

# Education Studies

## Graduate Program Handbook



Master's in Curriculum and Instruction  
Concentrations: Early Childhood, Instructional  
Coach or Reading Specialist

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# DEPARTMENT OF EDUCATION STUDIES:

**Welcome to the Department of Education Studies!**

**Our department is part of the James I. Perkins College of Education located at the Janice A. Pattillo Early Childhood Research Center (ECRC) on the beautiful campus at SFASU.**



Janice A. Pattillo Early  
Childhood Research Center  
2428 Raguet St.  
Nacogdoches, Texas 75962

**The entire upstairs is dedicated to the Department of Education Studies and where classes are held.**

**The school serves as a field-based center for the James I. Perkins of College of Education, providing hands-on and observational experiences with children for SFA students in various areas of study, including: education studies, kinesiology, music and school psychology.**

## GRADUATE SCHOOL MISSION

**In its programs of graduate education, Stephen F. Austin State University seeks to afford qualified students the opportunity and a supportive environment in which to gain sufficient mastery of their chosen fields, so that, by virtue of their depth and breadth of knowledge and the extent of their expertise, they may contribute importantly to those fields.**

## GRADUATE PROGRAMS/DEGREES:

**Our department has various graduate degrees to meet your desire to complete a master's degree.**

## CURRICULUM & INSTRUCTION with CONCENTRATION

**The Master of Education in curriculum and instruction features evidence-based research to promote expanding skills and knowledge of professionals in diverse EC-12 educational settings. A holistic approach through theory, research, and practical application allows students to develop multitiered skills within their concentration to best meet the needs of an increasingly diverse student population. This online graduate degree is designed to increase education professionals' opportunities and career option within public, private, nonprofit and corporate EC-12 educational settings.**

**Possible Concentration Areas Include:**

- **Early Childhood – 18 hours specializing in Early Childhood to equip candidates with knowledge and skills that focus on all early childhood educational environments. 3 hours of an elective required.**

- **Instructional Coach – 18 hours in a variety of all level curriculum and instruction courses to well prepare the candidate to effectively serve a district as an instructional coach or in curriculum development. 3 hours of an elective required.**
- **Reading Specialist – 21 hours of reading specialist courses designed to develop the candidate’s knowledge and skills and culminate in a Texas Reading Specialist certification.**

If you are interested in the C&I with concentration, please send an email to Dr. Susan Reily at [reilys@sfasu.edu](mailto:reilys@sfasu.edu).

## OTHER MASTER PROGRAM DEGREES

**This handbook will review information for the MEd in Curriculum and Instruction.**

**If the MEd in Curriculum and Instruction is not the pathway you would like to consider, our department provides other programs. If you are interested in one of the programs listed below, please send an email to the contact person provided for that program.**

### MEd in Special Education

**The MEd in Special Education program offers seven different options. If you are interested in one of the options below, please contact Dr. Lindsey Kennon at [lkennon@sfasu.edu](mailto:lkennon@sfasu.edu) or visit the SFA website for additional information.**

- **MEd in Special Education with Educational Diagnostician Certification**
- **Educational Diagnostician Certification Only Plan**
- **MEd in Special Education with Visual Impairment Concentration**

- **Teacher of Students with Visual Impairments – Graduate Teacher Certification Program**
- **MEd in Special Education with Orientation & Mobility Concentration**
- **Orientation & Mobility Graduate Certification Only**

### **MEd in Teaching and Learning**

**The MEd in Teaching and Learning program offers three different options. If you are interested in one of the options below, please contact Dr. Chrissy Cross at [crossc1@sfasu.edu](mailto:crossc1@sfasu.edu) or visit the SFA website for additional information.**

- **MEd in Teaching and Learning with ESL/Bilingual Concentration**
- **MEd in Teaching and Learning with Online Teaching Concentration**
- **MEd in Teaching and Learning with Gifted/Talented Concentration**

### **MA in Teaching with Teacher Certification**

**The MA in Teaching with Teacher Certification program prepares teachers for leadership positions in the secondary school setting. This 30-hour graduate program is designed for students who have earned an undergraduate degree but are not certified to teach. Participation in the post-baccalaureate initial certification program is required. Please contact Dr. Chrissy Cross at [crossc1@sfasu.edu](mailto:crossc1@sfasu.edu) or visit the SFA website for additional information.**

# PROGRAM ADMISSION INFORMATION

If you have decided to pursue the MEd in Curriculum and Instruction, the remainder of this handbook will focus on information for that program.

## PROGRAM ADMISSION PROCESS

In order to be considered for admission to the Master's in Curriculum and Instruction Program and the Advanced Educator Preparation Program (EPP), applicants must at least:

- Hold a baccalaureate degree from an accredited institution of higher education (TAC 239.91)
- Have a **2.5 overall** GPA for their undergraduate coursework (SFA Unit Graduate Guidelines)
- Have a valid Texas Teaching Certificate (SFA Unit Graduate Guidelines)
- Reading Specialist Concentration – Teaching Service Record with at least one completed years of service required and admitted to EPP

## APPLICATION PROCESS

1. First, apply to SFA's Office of Research and Graduate Studies  
<https://www.sfasu.edu/academics/orgs/graduate-admissions#applying>.
2. Send transcripts to SFA's Office of Research and Graduate Studies.
3. Once the file is complete in the Office of Research and Graduate Studies, it will be routed to our department with a Notice of Admission (NOA) for program consideration.



- 4. The program coordinator will then determine program eligibility and will send the applicant an e-mail of acknowledgement.**
- 5. Advising will begin once the Program Admission File is complete for those seeking the Early Childhood or K-12 Instructional Coach concentrations. (TAC 227.10)**
- 6. Reading Specialist Concentration - Upon acceptance into the program, Additional Program Admission Files must be completed and sent to the program coordinator to finalize admission into the Reading Specialist concentration (see Appendix A).**

## APPLICATION DEADLINES

**Applications are accepted year-round. Although applicants may begin in the summer, it is recommended to begin the program either the Fall or Spring semesters.**

**Please apply the semester prior to when you would like to enter the program to allow ample time for university and program paperwork to be processed.**

**Paperwork that is not completed by the last day to register may delay registration for the current semester.**

**See important dates and deadlines provided by the Office of Registrar <https://www.sfasu.edu/registrar/registration-information/dates-deadlines>.**

## THREE TYPES OF ADMISSION

**When an applicant's paperwork is complete with the Office of Research and Graduate Studies, an NOA is sent to the program coordinator. The NOA**



includes an applicant's GPA, Campus ID, undergraduate institution, and start date. The program coordinator can admit an applicant three ways:

- **Clear Admission** – the applicant is eligible to work toward a graduate degree.
- **Probationary Admission** – the applicant is eligible to work toward a graduate degree but with the provision that the student earns a B average on coursework the first 12 semester credit hours of study (or the number of hours set by the advisor). Probationary students who do not meet that objective will be placed on academic suspension.
- **Provisional Admission** – the applicant is permitted to take graduate courses for one semester only.

## SENIOR YEAR OVERLAP GRADUATE PROGRAM

An SFASU undergraduate senior is eligible for the Overlap Program when at least ninety-five (95) semester hours of undergraduate credit is complete. A student with fewer than (110) hours of undergraduate credit must have a 3.0 GPA both overall and in the major field. A student with (110) hours or more of undergraduate credit may be admitted to the Overlap Program with a 2.5 GPA overall and a 2.8 GPA in the major field.

Any student admitted to the Overlap Program must reapply for full graduate admission when the undergraduate degree is completed. The student should complete the Senior Year Overlap Graduate Program form. After all approval signatures are obtained, the student should bring the form to the Graduate Office. The student must apply to the graduate school for admission at <https://www.sfasu.edu/academics/orgs/graduate-admissions#applying>.

