

Reading Specialist

Graduate Program Handbook



**Master's in Elementary Education with a Reading
Specialist Professional Certification**

AY 2023

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This is the Janice A. Pattillo Early Childhood Research Center (ECRC) on the beautiful campus at SFA. The entire upstairs is the Department of Education Studies and where classes are held. The bottom right is the Early Childhood Lab (6 weeks – PreK II) and the bottom left is the SFA Charter School (K-5).



PROGRAM ADMISSION REQUIREMENTS:

In order to be considered for admission to the Reading Specialist (RS) 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; and
- have a 2.8 GPA in the last 60 hours of their undergraduate hours and at least a 2.75 GPA overall (SFA Unit Graduate Guidelines); and
- have a valid Texas Teaching Certificate (SFA Unit Graduate Guidelines).

PROGRAM TERMINOLOGY:

TERM	DEFINITION
Applicant Candidate	A graduate student is referred to as an applicant until They are admitted into the Educator Preparation Program. Then, they are referred to as a candidate.
EPP RS	Educator Preparation Program – RS is a certification program Reading Specialist
Campus ID Student ID	This is the Identification Number that is assigned to SFA students and staff. Some paperwork uses ‘Campus ID’ and some uses ‘Student ID’ – they are both the same number. It is found on the top right of the NOA.
NOA	Notice of Admission form you receive regarding program admission status.
READ, ELED, ECED, MLGE, SEED	Reading, Elementary Education, Early Childhood, Middle Level Grades (4-8), and Secondary Education – these are four programs that offer graduate courses within the Department of Education Studies.
TAC TEC	Texas Administrative Code Texas Education Code
CRN	Course Reference Number – this number identifies which section of a course you are to register for - it will be included in your advising email.
Advisor/ Program Facilitator	This is a faculty member who oversees all the RS program functions. In addition to advising they also teach many of the courses.
Graduate Bulletin	This handbook contains University policies in relation to graduate candidates. It is found on the Office of Research and Graduate Studies website.

APPLICATION PROCESS:

1. First, apply to SFA's Office of Research and Graduate Studies through [GoApplyTexas](#) → Stephen F. Austin → Graduate → Elementary Education → Reading Specialist.
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 RS Program Instructors will then determine program eligibility and will send the applicant an e-mail of acknowledgement.
5. Upon acceptance into the RS Program, Program Admission Files will be sent to the candidate to complete and send back to the program facilitator.
6. Advising will begin once the Program Admission File is complete TAC §227.10.

APPLICATION DEADLINES:

Applications are accepted year-round. There are six entry times into the program:

- Fall 1 and Fall 2; courses run 8 weeks
- Spring 1 and Spring 2; courses run 8 weeks
- Summer I and Summer 2; courses run 8 weeks

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.

- [SFA's University Calendar](#)
- [SFA's Registrar](#)

The Reading Specialist Certificate is classified as a Student Services Certificate according to the State Board for Educator Certification (SBEC). It is in the same class of certificates as: School Counselor, School Librarian, and Educational Diagnostician TAC §239.

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 loan 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 ELE department would need to have a Petition filed for Financial Aid to consider coverage. Questions? Please call the Financial Aid Office: 936.468.2768.

- [TEACH Grant](#)
- [Tuition Calculator](#)

THREE TYPES OF ADMISSION:

When an applicant's paperwork is complete with the Office of Research and Graduate Studies, a NOA is sent to the RS program facilitator. The NOA includes an applicant's GPA, Campus ID, undergraduate institution, and start date. The program facilitator can admit an applicant three ways:

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

PROBATION, SUSPENSION, AND REINSTATEMENT:

During any semester or summer session an applicant’s grade-point average falls below a B, 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 3.0 (B) average the following semester or summer sessions will be 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 or one summer session, whichever follows the period after which the suspension occurred. Thereafter, the student will revert to post-baccalaureate admission status and will be permitted to take coursework not applicable toward a degree program (SFA Graduate Bulletin; Admission).

