Alternative Certification of Educators

Student Handbook

http://ace.tamucc.edu
ACE Contact Information

Texas A&M University Corpus Christi
College of Education
Alternative Certification of Educators (ACE)
6300 Ocean Drive, Unit 5818
Corpus Christi, TX 78412

Dr. Carmen Tejada-Delgado
361 825-2860
Office: Faculty Center 245
Carmen.Tejada-Delgado@tamucc.edu
Congratulations on being accepted into the Alternative Certification of Educators (ACE) program at TAMUCC. All of us here wish you the best of luck and look forward to helping you along your exciting journey. Please take a few minutes to read this handbook in its entirety. If you have questions or something is not clear, please contact us.
# Table of Contents

- College of Education Mission Statement 5
- Alternative Certification of Educators (ACE) Program 5
- Alternative Certification of Educators (ACE) Goal and Objectives 5
- A Brief History of ACE 6
- Coming to Terms with Terms 7
- Coursework 8
- Policies, Guidelines, Observations, Grading and Expectations 11
- Attendance Policy 11
- 30-Hours of Observations 11
- Specific Internship Requirements 11
- Specific Clinical Teaching Requirements 11
- Personal and Professional Requirements 11
- Cultural Attitudes and Behavior 12
- Physical Skills 12
- Emotional and Mental Abilities 12
- Expulsion from ACE 13
- Grading Procedures 13
- State of Texas Code of Ethics Agreement 17
- State Board of Educator Standards 18
- ACE Handbook Agreement 26

# APPENDIX

**Information on the 30 Hours of Observation Requirement Available**
College of Education and Human Development Mission Statement

The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

Alternative Certification of Educators (ACE) Program

ACE is an Initial Teaching Certification Program for candidates who hold an undergraduate degree and wish to seek an initial teaching certification in an accelerated manner. Candidates must meet University admissions requirements as outlined in the Graduate Admissions section of the catalog. Furthermore, students must be accepted into the ACE program which includes demonstrating competencies in the desired teaching area by passing the content area state exam prior to entry. Should the student wish to continue, five of the graduate courses may apply toward a master's degree once the ACE program is completed.

The intended service areas are school districts in Education Service Centers I, II, and III. All of the requested areas of certification are high need teaching fields in South Texas. The College of Education is committed to providing schools with well trained teachers in a timely manner in order to ensure that the students of South Texas are afforded an excellent education. Because students will enter the TAMUCC-ACP with the TExES Content test already passed, the instructors and mentors are able to concentrate on pedagogy, thus providing the school districts with well trained teachers in high need subject areas.

Alternative Certification of Educators (ACE) Goal and Objectives

The goal of ACE is to train prospective teachers in such a way that they will remain in teaching and in the south Texas area for the betterment of students. The objectives are to utilize the education and experience of the workforce as they become highly qualified certified teachers, to alleviate teacher shortages for the area ISD's and private schools in a timely manner, and to promote jobs for teacher candidates throughout the area. ACE is committed to ensuring the teaching and learning experiences of our program participants.
**A Brief History of Alternative Certification**

In 1984, the 68th Legislature via House Bill 72 provided for the certification of individuals who met specific requirements and who completed an internship in a Texas public school. As of the spring 2010, there are over 120 Alternative Certification Programs in Texas.

Texas A&M University's Alternative Certification of Educators (ACE) program was approved by the State Board for Educator Certification meeting on February 5, 2010 in Austin, Texas. ACE students may select either student teaching or an internship for their field experience.

ACE was approved for six areas of certification:

<table>
<thead>
<tr>
<th>Core Subjects EC-6 Bilingual Education</th>
<th>Mathematics 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Subjects EC-6 Reading Specialization</td>
<td>Life Science 7-12</td>
</tr>
<tr>
<td>Mathematics 4-8</td>
<td>Physical Science 7-12</td>
</tr>
</tbody>
</table>

In April, 2011, ACE added the following certification areas:

<table>
<thead>
<tr>
<th>Art EC-12</th>
<th>Mathematics 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Subjects EC-6 Bilingual Education</td>
<td>Music EC-12</td>
</tr>
<tr>
<td>English Language Arts &amp; Reading 4-8</td>
<td>Physical Education EC-12</td>
</tr>
<tr>
<td>English Language Arts &amp; Reading 7-12</td>
<td>Physical Science 7-12</td>
</tr>
<tr>
<td>Core Subjects EC-6 Reading Specialization</td>
<td>Science 4-8</td>
</tr>
<tr>
<td>History 7-12</td>
<td>Social Studies 4-8</td>
</tr>
<tr>
<td>Life Science 7-12</td>
<td>Social Studies 7-12</td>
</tr>
<tr>
<td>LOTE Spanish EC-12</td>
<td>Special Education EC-12</td>
</tr>
<tr>
<td>Mathematics 4-8</td>
<td>Speech 7-12</td>
</tr>
<tr>
<td></td>
<td>Theatre EC-12</td>
</tr>
</tbody>
</table>
Coming to Terms with Terms

Texas A&M University-Corpus Christi's ACE Program is for people who already have a Bachelor's degree and who wish to become certified teachers in the State of Texas. The terminology utilized in this program is a critical common language that helps to define and shape the intent and scope of the program.

