussion; includes more than five professional sources; distinguishes between common knowledge and ideas requiring attribution. Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p> <p>10</p>	<p>Selects appropriate sources; Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information; includes minor and/or minimal errors in APA format; information from sources is accurate but less effectively integrated into the discussion; includes five professional sources</p> <p>9-7</p>	<p>Selects appropriate sources; Practices ethical and legal restrictions on the use of published, confidential, and/or proprietary information; includes frequent errors in APA format; information from sources is accurate but often seems simply inserted rather than integrated into the discussion; includes five professional sources</p> <p>4-6</p>	<p>Does not practice ethical and legal restrictions on the use of published, confidential, and/or proprietary information; includes fewer than five professional sources; sources are inaccurate or not relevant.</p> <p>Note: Any of the above will result in no credit in the Use of Sources category.</p> <p>3-0</p>
Mechanics	<p>Excellent command of standard English that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p> <p>10</p>	<p>Adequate command of standard English that skillfully communicates meaning to readers with clarity and fluency, and has minimal errors that do not interfere with understanding.</p> <p>9-7</p>	<p>Limited command of standard English that communicates meaning to readers with clarity but lacking fluency, and/or has frequent errors that do not interfere with understanding.</p> <p>4-6</p>	<p>Inadequate command of standard English; major errors or repeated minor errors that interfere with understanding</p> <p>3-0</p>

3. Senior Showcase Rubric

Showcase Rubric

SENIOR SHOWCASE SCORING CRITERIA Note: The presence of any indicator at the Unsatisfactory level will result in a score of 1 for that category.	UNSATISFACTORY (5-7) (Below Performance Standards)	PROFICIENT (8-9) (Sufficient Demonstration of Criteria)	ADVANCED (10) (Demonstrates Exceptional Performance)
Domain 1 Competency _____ Artifact:	<ul style="list-style-type: none"> ● Tie between the artifact and the competency is not clear, artifact is very limited and/or artifact not included ● Artifact does not reflect the candidate's own work ● Reflection is overly brief, shallow or not included ● Does not use professional language ● Inadequate use of grammar and/or spelling 	<ul style="list-style-type: none"> ● Clear link between artifact and competency ● Adequate and accurate use of professional language ● Reflection demonstrates clarity of thought and developing depth 	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> ● Demonstrates strong use of professional language ● Reflection demonstrates depth of thought ● Describes clearly to how learning represented will affect future practice
Domain 2 Competency _____ Artifact:	<ul style="list-style-type: none"> ● Tie between the artifact and the competency is not clear, artifact is very limited and/or artifact not included ● Artifact does not reflect the candidate's own work ● Reflection is overly brief, shallow or not included ● Does not use professional language ● Inadequate use of grammar and/or spelling 	<ul style="list-style-type: none"> ● Clear link between artifact and competency ● Adequate and accurate use of professional language ● Reflection demonstrates clarity of thought and developing depth 	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> ● Demonstrates strong use of professional language ● Reflection demonstrates depth of thought ● Describes clearly to how learning represented will affect future practice
Domain 3 Competency _____ Artifact:	<ul style="list-style-type: none"> ● Tie between the artifact and the competency is not clear, artifact is very limited and/or artifact not included ● Artifact does not reflect the candidate's own work ● Reflection is overly brief, shallow or not included ● Does not use professional language ● Inadequate use of grammar and/or spelling 	<ul style="list-style-type: none"> ● Clear link between artifact and competency ● Adequate and accurate use of professional language ● Reflection demonstrates clarity of thought and developing depth 	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> ● Demonstrates strong use of professional language ● Reflection demonstrates depth of thought ● Describes clearly to how learning represented will affect future practice
Domain 4 Competency _____ Artifact:	<ul style="list-style-type: none"> ● Tie between the artifact and the competency is not clear, artifact is very limited and/or artifact not included ● Artifact does not reflect the candidate's own work ● Reflection is overly brief, shallow or not included ● Does not use professional language ● Inadequate use of grammar and/or spelling 	<ul style="list-style-type: none"> ● Clear link between artifact and competency ● Adequate and accurate use of professional language ● Reflection demonstrates clarity of thought and developing depth 	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> ● Demonstrates strong use of professional language ● Reflection demonstrates depth of thought ● Describes clearly to how learning represented will affect future practice
Domain 5 For Domain 5 only, candidates are not required to provide a specific artifact. However, they must provide a clearly articulated reflection on how Christian principles can inform practice.	<ul style="list-style-type: none"> ● Tie between reflection and the competency is not clear ● Reflection/Rationale is overly brief, shallow or not included ● Does not use professional Language ● Inadequate use of grammar and/or spelling 	<ul style="list-style-type: none"> ● Clear link between reflection and competency ● Adequate and accurate use of professional language ● Reflection/Rationale demonstrates clarity of thought and developing depth 	In addition to meeting the PROFICIENT criteria ... <ul style="list-style-type: none"> ● Demonstrates strong use of professional language ● Reflections/Rationale demonstrates depth of thought ● Describes clearly to how learning represented will affect future practice