CANDIDATE AND FACILITATOR EXPECTATIONS:

- It is the candidate’s responsibility to stay informed of SFA’s most current [Graduate Bulletin](#)
- Candidates must adhere to scholarly writing in accordance with the *American Psychological Association (APA) Publication Manual, 7th edition*.
- The Program Facilitator will ensure that reading coursework is relevant and up to date with current standards.
- To remain in good standing with SFA, a candidate must maintain a 3.0 on a 4.0 scale (B average) in order to be eligible to continue in the program and to graduate.
- It is the candidate’s responsibility to check SFA’s [Academic Calendar](#) for Registration and Graduation dates.
- The Program Facilitator will support candidates as they seek to further their knowledge in reading - before, during, and after program completion.

READING SPECIALIST ROLES:

According to the [International Literacy Association](#) (ILA), Reading Specialists/Literacy Coaches are professionals whose goal is to improve reading achievement in their assigned school or district positions. Their responsibilities and titles often differ based on the context in which they work, and their teaching and educational experiences. Their responsibilities may include teaching, coaching, and leading school reading programs. They may also serve as a resource in reading and writing for educational support personnel, administrators, teachers, and the community. They may provide professional development based on historical and current literature and research, work collaboratively with other professionals to build and implement reading programs for individuals and groups of students, and serve as advocates for students who struggle with reading.

PROGRAM FEES:

There is a \$50 application fee through ApplyTexas, 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.

NATIONALLY RECOGNIZED PROGRAM:

The Reading Specialist master’s is a 36-hour, online course of study that is a Nationally Recognized Program for the Preparation of Reading Education Professionals through the Council for the Accreditation of Educator Preparation (CAEP and the International Literacy Association (ILA) accreditation process.



COURSE LOAD:

While a normal full-time course load at the undergraduate level is 15 hours (5 courses), a full-time course load at the graduate level is 9 hours (3 courses). It is highly recommended to only take 6 hours (2 courses) per semester, though. Candidates can complete the program in a little over a year.

TEACHING IN HIGHER EDUCATION:

If a candidate wishes to teach at a Junior College one day, 18 hours in a content area - master's level and above, is needed. Upon completion of the program, candidates will have 24 credit hours in reading. If candidates desire to teach at a University, it is recommended that they pursue a doctorate degree and continue studies deeper in the area of reading.

ONLINE LEARNING:

All graduate level courses utilize an asynchronous learning method within the D2L Brightspace learning management system. Coursework may be accessed on the internet at anytime by candidates. There are modules with course notes, videos, examples, discussions, and assignments to read, watch, and complete. Each course will have a syllabus and timeline with expectations and due dates. Candidates will need high-speed Internet access and Adobe Acrobat to open files. Candidates must also be proficient with basic computer skills to complete assignments. SFA's [Center for Teaching and Learning](#) is available to assist if candidates experience technical difficulties.

GRADING:

At the discretion of the instructor and with the approval of the academic unit head, a Withheld (WH) will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. A grade of D, however, makes the course ineligible for application toward the graduate degree (SFA Graduate Bulletin; Admission).

WELCOME E-MAIL:

Once an applicant's file is sent to the RS Program Facilitator from the Office of Research and Graduate Studies, a welcome e-mail is sent to the applicant informing them of Program Acceptance. Included in the welcome e-mail are documents that need to be completed and sent back to the Program Facilitator in order to complete a candidate's Program Admission File.