Alternative certification program-An approved educator preparation program, delivered by entities described in §228.20(a) of this title (relating to Governance of Educator Preparation Programs), specifically designed as an alternative to a traditional undergraduate certification program, for individuals already holding at least a baccalaureate degree.

1. **Candidate:** A participant in an educator preparation program seeking certification.

2. **Clinical teaching:** A 14-week full-day teaching practicum in an alternative certification program at a public school, private, or charter school accredited by the Texas Education Agency (TEA)

3. **Educator preparation program:** An entity approved by the State Board for Educator Certification to recommend candidates in one or more educator certification fields.

4. **Internship:** A one-year supervised professional assignment at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.

5. **Practicum:** Practical work in a particular field; refers to student teaching, clinical teaching, internship, or practicum for a professional certificate that is in the school setting.

6. **Semester credit hour:** One semester credit hour is equal to 15 clock-hours at an
7. **Clinical teaching**: A 14-week full-day teaching practicum in a program provided by an accredited university at a public school accredited by the TEA or a TEA-recognized private school that may lead to completion of a standard certificate.

**Coursework**
ACE courses for interns include a total of four courses held on campus at TAMUCC. The first four classes take place during summer Sessions I and II and the first seminar will take place in August. Interns will take the internship class in the fall and the second internship in the spring.

ACE courses for clinical teachers include a total of four courses held on campus at TAMUCC. The first three classes take place during summer Sessions I and II and the Clinical Teaching Orientation will take place in August. Students who will participate in clinical teaching will take the six hours of clinical teaching in the fall.

**Pre-Internship Phase-Course Work Required**
This phase provides intensive classes of professional development that introduce program candidates to models of teaching, curriculum development, classroom management, study skills development, motivation of student achievement, and evaluation of student learning. This phase will ensure that candidates are prepared to start their first year of teaching.

The standards for Texas educators are incorporated into each course and seminar with a commitment to realign the curriculum when new standards become available. The required Pedagogy and Professional Development topics will also be incorporated into all courses, as well as six hours of PPR preparation being offered in the summer seminar. The grades in each course and seminar will reflect knowledge of the standards. A PPR pretest is required to be taken by each candidate, graded, and then reviewed with the test coordinator. These are the benchmarks that reflect a candidates' progress toward mastery of the state
standards.

SUMMER SESSIONS
EDCI 5351: Foundations in American Education
Course Description: This course emphasizing the various aspects of planning for teaching: the teaching/learning process; curriculum organization; use of instructional media and technology; instructional planning; and instructional and student evaluation, including standardized testing programs, and student evaluation planned and conducted by the teacher.

Select one of the following reading courses:

READ 5321 FUNDAMENTALS OF ELEMENTARY READING INSTRUCTION I
This course includes a study of methods, materials, and strategies for teaching reading. It is designed to provide graduate students with professional knowledge concerning current research, philosophical perspectives, essential program components, and pedagogical strategies essential to the teaching of reading. Enrollment limited to graduate students seeking initial teacher certification.

READ 5322
FUNDAMENTALS OF ELEMENTARY READING INSTRUCTION II
This course includes a study of theoretical, research, and pedagogical aspects of the reading-writing connection for grades 4-8 students. There will also be an emphasis on content area reading and study skills as well as the writing process. Enrollment limited to graduate students seeking initial certification.

Or

READ 5323
FUNDAMENTALS OF SECONDARY READING INSTRUCTION
This course is designed to provide graduate students with professional knowledge
concerning current research, theory, essential program components, and pedagogical strategies in secondary literacy. Application of strategies to the reading, writing, and learning needs to adolescents will be emphasized. Areas of consideration will include classroom assessment of literacy study reading, and integrating trade books into the content classroom. Enrollment limited to graduate students seeking initial certification.

**EDCI 5352: Planning/Teaching/Learning Processes**
This course emphasizes instructional planning and the teaching/learning process. Graduate students seeking initial teacher certification will engage in instructional planning, curriculum organization, and the development of teaching skills. Actual classroom observation and teaching experiences increase students' awareness of the complexities of school operation and promote understanding of teaching as a profession. The classroom learning environment and student assessment are emphasized. In addition, the course helps to prepare students for the Texas Examinations of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR).