## PROBATION, SUSPENSION, AND REINSTATEMENT

**If the applicant's grade-point average falls below a B during any semester, the applicant with clear admission to graduate study will be placed on academic probation; the applicant with probationary admission will be placed on academic suspension.**

**An applicant placed on academic probation and failing to restore an overall B (3.0) average the following semester will be placed on academic suspension. The applicant will continue on academic probation until the applicant achieves good standing or is placed on academic suspension.**

**An applicant placed on academic suspension is denied the continuation of an academic program, as well as the privilege of registering for coursework. This suspension period is for one semester, whichever follows the period after which the suspension occurred. To be reinstated to a degree program, the student must be recommended by the appropriate academic department and approved by the academic dean and the dean of Research and Graduate Studies. If permission is granted for the applicant to continue, the program coordinator will advise the applicant for the coming semester. If the applicant is not granted permission, the student will revert to post-baccalaureate admission status and will be permitted to take coursework not applicable toward a degree program.**

**If placed on probation or suspension, it is the responsibility of the applicant to meet with the program coordinator for next steps.**

## FINANCIAL AID

**SFA's Satisfactory Academic Progress (SAP) policy is based on federal regulatory guidance that cannot be changed. SFA's SAP policy can only consider the first Master's degree hours. In other words, SFA will only award aid based on the SAP status for that first degree. This policy was written to prevent students from over-borrowing, increasing load debt, and having possible loan defaults. If a candidate is pursuing a second master's degree, candidates can file an appeal for Financial Aid consideration. Also, financial aid is only awarded for courses that are required by the Degree Plan on file. Any coursework that is taken outside of the department would need to have a Petition filed for Financial Aid to consider coverage. If you have questions about financial aid or other types of aid available, please contact the Financial Aid Office at [finaid@sfasu.edu](mailto:finaid@sfasu.edu) or 936-468-2403.**

## TUITION COST

**The cost of attendance at SFA includes both direct costs and additional costs. Keep in mind that the total cost also depends on factors such as how many credit hours the applicant is taking, textbooks, and materials required for each class. Graduate student applicants are eligible for Texas Resident Graduate rates. If you have questions about tuition and fee plans, please contact the Student Business Office at [sbs@sfasu.edu](mailto:sbs@sfasu.edu) or 936-468-6960.**

**<https://www.sfasu.edu/sbs/tuition-fees/plans-rates>**

## ADDITIONAL FEES

**There may be additional course fees based on the area of concentration and requirements for assigned coursework.**

**The Reading Specialist Concentration requires an additional fee for study material to prepare for the Reading Specialist certification (Appendix A).**

## **COURSE REQUIREMENTS:**

### **COURSE LOAD**

**Graduate courses are completed in 16 weeks. Limited summer courses are offered.**

**A full-time course load at the graduate level is 9 hours (3 courses). It is not recommended to take less than 6 hours per semester. Candidates can complete the program in two years if taking a full-time course load of 9 hours per semester.**

### **PROGRAM COURSE REQUIREMENTS**

**Core Curriculum: The three concentrations require 15 hours (5 courses) of core curriculum as follows:**

**CIED 5300 – Foundations of Research in Educational Settings**

**CIED 5301 – Methods of Teaching in Diverse Educational Settings**

**CIED 5302 – Designing and Evaluating Curriculum for Students with Exceptionalities**

**CIED 5303 – Assessment, Data Analysis, and Student Support in Education Settings**

**CIED 5304 – Capstone Project in Educational Settings**

**Concentration Coursework: Each concentration has coursework specific to the concentration area:**

**Early Childhood Concentration: 18 hours (6 courses + elective) required**

**ECED 5300 – Foundations of Early Childhood**

**ECED 5310 – Early Childhood Play and Learning**

**ECED 5320 – Language and Literacy in ECH**

**ECED 5335 – STEM in ECH**

**ECED 5345 – Leaders and Advocates in ECH**

**ECED 5315 – Curriculum in ECH**

**ELECTIVE**

**Instructional Coach Concentration: 18 hours (6 courses + elective) required**

**CIED 5305 – Becoming a Teacher Leader**

**CIED 5306 – Research and Best Practice in Social Studies Curriculum and Instruction**

**CIED 5307 – Mathematics and Technology Curriculum and Instruction**

**CIED 5308 – Science and Engineering Curriculum and Instruction**

**READ 5308 – Foundations of Language and Literacy**

**ELED 5341 – ESL/Bilingual Teaching Methods (only offered in summer)**

**ELECTIVE**

**Reading Specialist Concentration: 21 hours (7 courses) required**

**READ 5318 – Creating Literate Environments**

**READ 5328 – Practicum in Instructional Coaching**

**READ 5316 – Disciplinary Literacy**

**READ 5308 – Foundations of Language and Literacy**

**READ 5310 – Curriculum and Instruction**

**READ 5312 – Assessment, Instruction and Evaluation**

**READ 5314 – Professional Learning and Leadership**

**Electives: Two concentrations; Early Childhood and Instructional Coach require 3 hours (1 course) as an elective. Applicants may select an elective from one of the other concentrations. Electives may be completed in the summer.**

## **FIELD BASED EXPERIENCES**

**The Reading Specialist Concentration requires 160 hours of structured, field-based experiences. Experiences include observation, modeling, and demonstration of effective practices to improve student learning with diverse types of students, grade levels, and campuses. It is the candidate’s responsibility to secure field experience locations for observations and trainings. (Additional paperwork required for this concentration – Appendix A.)**

## **DEGREE PLANS**

**The following three pages contain the degree plans for the three different concentration areas for the Curriculum and Instruction degree.**

**Pg. 14 – C and I with Early Childhood concentration**

**Pg. 15 – C and I with K-12 Instructional Coach concentration**

**Pg. 16 – C and I with Reading Specialist concentration**

**GRADUATE DEGREE PLAN**



**STEPHEN F. AUSTIN  
STATE UNIVERSITY**  
JAMES I. PERKINS  
COLLEGE OF EDUCATION

Student Name: \_\_\_\_\_

Campus ID (CID): \_\_\_\_\_

Date: \_\_\_\_\_

Candidate Degree for: M.Ed.

Catalog: Fall 2024

Major/Program: Curriculum and Instruction

Total Hours for Degree: 36

**\*Transfer Courses not to exceed 12 hours. Courses included must be taken within 6 years of graduation date.**  
List courses required to be completed for the degree. The distribution of courses must comply with the requirements of the Graduate Bulletin under which the student intends to graduate. Any desired changes to a degree plan, which deviate from approved curriculum, must be pre-approved and include a "course substitution" form.

This form will be submitted to the Academic Unit Head and, after approval, will be emailed to [coegrad@sfasu.edu](mailto:coegrad@sfasu.edu) for review and approval by the Dean. After final approval, the student will receive a final copy of their degree plan.

**CORE COURSES**

**CORE RESEARCH**

**CONC/ELECTIVES Early Childhood**

Course #	Course Title	CH	Grade	Course #	Course Title	CH	Grade	Course #	Course Title	CH	Grade
CIED 5301	Models of Teaching	3		CIED 5300	Research in Ed Settings	3		ECED 5300	Foundations of Early Childhood	3	
CIED 5302	Dgn Eval Diff Cur	3						ECED 5310	Early Childhd Play/Lrng Env	3	
CIED 5303	Assessment in Ed Settings	3						ECED 5320	Language and Literacy in ECH	3	
CIED 5304	Capstone Ed Settings	3						ECED 5335	Math and Science in ECH	3	
								ECED 5345	Leaders and Advocates in ECH	3	
								ECED 5315	Curriculum in ECH	3	
									Elective	3	

**Notes:**  
 A grade of B or higher is required for successful completion of the capstone course.  
 \*\*\*\*\*  
 Select a 3-hr elective from any course offered by the Dept of Education Studies.