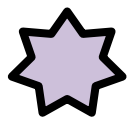
WELCOME TO THE READING SPECIALIST (RS) PROGRAM

Thank you for your interest in the Reading Specialist program! I have received your Notice of Admission (NOA) from the Office of Research and Graduate Studies. You have met the GPA requirements for admission to the Reading Specialist program and are now advancing to the next step of admission. I am attaching several links to different forms that are needed to complete your **Program Admission File**. Please click on the link titled **Admission & Information** first – it will outline what is required. Your Campus ID and Student ID are the same thing and it is found on the attached Notice of Admission (NOA) from the Graduate School – please do NOT put your SSN on any documents! As soon as ALL items are completed, I will begin advising you for coursework! **Please try and have paperwork returned as soon as possible**. I am also attaching your Degree plan. You will be sent another copy of your Degree Plan by the graduate office after it is signed. **You do not have to do anything with it and do not have to send it back to me – it is for your records and for you to keep track of classes**. We look forward to having you join the Reading Specialist program!

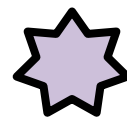
- **Admission & Information** (instructions)
- **Admission Survey and Initial Disposition Survey Link** – complete online survey and an email verification will automatically send to the program facilitator
- **Advanced Educator Certification Tracking Form** – download and save out of OneDrive then fill out top and middle part, resave as PDF and send back
- **Unavailable Documentation Form** (if needed) - download and save out of OneDrive then fill out top and middle part, resave as PDF and send back
- **Years of Service Form** (if needed) - download and save out of OneDrive then fill out top and middle part, resave as PDF and send back

For Your Information:

- **Reading Specialist Handbook** **This contains information regarding program and University policies.
- **Reading Specialist Flyer** ** Please SHARE this flyer with colleagues and/or friends!!!



Program reading courses are taught by professors who hold terminal degrees in Reading and/or a Reading Specialist Certification.



An Advanced EPP Certification Tracking form is sent to each applicant as part of the Program Admission File.

Advanced Educator Certification Tracking Form

A \$100.00 Educator Preparation Program Admission Fee 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.

Date: _____ Campus ID#: _____

Name: _____
Last First Middle

Current Employer: _____

Date of Birth: _____ Email Address: _____

Program:	Documents needed for admission to the Educator Preparation Program:
Reading Specialist	<input checked="" type="checkbox"/> Tracking Form
<input checked="" type="checkbox"/> Degree Seeking	
<input type="checkbox"/> Certification Only	

Candidate acknowledgement (Based on TAC 227.17):

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: _____
(2.75 or greater see TAC 227.10 for exception rules)

Program Coordinator Signature: _____ Date: _____

TAC 227.17 states that an EPP must notify the TEA within seven calendar days 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 email completed and signed form and ALL required documents to:
edcert@sfasu.edu Attn: Katie Snyder Martin

☐ Entered in Ed Prep system ☐ GPA Worksheet ☐ Admission Fee Spreadsheet

Date: _____ Date: _____ Date: _____

Revised Spring 2017

STATEMENT OF INTENT:

The Texas Administrative Code states that applicants need to demonstrate the knowledge, experience, skills, and aptitude for the certification sought TAC §227. Applicants will write a Statement of Intent by responding to the prompt: *Why are you seeking an advanced degree toward a professional Reading Specialist certification?* Cut score is that applicants should have 3 out of 3 met scores on all three indicators. 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	

TEACHING CERTIFICATE:

A copy of your Teaching Certificate will need to be sent for your Program Admission File. You can go to TEA's website <http://tea.texas.gov/> → Texas Educators → drop down to Certification → Certificate Look Up. You can take a screenshot, then PDF, or you save as PDF directly from that page.

STATE BOARD FOR EDUCATOR CERTIFICATION
Official Record of Educator Certificates
Educator Search Criteria

The information presented on this secure web site is the official record of the educator's certification status and satisfies Section 21.053(a) of the Texas Education Code, which requires individuals to present their certificate prior to employment by a school district. SBEC does not provide individually prepared letters of professional standing or verification of a Texas educator's certification status.

Instructions-Enter the last name and first name of the person for whom you are searching. You may enter a hyphen into compound last names (e.g. Gomez-Martin).