**EDCI 5353: Classroom Management and the Student**
The course emphasizes methods of organizing and managing a classroom and student growth and development concepts and how they affect classroom management.

**FALL SEMESTER - Internship Phase or Clinical (Student) Teaching Internship**
The Internship consists of a 10 month, full-time, paid internship in a teaching position as teacher of record. The intern will learn to teach by teaching and will be provided with constant support by the program which includes the mentorship portion of the program as well as one class per semester.

**Clinical Teaching - (Student Teaching)**
Clinical Teaching is a 14 week full-day teaching practicum at a public school accredited by the Texas Education agency or a Texas Education Agency-recognized
private school. Clinical teaching may be substituted for an internship if the candidate is unable to obtain a teaching position.

Initial teacher certification by the Texas Education Agency and the State Board for Educator Certification is not automatically granted with the completion of an approved program of study. The candidate must first be recommended for certification by the COEHD. In order to be recommended, a candidate must:

1. Have successfully completed the appropriate approved certification program with an overall GPA of 2.50.
2. Have completed the appropriate teaching experience with a grade of "C" or better.
3. Have passed all appropriate TExES tests. In addition, students seeking certification in Bilingual Education must have passed the BTLPT.
4. Submit an application online through the Texas Education Agency website for certification. Application fee is required.

All candidates have available to them continued support through our staff and faculty members as needed. Also, online mentorship with Performance-based Academic Coaching Teams (PACT) through a Texas A&M University Systems grant for up to three years post certification is available to our students.
POLICIES, GUIDELINES, GRADING, OBSERVATIONS AND EXPECTATIONS

GENERAL POLICIES AND PROCEDURES

Attendance Policy
Due to the condensed nature of the program and the amount of material covered in one session, two or more absences will result in a failing grade and the candidate will be required to retake the class. Excessive lateness or leaving class early, more than 15 minutes, will impact your course grade as well.

30 Hours of Observations
Documentation of 30 hours of classroom observations in an accredited Texas school classroom is required as a prerequisite for beginning the Internship portion of ACE. This documentation is due in the office of the ACE coordinator by September 1. Information is found in the Appendix.

Specific Internship Requirements
Interns will be required to follow all requirements set out by the district in which they teach.

Specific Clinical Teaching Requirements
Clinical teachers will be required to follow all requirements set out by The Intern/Clinical Teacher Handbook from TAMU-CC.

Personal and Professional Requirements
• The candidate must demonstrate interpersonal skills that are required for successful professional teaching. These skills include:
  • Openness to unfamiliar ways of teaching and varying or modifying instruction to promote student success;
  • Ability to accept and act upon reasonable criticism;
  • Enthusiasm for working collegially;
  • Ability to understand others' perspectives about teaching and to
separate personal and professional issues;
• Positive attitude toward program and campus staff, colleagues and students;
• Disposition to act always for the benefit of all students.

The candidate must not sexually harass others; make verbal or physical threats; become involved in sexual relationships with students, supervisors, or staff; or, engage in physical, emotional, verbal or sexual abuse.

• The candidate must demonstrate positive personal hygiene habits.
• The candidate must comply with the campus dress code.
• The candidate must demonstrate positive social skills in professional and social interactions with program and campus/district staff, colleagues, parents and students.

**Cultural Attitudes and Behavior**
• The candidate must exhibit respect for superiors, peers and student within and outside of the program.
• The candidate should appreciate the value of diversity and look beyond self in interactions with others.
• The candidate must exhibit respect for differences of race, ethnicity, religion, social class, national allegiance and cultural heritage.
• The candidate must not impose personal, religions, sexual and/or cultural values on others.
• The candidate must exhibit acceptance of, and provide accommodations for, exceptional learners.
• The candidate must be able to speak in a manner appropriate to the context of the classroom.

**Physical Skills**
• The candidate must exhibit motor and sensory abilities to attend and
participate in training activities and teaching duties.

**Emotional and Mental Abilities**

- **Stress Management** - The candidate must demonstrate the ability to deal with current life stressors through the use of appropriate coping mechanisms. The candidate must handle stressors effectively by using appropriate self-care and developing supportive relationships with colleagues, peers and others.
- **Emotional and Mental Capabilities** - The candidate must use sound judgment and exhibit emotional stability in his/her scholastic and professional performance.
- **Cognitive Dispositions** - The candidate must think analytically about educational issues.
- The candidate must be thoughtfully reflective about the practice of teaching.
- The candidate must be flexible, open to new ideas, and willing and able to modify personal educational beliefs and practices.
- The candidate must question and test assumptions about teaching and schooling.