\*Student is responsible to submit a Graduation Application by required deadline. Degree will not be conferred without application.



**GRADUATE DEGREE PLAN**



STEPHEN F. AUSTIN  
STATE UNIVERSITY  
James I. Perkins  
College of Education

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Campus ID (CID): \_\_\_\_\_

Catalog: Fall 2024

Candidate Degree for: **M.Ed.** ▼

Total Hours for Degree: 36

Major/Program: Curriculum and Instruction ▼

**\*Transfer Courses not to exceed 12 hours. Courses included must be taken within 6 years of graduation date.**

List courses required to be completed for the degree. The distribution of courses must comply with the requirements of the Graduate Bulletin under which the student intends to graduate. Any desired changes to a degree plan, which deviate from approved curriculum, must be pre-approved and include a "course substitution" form.

This form will be submitted to the Academic Unit Head and, after approval, will be emailed to [coegrad@sfasu.edu](mailto:coegrad@sfasu.edu) for review and approval by the College of Education Graduate Studies Coordinator and Dean. After final approval, the student will receive a final copy of their degree plan.

CORE COURSES				CORE RESEARCH				CONC/ELECTIVES Instructional Coach <span style="border: 1px solid black; padding: 2px;">▼</span>			
Course #	Course Title	CH	Grade	Course #	Course Title	CH	Grade	Course #	Course Title	CH	Grade
CIED 5301	Models of Teaching in Div Ed Settings	3		CIED 5300	Research in Ed Settings	3		CIED 5306	Soc Stud Curr and Inst	3	
CIED 5302	Design/Eval Differentiated Curriculum	3						CIED 5307	Science and Engineering	3	
CIED 5303	Assessment in Ed Settings	3						CIED 5308	Math and Technology	3	
CIED 5304	Capstone Project in Ed Settings	3						ELED 5341	ESI/BI Teaching Methods	3	
								READ 5308	Foundations of Language & Literacy	3	
								CIED 5305	Becoming a Teacher Leader	3	
									Elective	3	
<p><b>Notes:</b>                      A grade of B or higher is required for successful completion of the capstone course.                      *****                      Select 3-hr elective from any course offered by the Dept of Education Studies.</p>											
<p>*Student is responsible to submit a Graduation Application by required deadline. Degree will not be conferred without application.</p>											

REQUIRED APPROVALS: \_\_\_\_\_ **Program Coordinator** \_\_\_\_\_ **Date**

\_\_\_\_\_ **Graduate Student (optional)** \_\_\_\_\_ **Date**

\_\_\_\_\_ **Academic Unit Head** \_\_\_\_\_ **Date**

\_\_\_\_\_ **PCOE Graduate Studies Coordinator** \_\_\_\_\_ **Date**

\_\_\_\_\_ **Dean** \_\_\_\_\_ **Date**

**GRADUATE DEGREE PLAN**



**STEPHEN F. AUSTIN  
STATE UNIVERSITY**  
JAMES I. PERKINS  
COLLEGE OF EDUCATION

**Student Name:** \_\_\_\_\_

**Campus ID (CID):** \_\_\_\_\_

**Candidate Degree for:** M.Ed.

**Major/Program:** Curriculum and Instruction

**Total Hours for Degree:** 36

**Date:** \_\_\_\_\_

**Catalog:** Fall 2024

**\*Transfer Courses not to exceed 12 hours. Courses included must be taken within 6 years of graduation date.**  
List courses required to be completed for the degree. The distribution of courses must comply with the requirements of the Graduate Bulletin under which the student intends to graduate. Any desired changes to a degree plan, which deviate from approved curriculum, must be pre-approved and include a "course substitution" form.

This form will be submitted to the Academic Unit Head and, after approval, will be emailed to [coegrad@sfasu.edu](mailto:coegrad@sfasu.edu) for review and approval by the Dean. After final approval, the student will receive a final copy of their degree plan.

CORE COURSES				CORE RESEARCH				CONC/ELECTIVES <b>Reading Specialist</b>			
Course #	Course Title	CH	Grade	Course #	Course Title	CH	Grade	Course #	Course Title	CH	Grade
CIED 5301	Models of Teaching	3		CIED 5300	Research in Ed Settings	3		READ 5308	Foundations of Language & Literacy	3	
CIED 5302	Dgn Eval Diff Cur	3						READ 5312	Assessment, Instruction, & Eval	3	
CIED 5303	Assessment in Ed Settings	3						READ 5314	Professional Learning & Leadership	3	
CIED 5304	Capstone Ed Settings	3						READ 5316	Disciplinary Literacy	3	
								READ 5318	Creating Literate Environments	3	
								READ 5328	Prac in Instructional Coaching	3	
								READ 5310	Curriculum & Instruction	3	

**Notes:**  
A grade of B or higher is required for successful completion of the capstone course.

\*Student is responsible to submit a Graduation Application by required deadline. Degree will not be conferred without application.

## GRADUATION:

**The Registrar's website includes dates that are critical for filing for graduation audits and graduation. Start watching the dates at least a year before your projected graduation so you do not incur late fees.**

**Prior to graduation, candidates will receive an email inquiring about a degree plan audit. Degree Plan Audits for the College of Education are automatically completed.**

**SFA has three graduations: May, August, and December.**

## READING SPECIALIST CONCENTRATION REQUIRED PAPERWORK

Congratulations on your decision to either pursue a Master’s in Curriculum and Instruction with Reading Specialist Concentration or add a Reading Specialist Certification to your completed master’s degree.

Because you are pursuing a certification as a Reading Specialist, additional paperwork is required to complete your admission application.

Admission to the Reading Specialist Concentration (RSC) and the Advance Educator Preparation Program (EPP) requires applicants to at a minimum:

- hold a baccalaureate degree from an accredited institution of higher education (TAC 239.91) ; and
- have a 2.5 overall GPA for undergraduate coursework (SFA Unit Graduation Guidelines)
- have a valid Texas Teaching Certificate (SFA Unit Graduate Guidelines)
- have at least one completed years of service in an accredited school
- admitted to SFA’s EPP (There is a \$100 Educator Certification Fee since this is an Educator Preparation Program that leads to a Professional Certification, and a \$35 Accountability System for Educator Preparation (ASEP) technology fee.)

To proceed with the Reading Specialist Concentration for the Curriculum and Instruction degree, you will need to review the following sections of information located in this packet.

<b>Pgs. 20-30</b>	<b>SECTION 1: Additional Reading Specialist Paperwork for Candidate to Complete</b>
<b>Pgs. 31-45</b>	<b>SECTION 2: Site Supervisor Paperwork – completed by site supervisor and returned to you to submit</b>
<b>Pgs. 46-48</b>	<b>SECTION 3: Reading Specialist Concentration Completion Requirements</b>
<b>Pg. 49</b>	<b>APPENDIX</b>

# SECTION 1

## Additional Reading Specialist Paperwork for Candidate to Complete

Within the pages of this section, you will find the following items to complete and the directions on how to complete and submit those items. The following forms need to be completed, and/or filled out, saved or scanned SEPARATELY as PDF documents, then emailed to Assistant Chair for the Curriculum and Instruction degree Dr. Susan Reily at [reilys@sfasu.edu](mailto:reilys@sfasu.edu), as SEPARATE attachments. These forms are all required to complete your PROGRAM ADMISSION FILE with the Reading Specialist program.