Last Name:
First Name:
Middle Name:

TEACHING SERVICE RECORD:

A copy of your Teaching Service Record will need to be sent for your Program Admission File. This is the official record that the district human resource department keeps to show how many credible years of service an employee has for pay purposes and for teacher retirement. You will have to request a copy from your district. If you are unable to secure one, fill out an Unavailable Form. If you are a first-year teacher, fill out a Years of Service Form. It is the candidate's responsibility to provide the program facilitator with an official service record upon availability.



James I. Perkins College of Education
P.O. Box 13017, SFA Station
Nacogdoches, Texas 75962-3017
936.468.2904



Dear Reading Specialist Applicant:

Congratulations on your acceptance into the Stephen F. Austin State University Master of Elementary Education with a Professional Reading Specialist Certification program! Several forms are needed to complete your Admission File. If you are unable to provide any of the forms below please check and state a reason. This form will be sent back to the Program Coordinator along with the other required forms.

I, _____, Campus ID _____
Print Your Name

Please Initial:

_____ I am unable to provide a **Copy of my Teaching Certificate**.

_____ Reason: I am currently enrolled as an undergraduate overlap student. *I understand that it is my responsibility to provide the Program Coordinator with a copy after graduation.*

_____ Reason: I recently graduated and my certificate has not posted to SBEC. *I understand that it is my responsibility to provide the Program Coordinator with a copy once it posts on SBEC.*

_____ Other (*explain*):

_____ I am unable to provide a **Copy of my Teacher Service Record**.

_____ Reason: I am currently enrolled as an undergraduate overlap student, recently graduated, or have not been employed since graduation. *I understand that I will not be released to take the Reading Specialist TExES until two years of service is verified and my Service Record is on file.*

_____ Reason: If you are a first year teacher or your district cannot provide a Service Record to you in an expedient manner, please use the **Years of Service Form**.

Your Signature

Date



James I. Perkins College of Education
P.O. Box 13017, SFA Station
Nacogdoches, Texas 75962-3017
936.468.2904



Years of Service Form

To Whom It May Concern:

_____ is being accepted into SFA's Graduate Reading Specialist program. As part of our accreditation reporting to TEA, we must provide years of service upon acceptance. Please state how many years of service he/she has in Texas public education. If he/she is a first year teacher, please check the first line.

_____ First Year Teacher or

_____ Years of Service

Please sign and state your position with the district.

Your Signature

Position

Date

District

City

State

Thank you for your assistance with our continued accreditation!

Dr. Pamela Vaughn

Dr. Pamela Vaughn
Graduate Reading Program Facilitator
Stephen F. Austin State University
pkvaughn@sfasu.edu

A Degree Plan is sent to each candidate as part of the Program Admission File. This Degree Plan will guide candidate coursework throughout the program.

Stephen F. Austin State University
Elementary Education, All-level Professional Reading Specialist Certification, M.Ed.
Graduate Degree Plan
Graduate Bulletin: 2021-2022

This program is designed to provide specialized preparation essential for helping individuals with reading disabilities. It is intended to prepare a teacher to devote full time to developmental, corrective, or remedial work at preK-12 level. It may serve as part of the preparation of reading supervisors, reading clinicians, or reading consultants. An integral component of this master's degree plan is the master reading teacher program that leads to the specific certification for master reading teachers. Also, included in this 36-hour plan is the option to add elementary core, ESL or bilingual certification, early childhood or post-baccalaureate initial certification courses or thesis. The PBIC course option is not available to certified teachers.

The standards established by the International Literacy Association for the Reading Education Professional and by the Texas Education Agency for the Professional Reading Specialist Certificate are used as guidelines for the design of the professional reading specialist program. A person must not only complete the program, but also hold two years of teaching service in a public or approved private school and pass the TExES exam for Reading Specialists.