**Expulsion from ACE**

Participants can exit from the program of their own accord or can be asked to exit by ACE program officials. The reasons for exiting a participant are:

- Inability to obtain an internship position within three years of completing the summer courses and seminar
- Failing one or more of the summer courses or seminar
- Scoring less than "proficient" on two evaluation forms graded by the mentor during the first semester of internship
- Scoring less than "proficient" on one evaluation form graded by the mentor during the second semester of internship
- Being non-renewed by the district in which the participant is working
The process for exiting is:
1. Provide an oral and a written notice by the Director of the ACE Program to the participant that he/she will be exited due to one of the above reasons
2. Give the participant 10 days to respond in writing to the exiting notice.
3. Provide a hearing regarding the exiting. The hearing will be conducted by the Chairperson of the Teacher Education Department. The participant and the Director of the AC Program will attend the hearing.
4. The decision of the Chairperson will be the final decision and cannot be appealed.

**GRADING PROCEDURES**
ACE students, are considered in "good academic standing," making satisfactory academic progress, if they maintain a minimum 3.0 cumulative grade point average (GPA) on all graduate course work; earn a 3.0 semester average on all course; and earn a grade of Pass in required seminars.

Only grades of A, B, & C are acceptable for graduate credit. Grades of D or F are not accepted as graduate credit. No more than two grades of C earned at this university will be accepted as credit for any graduate program.

Each professor has his/her own procedures for grading and those procedures are spelled out in each syllabus. The grade distribution is as follows: A=90-100, B= 80-89, C=70-79 and F=69 and below. No D's will be given in the ACE program. The seminar grades will be Pass/Fail.
Texas Administrative Code

TITLE 19   EDUCATION
PART 7   STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247   EDUCATORS' CODE OF ETHICS
RULE §247.1   Purpose and Scope; Definitions

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

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

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

(1) to protect the safety and welfare of Texas schoolchildren and school personnel;
(2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
(3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse—Includes the following acts or omissions:
(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.
(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(18) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(19) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(20) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(21) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Source Note: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective
CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Read carefully the paragraph above, then sign, date and return this sheet to the ACE Coordinator before the first class begins.

Per Texas law, all apprentice teachers and interns must abide by the Code of Ethics and Standard Practices for Texas Educators. I agree to read and abide by the Code of Ethics during the time that I am enrolled in Alternative Certification of Educators (ACE) Program at Texas A&M University-Corpus Christi. These rules apply in the University classes, as well as in the classrooms in which I am being prepared as a classroom teacher. I am also aware that I am responsible for knowing these standards in preparation for the Texas Examinations of Educator Standards, Pedagogy and Professional Responsibilities EC-12 certification exam.

Name:__________________________________________________________

Signature:______________________________________________________

Date:__________________________________________________________
STATE BOARD STANDARDS FOR TEACHERS:
The state-adopted proficiencies covered in this course include the following:

(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.

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

- Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

1.2 Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices

- Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
- Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

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

- Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
- Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

1.4 Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts

- 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.
- Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.
- Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

- Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
  - Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems
  - Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
  - Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

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

  - Teachers monitor and assess student progress to ensure that their lessons meet students’ needs.
  - Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
  - Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) 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.

2.1 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.

  - Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.
  - Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
  - 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
2.2 Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

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

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

- Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
- 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.

3.1 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.

- 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.
- 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.
- Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
3.2 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.

- Teachers organize curriculum to facilitate student understanding of the subject matter.
- Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

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

- Teachers teach both the key content knowledge and the key skills of the discipline.
- Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

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.

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

- Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

4.2 Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
4.3 Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

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

- 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.
- Teachers maximize instructional time, including managing transitions.
- Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- 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.

5.1 Teachers implement both formal and informal methods of measuring student progress.

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

5.2 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.
• 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.
• Teachers involve all students in self-assessment, goal setting, and monitoring progress.
• 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.

5.3 Teachers regularly collect, review, and analyze data to monitor student progress.

• Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
• Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

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

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

6.1 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

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

6.2 Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
6.3 Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

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

6.4 Teachers model ethical and respectful behavior and demonstrate integrity in all situations

- 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).
- Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate.
ACKNOWLEDGMENT OF HAVING READ THE TAMUCC ACE HANDBOOK
AND WILL ABIDE BY THE STATED GUIDELINES, POLICIES, AND
PROCEDURES

I have read carefully the ACE HANDBOOK, and I agree to the policies and procedures.

DATE:_______________________________________________

PRINT NAME:________________________________________

SIGNATURE:_________________________________________

Sign, date and return this sheet to the ACE Coordinator before the first class begins.