<b>p.21</b>	<b>Advanced Educator Certification Tracking Form</b>
<b>p.22</b>	<b>Official Years of Service Documentation</b>
<b>p.22</b>	<b>SBEC Official Record of Educator Certifications</b>
<b>p.23</b>	<b>Statement of Intent</b>
<b>p.24</b>	<b>Required Trainings</b>
<b>p.26</b>	<b>Acknowledgment of Practicum Requirements</b>

**Advanced Educator Certification Tracking Form**

**A \$100 Educator Preparation Program Admission Fee and \$35.00 Texas Education Agency (TEA) Accountability System for Educator Preparation (ASEP) will be charged to your MySFA account. (This fee covers the following expenses: Data management, technology, professional development, student services, and EPP general support.)**

**PLEASE FILL IN ALL BLANKS. Incomplete Information will delay processing.  
This document is needed for admission to the Educator Preparation Program.**

**Date:** \_\_\_\_\_ **Campus ID#:** \_\_\_\_\_

**Name:** \_\_\_\_\_  
Last
First
Middle

**Current Employer:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

<b>Program:</b>	<b>Documents needed for admission to the Educator Preparation Program:</b>
Reading Specialist	Tracking Form
Degree Seeking	
Certification Only**	
**For Cert only; Please list courses:	

**Candidate acknowledgment (based on TAC 224.17)**

I understand that upon acceptance into the Reading Specialist program, I am also accepting admission into the Educator Preparation Program (EPP). My admission date to the EPP will be SFA's Official Reporting Day of the semester in which I was granted admission per the Notice of Admission issued by the Graduate School.

**Summer          Fall          Spring**

**Candidate Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**FOR OFFICE USE ONLY:**

**GPA: Overall          GPA Last 60 hours          Estimated Completion Date:**  
 (2.5 or greater required TAC 227.10 for exception rules)

**Program Coordinator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**TAC 227.17 states that an EPP must notify the TEA within seven calendar day of a candidate's formal admission. The Office of Assessment and Accountability must receive the tracking form and all required documents within FIVE days of the signature date.**

**Program Coordinators: Please scan and send completed form and ALL required documents to: [edcert@sfasu.edu](mailto:edcert@sfasu.edu)  
 Attn: Melanie Mercer.**

**Entered in Ed Prep System**

**EPP Fee Applied**

**Admission Fee Spreadsheet**

**Date Processed:** \_\_\_\_\_

**Revised Spring 2022**

### Official Years of Service Documentation

Please provide a **Copy of your Teaching Service Record**. This is the official record that your district human resource department keeps that shows how many credible years of service you have for pay purposes and for teacher retirement.

You must have at least ONE completed year as a certified teacher to pursue the Reading Specialist concentration for this degree.

Teacher service records are maintained by the employing school district. You will have to request a copy from your district and then make a PDF of it to send for your admission file. If you are a first-year teacher and your district does not have a Service Record for you yet, please have your principal sign off on the **Years of Service Form**.

You may contact your previous school district(s) for your official teacher service record(s) and for any corrections to your service record(s).

Service Record Information may be completed using either the Electronic Interactive Service Record or Basic Service Record found on the TEA website.

<https://tea.texas.gov/texas-educators/salary-and-service-record>

**Please note that each entry requires an authorized signature, title and organization official stamp to be accepted.**

### SBEC Official Record of Educator Certifications Documentation

Please provide a **Copy of your Teaching Certificate**.

If you do not already possess a copy of your Official Record of Educator Certificates, please use the link below to access that information, copy and submit.

You can go to TEA's website, Texas Educators, and drop down to Certification, Certificate Look Up.

You can take a screenshot and save as PDF file.

You may also use the following link to access that information.

<https://tealprod.tea.state.tx.us/ECOS-External/EcosOnline/VirtCert>



## Statement of Intent

The Texas Administrative Code states that an applicant must submit and participate in either an interview or other screening instrument to determine if the Educator Preparation Program (EPP) applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought TAC §227.10. The Reading Specialist Program utilizes the option of ‘other screening instrument’ and an applicant will submit a paper using the prompt, *Why are you seeking an advanced degree toward a professional Reading Specialist certification?* using the following criteria: double-spaced, 1-inch margins, 12-point Times New Roman font, between approximately 225-250 word count, and using original thought. Adhere to Standard English with well-organized sentences, correct spelling and grammar. The rubric below will be used to score the paper with each indicator being one point for Met. The title of your paper will be: **Statement of Intent**

Applicants should have 3 out of 3 “Met” scores on all three indicators to qualify for admission to the EPP. Applicants that receive 2 out of 3 Met scores will be given feedback with an opportunity to resubmit.

Not Met	Indicators	Met
	Applicant submitted a double-spaced paper with 1-inch margins, 12-point Times New Roman font, between approximately 225-250 word count using original thought. 1 point	
	Paper adhered to Standard English, with well-organized sentences, correct spelling and grammar. 1 point	
	Applicant expressed reason for seeking an advanced degree toward a professional Reading Specialist certification and draws upon previous knowledge, experience, skills, and aptitude. 1 point	

**Please save your paper as a Word document (all other files will be saved as a PDF) when sending it back as an attachment.**

## Required Trainings

TEA requires all certification seeking students complete training in students with dyslexia, mental health, substance abuse and youth suicide.

Please note: The links below and in the attachments have been updated.

The approved TEA trainings you must complete are as follows:

- **Dyslexia** - [TEA Dyslexia - TEA Learn](#)
  - Go to [TEA Dyslexia - TEA Learn](#)
  - Click Enroll
  - Enter fields for first, middle (optional), and last name
  - Enter and verify email address
  - For TEA Uniq-ID, select '**I don't have one**'
  - For District/Charter, select '**I don't have one**'
  - For Current Assignment/Role, select '**Certification Program Candidate**'
  - Finally, select '**Enroll in course**'
    - NOTE: Before you can access the course, you will need to 'finish the registration process' (i.e., set up a new account with a password), which will be sent to you via the email address you entered and verified at the time of registration. After setting up your TEALearn account, you will '**Access Your Dashboard**' to '**Begin Course.**'
  - Complete all modules
  - Save a copy of your certificate to submit.
  
- **Mental health** – [Texas Behavior Support Initiative \(TBSI\) - TIER \(tealearn.com\)](#)
  - Click on TBSI in the top right corner
  - Click on Texas Behavioral Support Initiative Course
  - Click on Enroll
  - Complete User Registration
  - Current Assignment/Role: Certification Program Candidate
  - Watch for an email with a link from Canvas Catalog
  - Click Complete Registration in email
  - Set up password
  - Begin Course
  - Go through all the modules
  - Take the quiz at the end of the module
  - You will be sent an email when you have completed the training with a link where you can receive your certificate. Click View Certificate.
  - Save a copy of your certificate to submit.

- **Substance abuse prevention** – Tutorial for Substance Use Disorder Treatment Professionals - [Tutorial Description for Substance Use Disorder Treatment Professionals | National Center on Substance Abuse and Child Welfare \(NCSACW\) \(hhs.gov\)](#)
  - Click Sign Up Now
  - Enter your email address
  - Choose “Tutorials for Substance Use Disorder Treatment Professionals”
  - Submit Registration
  - You will receive an Access Key
  - Enter your Access Key and click “Sign In”
  - Complete all modules and the evaluation
  - Save a copy of your certificate to submit.
  
- **Youth suicide prevention** – Society for the Prevention of Teen Suicide - [SPTS University](#)
  - Click on “Register here”
  - Create your account
  - Choose “Making Educators Partners in Youth Suicide Prevention: Act on FACTS (60 min) National Version”
  - Go through the entire training (including optional modules)
  - Complete course feedback
  - Save a copy of your certificate to submit.

If you have completed these specific trainings as part of required professional development with your school district, you may provide a copy of that certificate as completion of the required training.

**All four trainings must be completed, and a PDF of your completion certificate submitted as part of the additional paperwork required for Reading Specialist.**

## Practicum Requirements

As an individual seeking certification as a Reading Specialist, you are required to complete a minimum of 160 practicum hours and complete three teaching observations. You will complete your practicum hours in the following READ courses 5312, 5314, and 5328.