Last Name	First Name	Campus ID
Street Address	City & State	Zip Code
email		phone

24 hours	Required MAJOR Courses	Sem/Year	Grade
3	READ 5308 – Foundations of Language and Literacy		
3	READ 5310 – Curriculum and Instruction		
3	READ 5312 – Assessment, Instruction, and Evaluation		
3	READ 5314 – Professional Learning and Leadership		
3	READ 5316 – Disciplinary Literacy		
3	READ 5318 – Creating Literate Environments		
3	READ 5328 – Practicum in Instructional Coaching (pre-req: READ 5308, READ 5310, READ 5312, READ 5314)		
3	*READ 5330 – Practicum in Corrective Reading (pre-req: READ 5328) <i>*This is the graduate comprehensive capstone course; you must earn a B to successfully complete this course.</i>		
12 hours	Required OPTION Courses – You may choose your 12 hours from any graduate READ, ECED, ELED, or MLGE	Sem/Year	Grade
3			
3			
3			
3			

IN RECOMMENDING APPROVAL OF THIS PLAN, THE DEPARTMENT INDICATES THE CANDIDATE'S ACCEPTANCE AS A MAJOR

Program Facilitator	Date
Department of Education Studies Chair	Date
College of Education Dean	Date
Certificate Officer	Date

Fall 2021
Dr. Pamela Vaughn

PROGRAM COURSE REQUIREMENTS AND LIVETEXT ASSESSMENTS:

To ensure candidate effectiveness, coursework relies on research-based principles TAC §228 that are assessed throughout the program.

Admission: Assessment: Initial Dispositions by Candidate

- **READ 5308 Foundations of Language and Literacy**
 - *Assessment: Emerging Literacy Project*
- **READ 5310 Curriculum and Instruction**
 - *Assessment: Upper-Level Literacy Project*
- **READ 5312 Assessment, Instruction, and Evaluation**
- **READ 5314 Professional Learning and Leadership**
 - *Assessment: Faculty Disposition of Candidate*
 - *Certificate of Completion: Dyslexia, Substance Abuse, Suicide Prevention, and Mental Health*
- **READ 5316 Disciplinary Literacy**
- **READ 5318 Creating Literate Environments**
- **READ 5328 Practicum in Instructional Coaching**
 - *Assessment: Candidate Work Sample*
 - *Assessment: Candidate Disposition by Faculty*
- **READ 5330 Practicum in Corrective Reading**
 - *Assessment: Final Dispositions by Candidate*
 - *Assessment: Faculty Standards Based Observation Form of Candidate*
 - *Assessment: Program Evaluation by Candidate*

FIELD BASED EXPERIENCES:

Structured, field-based experiences, aligned to each of the Texas Reading Specialist standards, are throughout the program. Experiences include observation, modeling, and demonstration of effective practices to improve student learning with diverse types of students, grade levels, and campuses TAC §228; §239. It is the candidate's responsibility to secure field experience locations for observations and trainings.

RECOMMENDED RESEARCH-BASED SUPPLEMENTAL RESOURCES:

The Reading Specialist program coursework is built on research-based principles. The following journals, articles, and books are resources that are recommended readings as the candidate progresses through the program.

JOURNALS/PERIODICALS

Journal of Adolescent & Adult Literacy, International Literacy Association

Literacy Today, International Literacy Association

Reading Research Quarterly, International Literacy Association

The Reading Teacher, International Literacy Association

OTHER RESOURCES

Allington, R. L. (2012). *What really matters for struggling readers* (3rd ed.). Boston, MA: Pearson Education, Inc.

Alvermann, D. E., Moon, J., & Hagood, M. (2000). Critical media literacy: Research, theory, and practice in “new times”.
The Journal of Educational Research, 93(3), 193-205.

Atwell, N. (2014). *In the middle* (3rd ed.): *A lifetime of learning about writing, reading, and adolescents* Revised ed.
Portsmouth, NH: Heinemann.