<p>Structure and Organization Introduction Organization of ideas Closure Length requirement</p> <p>TIME:</p>	<ul style="list-style-type: none"> • No formal introduction or introduction lacked clarity • Ideas lacked a logical progression • Did not include a planned closure • Presentation was overly brief or extended beyond allotted time 	<ul style="list-style-type: none"> • Introduction was clear and appropriate • Ideas were separated into a logical progression • Included an effective closure • Time requirement was met for specific assignment (neither too long or too short) 	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> • Clever attention getting introduction or an imaginative preview • Ideas connected by effective transitions; logical throughout; creative pattern • Conclusion tied presentation together and left audience with memorable message
<p>Vocal Expression Rate and Volume of Speech Pitch, Articulation and Pronunciation</p>	<ul style="list-style-type: none"> • Speaker was hard to hear or understand • Voice or tone distracted from purpose of presentation • Excessive use of verbal fillers 	<ul style="list-style-type: none"> • Speaker was easy to hear and understand • Tone was conversational, but with purpose • Voice sounded natural, neither patterned nor monotone • Speaker pronounced words clearly, correctly and with minimal verbal fillers 	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> • Speaker was enjoyable to hear; used expression and emphasis • Speaker used voice to engage and connect with the audience
<p>Physical Characteristics Eye Contact, Posture, Gestures, Movement, Attire</p>	<ul style="list-style-type: none"> • Little eye contact with audience • Poor or slouchy posture • Movements were stiff or unnatural • Attire was inappropriate for audience 	<ul style="list-style-type: none"> • Strong eye contact with entire audience • Posture conveyed confidence • Gestures and movements were natural and effective • Attire was appropriate for audience and purpose 	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> • Posture was commanding and purposeful • Attire was chosen to enhance presentation
<p>Appropriateness of Content and Language For audience, purpose, and assignment</p>	<ul style="list-style-type: none"> • Speaker used inappropriate language, content or examples for this audience • Speaker did not demonstrate a clear understanding of the assignment or purpose of presentation 	<ul style="list-style-type: none"> • Speaker obviously considered the audience and used appropriate language and examples • Speaker displayed a clear understanding of assignment requirements and content • Speaker understood purpose of presentation 	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> • Examples and words were creative and well chosen for presentation purpose
<p>Overall Impact</p>	<ul style="list-style-type: none"> • Speaker appeared bored by the message or presented without conviction • Materials detracted from content or purpose, were of such low quality as to discredit speaker and/or were not included 	<ul style="list-style-type: none"> • Speaker demonstrated desire to have audience listen, understand and remember • Materials added, did not detract from presentation • Materials used were quality products; easy to see and/or hear 	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> • Overall presentation was creative and engaging • Speaker creatively integrated a variety of strategies to enhance the presentation