You will complete 40 practicum hours in READ 5312 and another 40 in READ 5314. After completing the first 80 hours you will complete your first required observation. The remaining 80 hours and the final two observations will take place in READ 5328.

### **Reading Specialist Practicum Log**

Review a copy of the practicum time log requirements located on the page 10 of this packet and familiarize yourself with the expectations. You should use the paper copy located on page 10 to keep track of your practicum hours, but you will be required to document those hours during the practicum courses in SFA's data collection system, QClassroom. In addition to logging your practicum hours during the three practicum courses, you will be required to complete reflections throughout each semester on your experiences that your field supervisor will use to provide you with on-going support for practicum experiences.

### **Practicum (TAC §228.35)**

For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.

(A) A practicum experience must take place in an actual school setting rather than a distance learning lab or virtual school setting.

(B) A practicum shall not take place in a setting where the candidate:

(i) has an administrative role over the site supervisor; or

(ii) is related to the field supervisor or site supervisor by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

### **Evaluation of Reading Specialists**

Candidates are evaluated by the Field Supervisor (Course Instructor) on the Texas Reading Specialist Standards and the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals. The standards focus on the knowledge, skills, and dispositions necessary for effective educational practice in a specific role and highlight contemporary research and evidence-based practices in curriculum, instruction, assessment, and leadership.

### **Formal Observations OneDrive Folder**

As a requirement for the practicum semesters, you will be required to participate in **3 formal observations**. You may be observed when providing professional development, meeting with teachers, or any other coaching-related activities. These observations will be conducted by your field supervisor for the READ courses designated for Practicum hours. To complete these observations, you must submit the following three items to a One Drive folder you have created, share with your course instructor and Dr. Susan Reily. Please create a separate folder for each observation. You should have 3 separate folders.

1. **Pre-Conference Documentation** - Before each formal observation, you must participate in a pre-conference to discuss what you will be facilitating, teaching, etc. and your expectations for the event. Before the observation, you will participate in a virtual pre-conference with your field supervisor (course instructor). The pre-conference will be recorded via ZOOM and can then be loaded to the folder.
2. **Observation Video** - Each observation must be videoed and must be approximately 45 minutes in length. If your site supervisor is not able to conduct your observation at the time it takes place, your Field Supervisor will conduct the observation by viewing the video of the observation.
3. **Post-Conference Documentation** - After your formal observation, you will participate in a virtual post-conference with your field supervisor (course instructor). The post-conference will be recorded via Zoom and can then be loaded to the folder.
4. **Informal Observations/On-going Support** – Throughout all READ courses, you will receive on-going support from your field supervisor for those assigned courses which includes discussion, reflections, assignments, and feedback.

Appendix A includes the documents that will be used for the pre-observation, observation, and post observation.

### **Acknowledgement of Practicum Requirements**

*My signature (written or electronic) signifies my acceptance and understanding of my responsibilities for the required practicum hours and observations for the Reading Specialist Concentration.*

**Your Signature:**

**Date:**

## Practicum Hours/Activities Log

A variety of activities and experiences in different grade levels that represent experiences across the Reading Specialist Standards must be demonstrated when completing the minimum 160 clock hours. It is recommended that the candidate complete 40 hours for each standard area engaging in the different activities listed below. There should be no less than 25 hours completed for standard area.

Activities that Address Standard 1-Components of Reading	Date Completed	Time Spent
Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests and is based on ongoing informal and formal assessment of individual students' oral language development		
Use a variety of instructional methods to teach and reinforce oral language development		
Use a variety of instructional methods to teach and reinforce word identification skills		
Use a variety of instructional methods to teach and reinforce students' reading fluency		
Select and use appropriate materials and strategies that reflect cultural diversity, are based on a convergence of research evidence, and promote students' reading comprehension skills		
Promote students' comprehension skills by providing them with multiple opportunities to listen to, read, and respond to various types of fiction and nonfiction literature for children and to learn about types of narrative and expository texts		
Use a variety of instructional methods to teach and reinforce vocabulary development		
Use appropriate instructional strategies and sequences for developing students' writing skills		
Provide instruction in the use of technology that facilitates written communication		

Activities that Address Standard 2-Assessment and Instruction	Date Completed	Time Spent
Use multiple and varied assessments before, during, and after instruction to guide instruction, monitor progress, and address specific concerns		
Use assessment results to plan instruction for individuals and groups and to develop a targeted program that will address identified literacy needs		
Identify, evaluate, and recommend a variety of appropriate reading materials for a range of reading levels, purposes, and interests		
Apply appropriate strategies for addressing the literacy needs and accelerating the achievement of any student who is reading below grade level		

<b>Activities that Address Standard 3-Strengths and Needs of Individual Students</b>	<b>Date Completed</b>	<b>Time Spent</b>
Develop systematic, sequential reading instruction that is based on a convergence of research evidence and that is responsive to individual students' strengths and needs, including children whose first language is other than English, and students with reading difficulties, dyslexia, and reading disabilities		
Interpret and use results of screening devices and formal and informal reading assessments to know when in-depth evaluation and additional intervention are warranted		
Collaborate with teachers, specialists, parents/guardians, students, and administrators to promote literacy in students with reading difficulties, dyslexia, and reading disabilities, while respecting their individuality		
Facilitate appropriate placement of students, matching individual needs to available services		

<b>Activities that Address Standard 4-Professional Knowledge and Leadership</b>	<b>Date Completed</b>	<b>Time Spent</b>
Facilitate appropriate placement of students, matching individual needs to available services		
Communicate the theoretical rationale for instructional decisions and practices		
Participate in ongoing curriculum development and evaluation		
Facilitate effective interactions among groups and individuals in order to improve literacy instruction for all students		
Communicate information and local data about literacy and, when appropriate, make recommendations to district staff and community stakeholders		
Model ethical professional behavior		
Work with other educators to initiate, implement, and evaluate professional development		
Use local data to identify and prioritize professional development needs		
Effectively mentor and coach educators for the successful implementation of instructional practices addressed in professional development		
Pursue knowledge of literacy by reading professional journals and publications and by participating in conferences and professional organizations and other professional activities		
Recognize the value of participating in local, state, national, and international professional organizations whose mission is the improvement of literacy		



Activities that Address All Four Standards	Date Completed	
Shadow a student all day and reflect on instructional and environmental factors		
Acquire experience in PK-2 Classroom with a focus on literacy		
Acquire experience in 3-5 Classroom with a focus on literacy		
Acquire experience in 6-8 Classroom with a focus on literacy		
Acquire experience in 9-12 ELA Classroom		
Acquire experience in 9-12 SPED ELA Classroom		
Acquire experience in an Adult Literacy Class		
Experience - attend an ARD with Literacy as the Qualifying Condition		

At the conclusion of each practicum course, you will submit this form for hours completed for that semester, have your site supervisor sign below to confirm your hours, and submit to QClassroom to confirm the hours and activities you have submitted for your digital practicum log.

**Candidate Name:**

**Semester/Year:**

**READ Course Completing:** \_\_\_READ 5312 \_\_\_READ 5314 \_\_\_READ 5328

**Total Hours Completed:** \_\_\_\_\_

**Site Supervisor Name (Print):**

**Site Supervisor Signature:**

*My signature (written or electronic) signifies confirmation of the hours listed on the time log that the candidate completed this semester.*

## SECTION 2

### Site Supervisor Documentation

Within the pages of this section, you will find the following items to complete and the directions on how to complete and submit those items. The following forms need to be completed, and/or filled out, saved or scanned SEPARATELY as PDF documents, then emailed to Assistant Chair for the Curriculum and Instruction degree Dr. Susan Reily at [reilys@sfasu.edu](mailto:reilys@sfasu.edu), as SEPARATE attachments. These forms are all required to complete your PROGRAM ADMISSION FILE with the Reading Specialist program.