Barr, R., Blachowicz, C., Bates, A., Katz, C., & Kaufman, B. (2013). *Reading diagnosis for teachers: An instructional approach* (6th ed.). Pearson.

Bean, R. M., Heisey, N., & Roller, C. M. (Eds.) (2010). *Preparing reading professionals* (2nd ed.). Newark, DE: The International Reading Association.

Bean, R. M. (2015). *The reading specialist: Leadership for the classroom, school, and community* (3rd ed.). New York, NY: The Guilford Press.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Pearson.

Burke, J. (2012). *The English teacher's companion* (4th ed.). Portsmouth, NH: Heinemann.

Cunningham, P. M. (2016). *Phonics they use: Words for reading and writing* (7th ed.). Pearson.

Ehri, L. C., & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disabled readers. *Reading and Writing Quarterly*, 14, 135–163.

Every child reading: An action plan of the learning first alliance. (June 1998). Washington, DC: ASCD Pub. No. 300342.

RECOMMENDED RESEARCH-BASED SUPPLEMENTAL RESOURCES, continued:

- Every child reading: A professional development guide: A companion to every child reading: An action plan of the learning first alliance.* (November 2000). Washington, DC: ASCD Pub. No. 300303.
- Farstrup, A. E., & Samuels, S. J. (Eds.) (2002). *What research has to say about reading instruction.* Newark, DE: International Reading Association.
- Fisher, D., Frey, N., & Lapp, D. (Eds.) (2009). *In a reading state of mind.* Newark, DE: International Reading Association.
- Flurkey, A. D., & Xu, J. (Eds.) (2003) *On the revolution of reading: The selected writings of Kenneth S. Goodman.* Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: thinking, talking, and writing about reading, K–8.* Portsmouth, NH: Heinemann.
- Graves, M. F. (2006). *The vocabulary book.* New York, NY: Teacher's College Press.
- Graves, M. F. (Ed.) (2009). *Essential readings on vocabulary instruction.* Newark, DE: International Reading Association.
- Gunning, T. G. (2015). *Creating literacy instruction for all students* (9th ed.). Pearson.
- Lapp, D., Flood, J., & Farnan, N. (2008). *Content area reading and learning: Instructional strategies* (3rd ed.). New York, NY: Taylor & Francis Group.
- Lapp, D., & Fisher, D. (2009). *Essential readings on comprehension.* Newark, DE: International Reading Association.
- Moats, L. C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.
- National Research Council (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.
- Pressley, M., & Allington, R. L. (2014). *Reading instruction that works: The case for balanced teaching* (4th ed.). New York, NY: The Guilford Press.
- Rasinski, T. V., & Padak, N. D. (2012). *From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school* (3rd ed.). Pearson.
- Report of the American Federation of Teachers. (June 1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do.* Washington, DC: Pub. No. 372.
- Report of the National Reading Panel. (April 2000). *Teaching children to read: An evidence- based assessment of the scientific research literature on reading and its implications for reading instruction.* Bethesda, MD: National Institute of Child Health and Human Development, Pub. No. 00-04769.

RECOMMENDED RESEARCH-BASED SUPPLEMENTAL RESOURCES, continued:

- Samuels, S. J., & Farstrup, A. E. (Eds.) (2011). *What research has to say about reading instruction* (4th ed.). Newark, DE: International Reading Association.
- Samuels, S. J., & Farstrup, A. E. (Eds.) (2006). *What research has to say about fluency instruction*. Newark, DE: International Reading Association.
- Standards for reading professionals, revised 2010*. International Reading Association.
- Standards for the Preparation of Literacy Professionals 2017*. International Literacy Association.
- Tompkins, G. E. (2014). *Language arts: Patterns of practice* (8th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Vogt, M. E., & Shearer, B. A. (2011). *Reading specialists and literacy coaches in the real world* (3rd ed.). Long Grove, IL: Waveland Press Inc.

