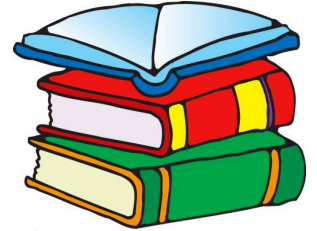


Reading Specialist Certification

Admission, Preparation, and Requirements



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STANDARDS

The 36-hour Master's Program provides coursework to ensure that the Reading Specialist Candidate is effective in the chosen professional assignment. All courses are directly aligned to the Texas Reading Specialist standards and the International Literacy Association (ILA) standards.

TX Reading Specialist Standards:

- Components of Reading
- Assessment and Instruction
- Strengths and Needs of Individual Students
- Professional Knowledge and Leadership

ILA Standards 2017:

- Foundational Knowledge
- Curriculum and Instruction
- Assessment and Evaluation
- Diversity
- Literate Environment
- Professional Learning and Leadership
- Practicum/Clinical Experiences

RECOGNIZED

This is a 36-hour, online program that is Nationally Recognized Program for the Preparation of Reading Education Professionals through CAEP and the International Literacy Association accreditation process.



APPLICATION

1. Apply to the SFA Graduate School through ApplyTexas – first, choose Elementary Education, then Reading Specialist.
2. Send all transcripts to SFA's Graduate School, not to the Reading Specialist program facilitator.
3. Once the file is complete in the Graduate School, it will be routed to the program facilitator with a Notice of Admission (NOA) for program review.
4. The program facilitator will determine if the applicant meets the eligibility requirements for the program and will send the applicant an email of acknowledgement.
5. Upon acceptance into the program, an Admission File will be sent to the applicant to fill out and send back to the program facilitator. Advising for courses will begin once the Admission File is complete.

ADMISSIONS

In order to be considered for admission to the Reading Specialist Educator Preparation Program (EPP), applicants must at a minimum:

- hold a baccalaureate degree from an accredited institution of higher education, and
- have a 2.8 GPA in the last 60 hours of their undergraduate hours and at least a 2.75 GPA overall (Unit Graduate Guidelines).



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

PROGRAM EXPECTATIONS

- It is the Candidate's responsibility to stay informed of SFA's most current [Graduate Bulletin](#).
- Candidates must adhere to scholarly writing, and cite all work that is not original, in accordance to the *American Psychological Association (APA) Publication Manual, 6th edition*.
- To remain in good standing with SFA's Graduate School and to graduate, a Candidate must maintain a 3.0 on a 4.0 scale (B average).
- The Program Facilitator will support Candidates as they seek to further their knowledge in reading - before, during, and after program completion.

REQUIREMENTS

24 Hours of Reading Instruction

- RDG 501 Early Literacy of Young Children
- RDG 502 Interdisciplinary Teaching and Learning
- RDG 503 Reading Assessment
- RDG 504 Reading Professional
- RDG 508 Reading and Writing in the Content Areas
- RDG 574 Literacy Acquisition through Trade Books
- RDG 532 Practicum in Professional Learning
- RDG 534 Practicum in Corrective Reading

*360 clock-hours in reading coursework

12 Hours of Option (Elective) Instruction

** You may take any four graduate courses in RDG, ECH, ELE, or MLG that are offered to fulfill your Option (elective) requirements.

"If we want students to be readers and writers, they must spend most of their time each day in sustained reading and writing of meaningful texts." ~ Regie Routman

TEXES TWO STEP

This program fulfills the requirements for Candidates to take the Reading Specialist PK-12 TExES exam.

(1) during your practicum semester, follow the directions on [SFA's Student TExES Clearance Form](#) (in Brightspace) to request clearance to sign up to take the Reading Specialist TExES exam

(2) upon successful passing of the Reading Specialist TExES exam, follow the directions on the [Certification Process and Requirements Form](#) (in Brightspace) to have the Reading Specialist certification posted 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(4).

This means, if you pass the Reading Specialist TExES exam prior to having two years on your service record, you will have to wait until you have acquired two years of teaching before applying for your certification.

PREPARATION

Structured, field-based experiences, aligned to each of the Texas 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.

It is the Candidate's responsibility to secure field experience locations for observations and trainings.

PRACTICUM

The practicum must take place in a Texas public school accredited by the Texas Education Agency (TEA)

A supervised practicum is the final two semesters of reading coursework. The practicum consists of 160 clock-hours of professional practice experiences that are aligned to the TX Reading Specialist Standards. Structured, field-based training must be focused on actual experiences with each of the standards identified in the State Board for Educator Certification approved reading specialist standards to include experiences with diverse types of students, grade levels, and campuses.

- It is the Candidate's responsibility to secure a Site Supervisor who will guide, assist, and support the Candidate throughout both practicum semesters. The Site Supervisor must have held a Superintendent, Principal, or Reading Specialist certificate for at least three years.
- 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.

TENTATIVE COURSE SEQUENCE

BEGIN SUMMER I

Summer I:

- RDG 501
- RDG 502

Summer II:

- RDG 503
- RDG 504

Fall:

- Elective Course
- RDG 532 Practicum I

Spring:

- Elective Course
- RDG 534 Practicum II

Summer I:

- RDG 508
- Elective Course

Summer II:

- RDG 574
- Elective Course

GRADUATE AUGUST

BEGIN FALL

Fall:

- RDG 501
- RDG 502

Spring:

- RDG 503
- RDG 504

Summer I:

- Rdg 508
- Elective Course

Summer II:

- RDG 574
- Elective Course

Fall:

- Elective Course
- RDG 532 Practicum I

Spring:

- Elective Course
- RDG 534 Practicum II

GRADUATE MAY

BEGIN SPRING

Spring:

- RDG 503
- RDG 504

Summer I:

- RDG 501
- RDG 502

Summer II:

- Elective Course
- Elective Course

Fall:

- RDG 508
- RDG 532 Practicum I

Spring:

- RDG 574
- RDG 534 Practicum II

Summer I:

- Elective Course
- Elective Course

GRADUATE AUGUST

RDG 532 (Practicum I) is only offered in the Fall and RDG 534 (Practicum II) is only offered in the Spring.

The courses in the program are all taught by professors who hold Reading Specialist certifications.

COURSE LOAD

While a normal full-time course load at the undergraduate level is 12 hours (4 courses), a full-time course load at the graduate level is 9 hours (3 courses). It is highly recommended to only take two courses per semester though. You can complete the program in a little over a year.

If you want to teach at a Junior College one day, you need 18 hours in a content area, master's level and above. You will have 24 hours in reading. If you want to teach at a university, you will want to pursue your doctorate degree and continue your studies further in the area of reading. Most doctoral programs are approximately 72 hours, including the writing of the dissertation.



ILA 2017

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.

"Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context." ~ International Literacy Association