<b>p.32</b>	<b>Reading Specialist Practicum Details (completed by candidate)</b>
<b>p.33</b>	<b>Documentation for Site Supervisor to Complete/Provide</b> <ul style="list-style-type: none"><li>• Training Completion Acknowledgements</li><li>• Acknowledgement of Responsibilities as Site Supervisor</li><li>• Copy of SBEC Official Record of Educator Certificate.</li><li>• Evidence of impact on student learning in the area of literacy</li></ul>
<b>p.36</b>	<b>Examples of Documentation to Complete (not required to submit at this time)</b>

## SITE SUPERVISOR REQUIREMENTS

You are responsible for securing your site supervisor. This person needs to be someone with any of the following certifications:

- **Reading Specialist,**
- **Principal, and/or**
- **Superintendent.**

The supervisor does NOT have to supervise you in any way. He/she is designated as someone in your district who can assist you should you need access to data or assistance. However, your site supervisor is required to approve your practicum hours completed during the practicum courses and complete a Final Dispositions to indicate your successful completion and recommendation that you are ready to complete your certification.

You will need to complete the first document of this section, then provide the entire section to your site supervisor to complete and return to you. You will then submit all paperwork for this section and section one to Dr. Susan Reily at [reilys@sfasu.edu](mailto:reilys@sfasu.edu).

## READING SPECIALIST PRACTICUM DETAILS

*Type the required information in the document below, then print the entire Site Supervisor section so your site supervisor can complete the documentation and return to you to submit. This documentation must be received prior to admission to the graduate program for the Reading Specialist concentration.*

Practicum Requirements will be completed throughout the coursework; therefore, any changes in the site supervisor must be reported to the Assistant Chair for the Curriculum and Instruction degree Dr. Susan Reily at [reilys@sfasu.edu](mailto:reilys@sfasu.edu).

Semester and Year Completed	
Candidate's Name	
Candidate's Student ID Number	
District Where Practicum Hours will be Completed	
School Where Practicum Hours will be Completed	
<b>Site Supervisor Name</b> (Must have three years of education experience and hold a Texas Reading Specialist Certification (preferred) or Texas Superintendent or Principal Certification)	
Site Supervisor Title/Position	
Site Supervisor E-Mail	
Site Supervisor TEA ID number and TX Certifications (Copy of SBEC certification record required)	



# STEPHEN F. AUSTIN STATE UNIVERSITY

## Department of Education Studies

P.O. Box 13017, SFA Station • Nacogdoches, Texas 75962

Phone (936) 468-2904 • Fax (936) 468-1701

For electronic use only

Dear Reading Specialist Site Supervisor,

Thank you for agreeing to serve as a Site Supervisor for the Stephen F. Austin State University's Reading Specialist Certification Program. In keeping with required documentation, you are asked to complete the following items, save, and return this form to the candidate indicating your acceptance and understanding. Each candidate is required to have a Site Supervisor located at the public school where the candidate is completing the practicum.

### Site Supervisor Expectations

It is the expectation that Site Supervisors support Reading Specialist candidates as they complete their assignments. Most assignments may be completed independent of the Site Supervisor, but there may be instances where candidates will seek out guidance and mentorship in order to access and/or analyze data.

If the Site Supervisor changes, it is the candidate's responsibility to update SFA of any changes. All responsibility for coursework and required documentation rests solely on the candidate. At the end of each practicum course, the site supervisor will be asked to complete a form confirming the practicum hours and activities the candidate has completed that semester. At the end of the practicum, the Site Supervisor will be asked to complete a form stating whether to Approve/Not Approve the candidate for certification.

All Site Supervisors are asked to complete two brief trainings by accessing the links provided and acknowledge the completion of those trainings.

Please review the Site Supervisor Training by accessing the link below and then initial that you have completed.

[Site Supervisor Training](#)

I have reviewed the Site Supervisor Training and accept the responsibility to be a Site Supervisor.

Please review the Mentor/Coaching Requirements Training by accessing the link below and then initial that you have completed.

[Mentor/Coaching Training](#)

I have reviewed the Mentor/Coaching Requirements Training and accept the responsibility to be a mentor/coach as a Site Supervisor.

Your Name:

Candidate Name:

Calendar year in which you will serve as a Site Supervisor:

Please read and initial next to each statement.

I have read the information provided in this letter about the Site Supervisor Expectations.

I understand that there is a 160-hour supervised practicum involving assignments that must be completed at a public school accredited by the Texas Education Agency (TEA). My role is to guide, assist, and support the Reading Specialist candidate during the practicum and confirm the practicum hours completed during the three required practicum courses.

I have at least three year's educational experience and hold a Texas Superintendent, Principal or Reading Specialist Certification. I have attached a copy of my SBEC Official Record of Educator Certificate.

I have attached documentation that demonstrates the impact I have had on student learning in the area of literacy (student data, examples located in vitae). Or I have provided a signed document from our Human Resources office that verifies I have made an impact on student learning in the area of literacy.

Please sign below before returning this document to the candidate to submit for their required paperwork for admission to the program.

*My signature (written or electronic) signifies my acceptance and understanding of my responsibilities.*

Your Signature:

Date:

Thank you for agreeing to be a vital part of our program. I think you will find SFA prepares Reading Specialist candidates to be lifelong learners of literacy who are able to share an abundance of learning. Please feel free to reach out with any questions or congratulations about the candidate.

Thank you,

*Dr. Susan Reily*

Dr. Susan Reily

Curriculum and Instruction Graduate Program Coordinator

[reilys@sfasu.edu](mailto:reilys@sfasu.edu)

## PRACTICUM EVALUATION FORM – SITE SUPERVISOR

This form is a sample only—to be completed online at the appropriate time during the practicum.

Site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

**Instructions:** Please take a few minutes to respond to the following questions. Your responses will help us monitor the effectiveness of the practicum experience for the candidate.

1. What worked particularly well in your practicum experience? Please provide examples of what worked well for you as the Site Supervisor.

2. What did not work well in your practicum experience? Please provide examples of what did not work well for you as the Site Supervisor.

3. Other comments and suggestions:

Thank you for taking time to complete this practicum evaluation. Your responses will remain confidential.



## CANDIDATE DISPOSTION SURVEY – SITE SUPERVISOR

This form is a sample only—to be completed online at the appropriate time during the practicum.

Site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

Please answer each question after thoughtful reflection and consideration.

Complete the SFA Dispositions Instrument by selecting the specific level which best represents your evaluation of how the teacher candidate performed for each item. This instrument is designed to indicate and provide feedback on the you feel the candidate reflects the following core values defined in The Professional Dispositions Statement for Educator Preparation: (a) academic excellence, (b) potential for becoming a life-long learner(c) collaboration and shared decision-making, (d) openness to new ideas, diversity, innovation, and change (e) integrity, responsibility, diligence, and ethical behavior (f) service that enriches the community. (Standards: CAEP 1, INTASC 9, INTASC 10, CAEP 3, CAEP 5)

Q2 The candidate regularly attends class or the field experience / clinical practice site and is on time.

- Target: Attends all classes or the field experience / clinical practice site regularly and is always on time. (1)
  - Acceptable: Attends classes or the field experience / clinical practice most of the time, and is on time or has a valid reason when delayed/late. (2)
  - Unacceptable: Does not attend classes or the field experience / clinical practice regularly, is rarely on time and offers no valid reason when delayed/late. (3)
- 

Q3 The candidate actively participates in required activities.