PROFESSIONAL LEARNING:

Texas Reading Specialist standard IV, *Professional Knowledge and Leadership*, and Standard 6, *Professional Learning and Leadership*, of the International Literacy Association standards 2017, recognizes and values the importance of professional learning and leadership as a career-long effort and responsibility. Membership and advocacy within a professional organization is one way to demonstrate this professional responsibility.

- [International Literacy Association](#) (ILA)
- [Texas Association for Literacy Education](#) (TALE)
- [Texas Association for the Improvement of Reading](#) (TAIR)
- [National Council of Teachers of English](#) (NCTE)
- [Texas Council of Teachers of English Language Arts](#) (TCTELA)
- [Coalition of Reading and English Supervisors of Texas](#) (CREST)

TENTATIVE COURSE SEQUENCE (dependent upon course availability):

Fall, Spring, and Summer semesters have two, eight-week sessions.

BEGIN SUMMER

Summer 1: Summer 2

- READ 5308
- READ 5310
- READ 5312
- READ 5314

Fall 1: Fall 2

- READ 5316
- READ 5328

Spring 1: Spring 2

- READ 5318
- READ 5330

Summer 1: Summer 2

- Elective Course
- Elective Course
- Elective Course
- Elective Course

GRADUATE AUGUST

BEGIN FALL

Fall 1: Fall 2

- READ 5308
- READ 5310

Spring 1: Spring 2

- READ 5312
- READ 5314

Summer 1: Summer 2

- Elective Course
- Elective Course
- Elective Course
- Elective Course

Fall 1: Fall 2

- READ 5316
- READ 5328

Spring 1: Spring 2

- READ 5318
- READ 5330

GRADUATE MAY

BEGIN SPRING

Spring 1: Spring 2

- READ 5312
- READ 5314

Summer 1: Summer 2

- READ 5308
- READ 5310
- Elective Course
- Elective Course

Fall 1: Fall 2

- READ 5316
- READ 5328

Spring 1: Spring 2

- READ 5318
- READ 5330

Summer 1: Summer 2

- Elective Course
- Elective Course

GRADUATE AUGUST

READ 5328 (Practicum I) is only offered in the fall and READ 5330 (Practicum II) is only offered in the spring.

- [Registrar's Office](#)
- Follow [@SFARegistrar](#) on Twitter!
- [Online Schedule of Classes](#)

PROGRAM STANDARDS:

All reading courses are aligned to the Texas Reading Specialist standards, the International Literacy Association Standards for the Preparation of Literacy Professionals 2017, and the Council for the Accreditation of Educator Preparation (CAEP) advanced standards.

Sidewalk Comparison

- [Texas Educators Approved Standards](#)
- [International Literacy Association \(ILA\) Standards](#)
- [Council for the Accreditation of Educator Preparation \(CAEP\) Standards for Advanced-Level Programs](#)

Texas Reading Specialist	International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals 2018	Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs CANDIDATE RESPONSIBILITIES	Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs PROVIDER RESPONSIBILITIES
Standard I: Components of Reading Standard IV: Professional Knowledge and Leadership	Standard 1: Foundational Knowledge	Standard 1: Content and Pedagogical Knowledge	Standard 1: Content and Pedagogical Knowledge
Standard III: Strengths and Needs of Individual Students	Standard 2: Curriculum and Instruction Standard 4: Diversity & Equity		Standard 3: Candidate Quality and Selectivity
Standard II: Assessment and Instruction	Standard 3: Assessment & Evaluation		Standard 4: Program Impact
	Standard 5: Learners & The Literate Environment		Standard 5: Provider Quality Assurance and Continuous Improvement
Standard IV: Professional Knowledge and Leadership	Standard 6: Professional Learning & Leadership		
	Standard 7: Practicum/Clinical Experiences		Standard 2: Clinical Partnership and Practice

GRADUATE COMPREHENSIVE CAPSTONE COURSE:

As indicated on the Degree Plan, READ 5330 - Practicum II in Corrective Reading, is the program's Capstone Course. This course contains two program assessments. Candidates must earn at least a B in order to receive credit.