4. Dispositions Rubric

ACU Teacher Education Program Teacher Candidate Dispositions

Effective Communication (EF)				
Disposition	Proficient - 3	Lacking in Proficiency - 2	Unacceptable - 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, oral communication is less respectful and/or contains some grammatical errors	<input type="checkbox"/> Oral communication is frequently ineffective or negative, or speech contains frequent grammatical errors	<input type="checkbox"/>
Written Expression	<input type="checkbox"/> Communicates in writing in an effective, positive manner that is free of errors in grammar and spelling	<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"/> Consistently interacts with peers in a professional and positive manner	<input type="checkbox"/> Interacts with peers in a manner that is not professional, but is not negative	<input type="checkbox"/> Frequently interacts with peers in a manner that is not professional and/or is often negative	<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 highly motivated to try to implement suggestions	<input type="checkbox"/> At times demonstrates resistance to feedback	<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/or struggles to 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"/>
Self-Efficacy	<input type="checkbox"/> Communicates a sense of responsibility for all learners and identifies factors under the teacher's control to impact success	<input type="checkbox"/> At times expresses a belief that factors outside the teacher's control prevent opportunities to positively impact the learner	<input type="checkbox"/> Frequently describes learners and/or families using biased, hopeless or negative language, attributing blame for failure only to factors outside of the teacher's control	<input type="checkbox"/>
RP Score:				Total Score:
Comments:				
Professionalism (P)				
Disposition	Proficient - 3	Lacking in Proficiency-2	Unacceptable-1	Not Observed
Attendance	<input type="checkbox"/> Attends all classes, meetings, and appointments unless absolutely unavoidable. Provides documentation when applicable	<input type="checkbox"/> Meets the minimum attendance expectations in classes. Absences are often avoidable, demonstrating a limited commitment to professional development	<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"/> Consistently adheres to stated dress code. Dresses modestly and appropriately for the learning context	<input type="checkbox"/> Requires occasional direction in complying with dress code. Dress is occasionally inappropriate 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"/> Complies when expected to collaborate and learn from others, but does not seek these opportunities	<input type="checkbox"/> Frequently resists 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 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	Lacking in Proficiency-2	Unacceptable-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 unhealthy lifestyle choices that interfere with the ability to fulfill commitments	<input type="checkbox"/> Frequently makes lifestyle choices that negatively affect personal health and/or 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 only when approached, but is then 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	Lacking in Proficiency-2	Unacceptable-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"/>

Additional Dispositions for the Clinical Teaching Semester

Professional Responsibility (PR)				
Disposition	Proficient - 3	Lacking in Proficiency - 2	Unacceptable - 1	Not Observed
Diligence in documentation and planning	<input type="checkbox"/> Submits all lesson plans and required documents in a timely fashion with a high level of independence – not requiring reminders	<input type="checkbox"/> Submits most lesson plans and required documents in a timely fashion or at times requires additional reminders	<input type="checkbox"/> Is frequently late in submitting lesson plans and other required documents	<input type="checkbox"/>
Commitment to professional growth	<input type="checkbox"/> Actively engages in seminar and other professional development opportunities; Contributes to the conversation in meaningful ways; Seeks opportunities for professional development or resources relevant to current placement.	<input type="checkbox"/> At times seems disinterested or unprepared for seminar or other professional development opportunities. Does not seek professional development or resources relevant to current placement.	<input type="checkbox"/> Fails to attend required professional development events or is openly disengaged or negative	<input type="checkbox"/>
EF Score:				Total Score:
Comments:				

