

Please send completed form to:
Dr. Vi Alexander
Stephen F. Austin State University
Department of Elementary Education
Box 13017 – SFA Station
Nacogdoches, TX 75962

**APPLICATION FOR ADMISSION
MASTER READING TEACHER CERTIFICATION PROGRAM**

SECTION I. Applicant Information

A. Applicant

Name of Applicant _____

Mailing Address _____

City _____ State _____ Zip Code _____

Work Phone _____ Home Phone _____ Cell Phone _____

Email Address _____

B. School District/Campus Information

District _____

Campus _____ Current Grade Placement _____

Mailing Address _____

Work Phone _____ FAX _____

C. Letters of Referral

Attach three recent letters of referral to this application. Include one letter from your principal and two letters from campus/district instructional leaders.

Referral Names:

Position:

_____	_____
_____	_____
_____	_____

SECTION II. Reading and Language Arts Experience

Include a copy of all transcripts with relevant reading/language arts coursework highlighted.

_____ number of undergraduate hours in reading/language arts

_____ number of graduate hours in reading/language arts

_____ total years of teaching experience in the elementary grades

_____ years present grade level of teaching assignment

Course/subject area _____

SECTION III. Educational Experience

Degree(s)	Year Earned	College/University	Major	Certificate(s)/ Endorsements Held
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

SECTION IV. Evidence of Successful Teaching Experiences

Check the relevant items below and describe how these experiences reflect your success as a professional educator in your cover letter.

_____ improved student achievement

_____ active participation in professional organizations

_____ awards and recognition received

_____ actively involved in reading-related community service

_____ actively involved in professional development activities

Recruitment Follow-Up

Are you willing to participate in the collection of follow-up data concerning this certificate?

(This would require the completion of periodic program surveys, participating in interviews, etc.)

Circle One: Yes No

SECTION V. Pre-Survey for Assessing the Present Reading Program in Your Classroom

Directions: Please indicate your best assessment of your current classroom reading program.

Rate each item according to the following scale:

- 0 Not Evident
- 1 Rarely Evident
- 2 Sometimes Evident
- 3 Often Evident
- 4 Significantly Evident

READING TEXT/MATERIALS/RESOURCES

How effective are the materials used in reading instruction in your classroom?

1. The reading program uses a variety of materials.
 - a. basal readers 0 1 2 3 4
 - b. trade books in your classroom library 0 1 2 3 4
 - c. computers in the classroom include reading software 0 1 2 3 4
 - d. computers in the school for your students' use include reading software 0 1 2 3 4
 - e. student/class-made books 0 1 2 3 4
 - f. leveled books 0 1 2 3 4
 - g. Big Books 0 1 2 3 4
 - h. poetry charts/word walls 0 1 2 3 4
2. The library is an integral part of the total reading program. 0 1 2 3 4
3. The library offers a wide variety of print and non-print materials to encourage reading. 0 1 2 3 4
4. Instructional materials reflect both cultural diversity and an awareness of instructional progressions. 0 1 2 3 4

THE CONTEXT OF THE READING PROGRAM

5. Reading situations encourage self-selection of reading by

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students.	0	1	2	3	4
6. The classroom environment provides ample opportunity for silent reading such as:					
a. regularly schedule times	0	1	2	3	4
b. conducive atmosphere (quiet, comfortable)	0	1	2	3	4
c. silent reading and personal enjoyment from reading are encouraged through modeling	0	1	2	3	4
7. The classroom environment provides ample opportunity for:					
a. shared reading	0	1	2	3	4
b. guided reading	0	1	2	3	4
c. interactive writing	0	1	2	3	4
d. writing workshop	0	1	2	3	4
e. journaling	0	1	2	3	4
f. reading workshop	0	1	2	3	4
g. literacy centers	0	1	2	3	4
8. Instruction focuses on reading and writing as reciprocal processes.	0	1	2	3	4
INSTRUCTIONAL APPROACHES USED TO TEACH READING					
9. Instruction provides a greater percentage of time for reading itself.	0	1	2	3	4
10. Instruction is responsive to individual student's strengths, needs and interests.	0	1	2	3	4
11. Instruction assesses students' needs as they relate to stages of reading development.	0	1	2	3	4
12. Instruction focuses on what students need to know rather than what they have previously learned.	0	1	2	3	4
13. Instruction provides application of skills for automaticity.	0	1	2	3	4

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14. Instruction guides students to decode unfamiliar words using phonics.	0	1	2	3	4
15. Instruction develops critical thinking skills.	0	1	2	3	4
16. Instruction provides for the diverse needs, interests, and abilities of all students.	0	1	2	3	4
17. Instruction provides explicit, systematic instruction and reinforces activities using knowledge of primary and second language development to promote literacy.	0	1	2	3	4
18. Instruction includes:					
a. word meaning	0	1	2	3	4
b. word analysis/phonics	0	1	2	3	4
c. critical reading and thinking	0	1	2	3	4
d. comprehension	0	1	2	3	4
e. spelling	0	1	2	3	4
f. writing	0	1	2	3	4
g. phonemic awareness	0	1	2	3	4
h. oral language skills	0	1	2	3	4
19. Instruction develops systematic, sequential learning for groups and individuals that reflect State content and performance standards.	0	1	2	3	4

EVALUATION METHODS OF THE READING PROGRAM

20. Evaluation methods provide continuous feedback for designing instruction and determining program needs and effectiveness.	0	1	2	3	4
21. Evaluation methods include interpreting the results of both formal and informal reading assessments.	0	1	2	3	4

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22. Evaluation methods include parent and community input (surveys and conferences). 0 1 2 3 4

23. Multiple and varied assessments before, during, and after instruction guide instruction and monitor progress. 0 1 2 3 4

ORGANIZATION OF THE READING PROGRAM

24. The teacher organizes flexible groups for varied instructional purposes. 0 1 2 3 4

25. The teacher uses multiple student grouping strategies that address the reading needs of individuals and groups. 0 1 2 3 4

26. The teacher plans lessons using supplemental enrichment materials. 0 1 2 3 4

27. The professional development program is an essential component of the campus reading program. 0 1 2 3 4

PARENTAL INVOLVEMENT

28. Parents participate in training to help their child become a better reader. 0 1 2 3 4

29. Parents participate in conferences to discuss reading-related issues with teachers. 0 1 2 3 4

30. Teachers provide parent education and involvement. 0 1 2 3 4

31. Teachers collaborate with families/caregivers to promote and maintain literacy in both languages. 0 1 2 3 4