Pre-requisites for the capstone course include READ 5308, READ 5310, READ 5312, READ 5314, and READ 5328.

PRACTICUM SEMESTERS:

There are two practicum semesters. The practicum must take place in a Texas public school accredited by the Texas Education Agency (TEA) TAC §228.2.

- A supervised practicum is Fall 1 and Spring 1 of reading coursework (READ 5328 and READ 5330). The practicum consists of 160 clock-hours of professional practice experiences that are aligned to the TX Reading Specialist Standards TAC §228.35 and the International Literacy Association Standards for the Preparation of Literacy Professionals 2017. Structured, field-based training are focused on actual experiences with each of the standards identified in the State Board for Educator Certification (SBEC) - approved Reading Specialist standards to include experiences with diverse types of students, grade levels, and campuses TAC §239.92.
- A Practicum Log will be kept by the candidate and uploaded into a data management system upon completion of the Practicum.
- It is the candidate's responsibility to secure a Site Supervisor who will guide, assist, and support the candidate throughout both practicum semesters.
- SFA will provide a Field Supervisor who will partner with the Site Supervisor and candidate. The Field Supervisor will observe, monitor, and provide feedback to the candidate during the practicum TAC §228.2.
- The Site Supervisor and Field Supervisor will recommend the Candidate for certification at the end of the practicum.

READING SPECIALIST TExES EXAM:

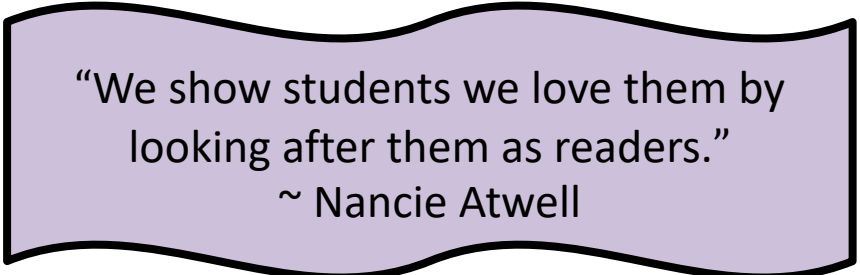
The RS program fulfills the requirements for candidates to take the Reading Specialist PK-12 TExES 151 professional exam. There are two steps that candidates take to become certified:

1. during practicum, follow the directions on the SFA Student TExES Clearance Form (in D2L Brightspace) to request clearance to sign up to take the Reading Specialist TExES exam; and
2. upon successful passing of the Reading Specialist TExES exam, follow the directions on the Certification Process and Requirements Form (in D2L Brightspace) to have the Reading Specialist certification added to your TEA certificate.

A candidate must have two years of classroom teaching experience in a public or accredited private school prior to having the certification post to a TEA Certification TAC §239.93. After passing the Reading Specialist TExES exam, two years of teaching will have to be verified before TEA will apply the Reading Specialist Certification to a certificate.

TExES PREPARATION MATERIAL:

All eight of the required reading courses have a module in which candidates can begin studying and preparing for the TExES Reading Specialist exam. There are non-graded practice quizzes, articles, preparation booklets, and vocabulary terms to assist candidates with being informed, prepared, and confident to take the Reading Specialist TExES exam upon graduation.



“We show students we love them by
looking after them as readers.”
~ Nancie Atwell

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

CONTINUED PROFESSIONAL DEVELOPMENT:

Throughout the program, candidates receive on-going professional development through targeted emails. Texas Education Agency (TEA) updates, upcoming workshops, online resources, videos, and celebratory accomplishments of current and past candidates are regularly shared.



It is our goal at Stephen F. Austin State University to continue to offer an excellent reading specialist program that prepares candidates to meet the individual literacy needs of all.