Additional Dispositions for the M.Ed. Application

Dispositions for Scholarship (SD)				
Disposition	Proficient - 3	Lacking in Proficiency - 2	Unacceptable - 1	Not Observed
Intellectual Curiosity	<input type="checkbox"/> Seeks additional information about topics presented. Asks questions seeking deeper understanding	<input type="checkbox"/> Focuses only on what is required. Completes readings but does not seek deep understanding	<input type="checkbox"/> Appears uninterested in content of coursework	<input type="checkbox"/>
Deep and Thorough Preparation	<input type="checkbox"/> Reads with depth, making connections and formulating questions; Completes assignments and activities thoroughly with high levels of thought	<input type="checkbox"/> Reads assigned texts and completes assignments, but does so without depth	<input type="checkbox"/> Is often unprepared for class activities, discussion	<input type="checkbox"/>
Independence of Thought	<input type="checkbox"/> Demonstrates the ability process at high levels. Is able to fulfill course requirements with a high level of independence. Formulates and supports personal opinions and applications	<input type="checkbox"/> Is consistently unable to fulfill course requirements without assistance. Formulates personal opinions, but cannot support them	<input type="checkbox"/> Is confused about course content and or assignments. Does not form personal opinions	<input type="checkbox"/>
Academic Language	<input type="checkbox"/> Speaks and writes using academic language appropriate for courses. Uses academic language correctly and consistently	<input type="checkbox"/> Demonstrates a minimal grasp of academic language	<input type="checkbox"/> Uses academic language inaccurately	<input type="checkbox"/>
EF Score:				Total Score:
Comments:				

5. Formal Review of Concern

6. 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 _____ Clinical 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: _____

7. Incomplete Policy Contract

8. 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

MUSE 449 – Professional Practice in Music Education

If this event is serving to fulfill points for two separate courses, please indicate above how many points apply to each course.

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.

9. Field Experience Contract

Abilene Christian University Teacher Education Program
FIELD EXPERIENCE CONTRACT

The candidate is expected to successfully participate in _____ hours of field experience.

Indicators of Professionalism	Course Requirement(s)	Notes
<p>Attendance: Attends all classes, meetings and appointments unless absolutely unavoidable.</p> <p>Provides documentation when applicable.</p> <p>If the candidate is unable to attend the scheduled field experience, they must contact the instructor prior to the scheduled time.</p>	<p>Must not exceed _____ absences</p>	
<p>Punctuality: Arrives to class and other commitments at the scheduled time.</p>	<p>Must not exceed _____ tardies</p>	
<p>Personal Appearance: Adheres to stated dress code in the ACU Teacher Education Handbook. Dresses modestly and appropriately for the learning context.</p>	<p>No more than one dress code violation.</p>	
<p>Professional Membership: Provides evidence of current membership in ATPE, TSTA or TCTA</p>		
<p>Other:</p>		

I understand that if I do not comply with the above requirements, the field experience may be discontinued.

I also understand that as a candidate for certification in the State of Texas, state policy requires that I adhere to the Educator's Code of Ethics established in the Texas Administrative Code.

Signature (Candidate)	Printed Name	Date
Signature (Professor)	Printed Name	Date

10. Acknowledgement 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**
- ____/____ **Texas Teacher Standards**
- ____/____ **ACU Pre-Service Teacher Dispositions Rubric**
- ____/____ **Capstone Requirements (Core Beliefs Paper and Showcase)**
- ____/____ **Criteria for Admission to ACU Teacher Education**
- ____/____ **Candidate Admission and Review Procedures**
- ____/____ **ACU Teacher Education Capstone Field Experiences
(August Experience, Clinical Teaching and Remote Clinical Teaching)**
- ____/____ **Certification and Testing Information and Policies**
- ____/____ **ACU Teacher Education Academic Integrity Policy and Texas Code of Ethics**
- ____/____ **ACU Teacher Education Dress Code**
- ____/____ **Professional Organization Membership Requirement**
- ____/____ **Department Course Policies**
- ____/____ **Department Writing Standards**
- ____/____ **Field Experience Contract**
- ____/____ **Professional Development Points Requirements**