- Target: The candidate always actively participates in required activities without prompting or reminders. (1)
- Acceptable: The candidate actively participates in required activities most of the time and may need prompting or reminders occasionally. (2)
- Unacceptable: The candidate passively participates in required activities and consistently needs prompting or reminders. (3)

---

Q4 The candidate submits quality assignments on time.

- Target: The candidate submits work (assignments) that exhibit above what is required on time, every time. (1)
  - Acceptable: The candidate submits work (assignments) meeting expectations on time most of the time. (2)
  - Unacceptable: The candidate submits work (assignments) that frequently does not meet expectations and/or work is late or not submitted much of the time. (3)
- 

Q5 The candidate exhibits strong communication skills.

- Target: The candidate always uses verbal and written communication that is clear, correct, and appropriate. (1)
  - Acceptable: The candidates verbal and written communication is clear, correct, and appropriate the majority of the time. (2)
  - Unacceptable: The candidates verbal and written communication is not clear, correct, and appropriate the majority of the time. (3)
- 

Q6 The candidate show evidence of a willingness to examine, question, and develop their ideas about presented information.

- Target: The candidate always critically examines, questions and develop their own ideas about presented information in professional and appropriate ways. (1)
  - Acceptable: The candidate regularly examines, questions, and develops their own ideas about presented information in ways that are professional and appropriate. (2)
  - Unacceptable: The candidate rarely examines, questions and develops their own ideas about presented information and/or do this in ways that are not professional and appropriate. (3)
-

**Q24 Potential for Becoming a Life-Long Learner**

---

Q7 The candidate is curious and interested in development and growth as an educator.

- Target: The candidate always seeks ways to learn more about their profession and set goals for improvement. (1)
  - Acceptable: The candidate consistently seeks ways to learn more about their profession and set goals for improvement. (2)
  - Unacceptable: The candidate does not seek ways to learn more about their profession or set goals for improvement. (3)
- 

Q8 The candidate shows evidence of engaging in learning beyond the minimum requirements.

- Target: The candidate demonstrates independence and initiative to extend their own learning without direction. (1)
  - Acceptable: The candidate extends their own learning with direction. (2)
  - Unacceptable: The candidate rarely engages in learning beyond the minimum requirements. (3)
-

Q9 The candidate shows evidence of a commitment to continuous experiential learning and development related to their career.

- Target: The candidate always learn from critical reflection on career related experiences. (1)
  - Acceptable: The candidate learn from reflection on career related experiences most of the time. (2)
  - Unacceptable: The candidate do not reflect on experiences in ways that support career related learning and development. (3)
- 

#### Q25 Collaboration and Shared-Decision Making

---

Q10 The candidate is skilled at using verbal and non-verbal communication with others.

- Target: The candidate always expresses ideas clearly, articulately, and appropriately in conversation or discussion. (1)
  - Acceptable: The candidate expresses ideas clearly, articulately, and appropriately in conversation or discussion most of the time. (2)
  - Unacceptable: The candidate rarely expresses ideas clearly, articulately, and appropriately in conversation or discussion. (3)
-

Q11 The candidate receives feedback or criticism from others in a professional manner and uses this information for improvement.

- Target: The candidate always seeks and receives feedback or criticism from others in a professional manner and uses this information for improvement. (1)
  - Acceptable: The candidate receives feedback or criticism from others in a professional manner and use this information for improvement most of the time. (2)
  - Unacceptable: Most of the time the candidate does not receive feedback or criticism from others in a professional manner and/or rarely uses this information for improvement. (3)
- 

Q12 The candidate values and contributes to the group process.

- Target: In group settings the candidate always listen, and is open to others' ideas, is prepared, makes quality contributions and may play a leadership role. (1)
  - Acceptable: In group settings the candidate listens, is open to others' ideas, is prepared, and contributes most of the time. (2)
  - Unacceptable: In group settings the candidate listens, is not open to others' ideas, is not prepared, and/or does not contribute most of the time. (3)
- 

**Q26 Openness to New Ideas, Diversity, Innovation, and Change**

---

Q13 The candidate treats everyone with respect.

- Target: The candidate always demonstrates respect for children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. (1)
  - Acceptable: The candidate demonstrates respect for children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. most of the time. (2)
  - Unacceptable: The candidate rarely demonstrates respect for children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. (3)
- 

Q14 The candidate recognizes their own biases.

- Target: The candidate is able to identify at least two of their own biases and discuss how they take action to minimize each. (1)
  - Acceptable: The candidate is able to identify at least one of their own biases and discuss how they can take action to minimize it. (2)
  - Unacceptable: The candidate does not recognize his or her biases. (3)
- 

Q15 The way the candidate conveys their own thoughts indicates that they embrace others' viewpoints and invite others to safely share their views.

- Target: The candidate always communicates in ways that show the candidate values diverse ideas even when they may be different from their own. (1)
  - Acceptable: The candidate consistently communicates in ways that show the candidate value diverse ideas even when they may be different from their own. (2)
  - Unacceptable: The candidate rarely communicate in ways that show the candidate values diverse ideas even when they may be different from their own. (3)
-

## Q27 Integrity, Responsibility, Diligence, and Ethical Behavior

---

Q16 The candidate shows evidence that they understand what constitutes ethical and professional behavior.

- Target: The candidate pays careful attention to and always follows professional policies. The candidate is a role model for others to follow. (1)
  - Acceptable: The candidate follows professional policies but may require some prompts or reminders. (2)
  - Unacceptable: The candidate does not follow professional policies and always requires prompts and reminders. (3)
- 

Q17 The candidate shows evidence that they recognize and approach situations with an understanding of ethical responsibility.

- Target: The candidate independently recognizes different perspectives and analyzes situations to provide best solutions under particular circumstances according to the standards of practice and ethics of their field. (1)
  - Acceptable: The candidate recognizes different perspectives and analyzes situations to provide best solutions under particular circumstances according to the standards of practice and ethics of their field but may require guidance from others at times. (2)
  - Unacceptable: The candidate does not recognize different perspectives or analyzes situations to provide best solutions under particular circumstances according to the standards of practice and ethics of the field. (3)
-

Q18 The candidate accepts responsibility for their actions.

- Target: The candidate independently takes responsibility for own actions. (1)
  - Acceptable: The candidate takes responsibility for own actions most of the time but may require some prompting. (2)
  - Unacceptable: The candidate rarely takes responsibility for own actions. The candidate denies any wrong-doing and may even blame others. (3)
- 

**Q28 Service That Enriches the Community**

---

Q19 The candidate uses their time and talents to serve in a way that enriches their professional growth and benefits others.

- Target: The candidate consistently participates in service related efforts/projects to help the campus, profession, children, youth, families, and/or community. (1)
  - Acceptable: The candidate sometimes participates in service related efforts/projects to help the campus, profession, children, youth, families, and/or community with guidance. (2)
  - Unacceptable: The candidate rarely participates in service related efforts/projects to help the campus, profession, children, youth, families, and/or community. (3)
-



Q20 The candidate shows evidence of consciously making connections and creating relationships with others in the community.

- Target: The candidate consistently makes connections and create relationships with others in the community. (1)
- Acceptable: The candidate sometimes makes connections and creates relationships with others in the community with guidance. (2)
- Unacceptable: The candidate rarely makes connections and creates relationships with others in the community. (3)

Q21 A practicum is successful when the field supervisor and the site supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. I recommend the candidate should be recommended for a standard certificate based on a successful practicum experience.

- Recommend
- Do Not Recommend – I understand I must provide documentation to support the lack of recommendation. Evidence could include: evidence of failure to demonstrate proficiency in educator standards, evidence of failure to adhere to campus policies, etc..

## SECTION 3

### Reading Specialist Concentration Completion Requirements

Within the pages of this section, you will find the following information. There is no action required for this section. This is for your information only at this time.

<b>p.47</b>	<b>Requirements for Testing Clearance</b>
<b>p.48</b>	<b>Certification Process and Requirements</b>
<b>p.49</b>	<b>Appendix</b>

This section along with the items in the appendix will be referenced during coursework and upon completion of all Reading Specialist Concentration degree requirements.

## REQUIREMENTS FOR TESTING CLEARANCE Reading Specialist

To receive clearance to take the Reading Specialist certification exam, you must:

- Complete all READ concentration coursework. READ 5308, 5310, 5312, 5314, 5316, 5318, 5328
- Complete your practicum hours that demonstrate experiences across the Reading Specialist Standards and reflect on your experiences.
- Complete the three required observations demonstrating implementation of the Reading Specialist Standards.
- Submit all required documentation to SFA's data collection system, Q Classroom as instructed during each READ course.
- Receive recommendations from your Site Supervisor and Field Supervisors for each practicum course.
- Receive clearance from the program coordinator to test.

To receive a certificate recommendation, you must:

- Pass the Reading Specialist exam
- Apply for standard certificate for Reading Specialist

## CERTIFICATION PROCESS & REQUIREMENTS

### Reading Specialist

Certificate recommendations require the following:

- Master's degree completed

Send a copy of your Master's degree transcript (if you earned it through somewhere other than SFA) to [edcert@sfasu.edu](mailto:edcert@sfasu.edu). The Certification Officer has to report when and where you earned your Master's degree, and an unofficial transcript with your degree posted will suffice.

- Two years of teaching in public or accredited private school

Send a copy of your updated official Teacher Service Record (TSR) to [edcert@sfasu.edu](mailto:edcert@sfasu.edu). These can be obtained through your district's Human Resources office.

- All program coursework completed

- All grades posted and/or degrees conferred

- Certification test completed

- An online application submitted to TEA <https://pryor.tea.state.tx.us/>

- Payment to TEA for the certificate

Additional Information:

\* TEA will NOT mail you a hard copy of your certificate. You can view your certificate on the TEA website.

\* Recommendation cannot be made by SFA until all required documents have been received by the Certification Officer.

\* Students will be notified by TEA that they have been recommended by SFA

**APPENDIX:**

**Stephen F. Austin State University  
PRACTICUM OBSERVATION, CONFERENCING & EVALUATION FORM**

Name of Candidate:

Name of Field Supervisor:

**PRE-CONFERENCE**

(Pre-conference must occur 3 weeks prior to observation of the candidate.)

Date of Pre-Conference:

Current hours completed for practicum at time of pre-conference?

40 practicum hours documented (Observation 1 should take place after 40 hours)

41-80 practicum hours documented (Observation 2 should take place after 80 hours)

81-120 practicum hours documented (Observation 3 should take place)

**If additional hours are required before observation, reschedule the pre-conference.**

Date of rescheduled conference (if applicable):

**Pre-conference questions**

- Which TExES Reading Specialist Standards (I-IV) are the focus of this activity?
- What is your objective for this activity?
- What is the context of this activity? (Who is in the group, why are they gathered, etc.)
- What is your role in this activity?
- What are your goals and objectives for this activity?
- How do you intend to meet these goals and objectives?
- What are you hoping your participants will learn/take away from this activity?
- What special situations or circumstances might the observer need to be aware of?

**Notes from pre-conference:** (include candidate strengths and needs, coaching work plan, and recommendations for supportive practices and resources.)

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**OBSERVATION**

(Observations may occur by watching a video provided by the candidate. The observation must be a minimum of 45 minutes.)

Date of Observation/Video Viewed:

Current hours completed for practicum at time of observation?

Field Supervisor Observing:

*The items that follow are to be completed by the Field Supervisor.*

<b>Notes from observation (please describe what is observed in sufficient detail):</b>
<b>Areas of strengths for the candidate observed:</b>
<b>Areas of need or suggestions for continued improvement and growth observed:</b>

Which TExES Reading Specialist Standards were demonstrated in today’s observation?  
***Check all that apply and provide the appropriate rating of those observed (N= Needs Improvement, M=Meets Expectations, or E= Exceeds Expectations).***

**Standard I.** Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

- \_\_\_\_\_ **Competency 001** (Oral Language)
- \_\_\_\_\_ **Competency 002** (Phonological and Phonemic Awareness)
- \_\_\_\_\_ **Competency 003** (Concepts of Print and the Alphabetic Principle)
- \_\_\_\_\_ **Competency 004** (Word Identification)
- \_\_\_\_\_ **Competency 005** (Fluency)
- \_\_\_\_\_ **Competency 006** (Comprehension)
- \_\_\_\_\_ **Competency 007** (Vocabulary Development)
- \_\_\_\_\_ **Competency 008** (Written Language)

*Provide specific feedback for strengths, needs, and continued opportunities for improvement for the standards observed in Standard I.*

Feedback for those receiving Exceeds Expectations	Feedback for those receiving Meets Standards	Feedback for those receiving Needs Improvement
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**Standard II. Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

\_\_\_\_\_ **Competency 009** (Assessment)

\_\_\_\_\_ **Competency 010** (Instructional Methods and Resources)

*Provide specific feedback for strengths, needs, and continued opportunities for improvement for the standards observed in Standard 2.*

Feedback for those receiving Exceeds Expectations	Feedback for those receiving Meets Standards	Feedback for those receiving Needs Improvement

**Standard III. Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

\_\_\_\_\_ **Competency 011** (Instruction for English-Language Learners)

\_\_\_\_\_ **Competency 012** (Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities)

*Provide specific feedback for strengths, needs, and continued opportunities for improvement for the standards observed in Standard 3.*

Feedback for those receiving Exceeds Expectations	Feedback for those receiving Meets Standards	Feedback for those receiving Needs Improvement

**Standard IV. Professional Knowledge and Leadership:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

\_\_\_\_\_ **Competency 013** (Theoretical Foundations and Research-Based Curriculum)

\_\_\_\_\_ **Competency 014** (Collaboration, Communication and Professional Development)

*Provide specific feedback for strengths, needs, and continued opportunities for improvement for the standards observed in Standard 4.*

Feedback for those receiving Exceeds Expectations	Feedback for those receiving Meets Standards	Feedback for those receiving Needs Improvement

Field Supervisor Signature:

Date:

**POST CONFERENCE**

(Post-conference must occur no later than a week after the observation of the candidate.)

Date of Post-Conference:

**Post-conference questions**

- After reviewing your goals for this activity, do you feel that your goals were met? Why or why not?
- Talk to me about the experience. Did it go as planned?
- What might you have done differently?
- How might you follow up with the group or individual?
- Do you think they participant(s) saw the value in the experience?
- What did you learn about working with teachers and coworkers?
- What did you learn about yourself as a literacy leader?
- Through this process, what did you find are your strengths in leading your peers through this type of professional development?
- What do you still feel you need to fine tune?
- Overall, how has this experience contributed to your preparation as a reading professional?

**Notes from post-conference:** (include candidate strengths and needs, coaching work plan, and recommendations for supportive practices and resources.)

Candidate’s Signature:

Field Supervisor’s Signature:



## PRACTICUM EVALUATION FORM – PRACTICUM CANDIDATE

This form is a sample only—to be completed online at the appropriate time during the practicum.

Student ID Number: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

Date: \_\_\_\_\_

Practicum Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

**Instructions:** Please take a few minutes to reflect on your practicum experience. Your responses will help us strengthen this practicum for future Practicum Candidates. Your responses will not affect your performance in our practicum courses in any way.

1. What worked particularly well in your practicum experience? Please provide examples of what worked well for you.

2. What did not work well in your practicum experience? Please provide examples of what did not work well for you.

3. What suggestions do you have for improving the practicum experience for future Practicum Candidates?

Thank you for taking time to complete this practicum evaluation. Your responses will remain confidential.