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Introduction

The 36-hour Master of Education (M.Ed.) degree in Reading Education program has one major, Reading Education M.Ed. with Reading Specialist Certificate. For most students, the purpose of the program is to earn a masters degree in Reading Education and to qualify as a Reading Specialist, a professional certification on the state level*.

Reading Specialists’ responsibilities include but are not limited to (1) teaching children who struggle with literacy, (2) providing professional development in reading education for classroom teachers, (3) administering school and district based reading programs, (4) working with other professionals, families, and community members to improve literacy and language teaching and programs inside and outside the school, and (5) participating actively in professional activities and organizations related to language and literacy education at the state and national levels.

The goal of the program is to prepare certified teachers who are thoughtful inquirers and reflective decision makers and who work effectively to enhance the language and literacy development of all students in a variety of educational settings. Our program consists of 30 course hours in reading including courses in language and literacy development, reading theory and research, teaching literacy from early childhood through grade 12, teaching with children’s/young adult literature, teaching reading and writing in a multilingual/ multicultural environment, literacy assessment, and a two-course capstone internship sequence. The internship is designed to be completed while students are working full-time as teachers. An additional six hours of the program are an elective cognate; with the guidance of the advisor, students will choose two courses that will help them become better Reading Specialists.

*The state requires two years teaching experience for graduates to qualify as Reading Specialists, in addition to passing the TExES (Texas Examinations of Educator Standards™ 151 Reading Specialist). Graduates who earn certification as Reading Specialists also automatically qualify to apply for the Master Reading Teacher certification as well (if they have at least three years teaching experience), without having to pass the applicable TExMaT (Texas Examinations for Master Teachers™ Master Reading Teacher). For more information about applicable state laws and certification regulations, please see the Appendix.
A reading specialist works at the early childhood, elementary, middle, secondary, and/or adult levels and fulfills a number of responsibilities and may have a specific focus that further defines his/her duties. For example, a reading specialist can serve as a teacher for students experiencing reading difficulties, as a literacy or reading coach, or as a supervisor or coordinator of reading/literacy.

The reading specialist must be prepared to fulfill the duties of:

- **A reading intervention teacher**, a reading specialist who provides intensive instruction to struggling readers. Such instruction may be provided either within or outside the students’ classrooms.

- **A reading coach or a literacy coach**, a reading specialist who focuses on providing professional development for teachers by providing them with the additional support needed to implement various instructional programs and practices. They provide essential leadership for the school’s entire literacy program by helping create and supervise a long-term staff development process that supports both the development and implementation of the literacy program over months and years. These individuals need to have experiences that enable them to provide effective professional development for the teachers in their schools.

- **A reading supervisor or reading coordinator**, a reading specialist who is responsible for developing, leading, and evaluating a school reading program, from kindergarten through grade 12. They may assume some of the same responsibilities as the literacy coach, but in addition have responsibilities that require them to work more with systematic change at the school level. These individuals need to have experiences that enable them to work effectively as an administrator and to be able to develop and lead effective professional development programs.

A reading specialist’s position may also include these additional responsibilities:

- Serve as a resource in the area of reading for paraprofessionals, teachers, administrators, and the community.
- Work cooperatively and collaboratively with other professionals in planning programs to meet the needs of diverse populations of learners.
- Provide professional development opportunities at the local and state levels.
- Provide leadership in student advocacy.

It is expected that the reading specialist will meet the following qualifications:

- Previous teaching experience.
- Master’s degree with concentration in reading education.
- A minimum of 24 graduate semester hours in reading and language arts and related courses.
- An additional 6 semester hours of supervised practicum experience.

Our program is designed around the IRA National Standards for Reading Specialists, in addition to the Texas state standards for Reading Specialists. Our program meets, and exceeds, the state and national standards.

**Standard 1. Foundational Knowledge and Dispositions**
Candidates have knowledge of the foundations of reading and writing processes and instruction.

**Standard 2. Instructional Strategies and Curriculum Materials**
Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

**Standard 3. Assessment, Diagnosis, and Evaluation**
Candidates use a variety of assessment tools and practices to plan effective instruction.

**Standard 4. Creating a Literate Environment**
Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment and evaluation to create a literate environment that fosters both reading and writing.

**Standard 5. Professional Development**
Candidates view professional development as a career-long effort and responsibility
Checklist
Admission to Graduation

1. Admission! Congratulations! You’re a Reading Education Graduate Student!
2. Complete your FAFSA (if you haven’t already) if you want to be eligible for any financial aid, including the TEACH grant. http://www.finaid.txstate.edu/undergraduate/how.html (I know it says undergraduate; it’s okay—the instructions are correct 😊)
3. Activate your Net ID so you can check your Bobcat Mail and keep up with the Reading Students TRACS site. https://tim.txstate.edu/onlinetoolkit/Home/ChallengeResponse.aspx?RequestType=ActivateNetID
4. Make an appointment to meet with your advisor to set up a preliminary degree plan/course schedule for your planning.
5. Register for your first semester of classes. Know that registration happens early (October for Spring, March for Summer and Fall), and be prepared. http://www.catsweb.txstate.edu/students.html
7. Buy your books.
8. Take your classes
9. Save all of your hard work; you’ll need it for your End-of-Program Portfolio. Keep back-up digital copies. You won’t regret it.
10. Consider taking the Central Texas Writing Project (CTWP) or joining a professional organization like TALE, TCTELA, IRA, or NCTE. They have great student rates, and now is the time to take advantage of them for ongoing professional development and learning.

As you reach the end of your program, you will prepare to enroll in RDG 6336 (Capstone I). BEFORE you are approved to do so, you need to have your degree plan progress approved by your advisor.

While enrolled in RDG 6336, you will need to choose your Exit Committee Chair, form your Exit Committee, and submit the correct paperwork to the program coordinator/advisor.

While enrolled in RDG 6333 (Capstone II), you will need to apply for graduation, according to the graduate college deadlines. http://www.gradcollege.txstate.edu/Current_Students/Graduation.html
If you are not graduating in the Spring Semester, then you will need to apply for graduation in the summer, according to the same guidelines.

While enrolled in RDG 6333, you will need to arrange for your graduation regalia. http://www.bookstore.txstate.edu/c-161-graduation.aspx

While enrolled in RDG 6333, you will complete your End-of-Program Portfolio.

While enrolled in RDG 6333, you will take your Oral Examination.

While enrolled in RDG 6333, you will be cleared to take your TExES (follow directions in the handbook to register for, and take, the exam).

If you have received financial aid, then you will need to complete financial aid exit meetings prior to graduation.

GRADUATE! Congratulations! You now have an M.Ed. in Reading Education!

After graduation, and passing the TExES, you may apply with the State of Texas to become a Reading Specialist (follow directions in the handbook for applying for certification).
# Degree Plan

## Advising Sheet – Reading Education

### Current Program Fall 2010-present

**Required Classes**

(10 Classes - 30 hours)

*No prerequisites (5 classes, 15 hours)*

- RDG 5310 Teaching with Children’s & Young Adult Literature in the Elementary, Middle, and Secondary Schools
- RDG 5320 Foundations of Literacy Instruction
- RDG 5322 Teaching Reading in the Elementary and Middle Grades
- RDG 5326 Developmental Literacy in the Middle and Secondary Grades
- RDG 5340 Connecting Reading and Writing in the Classroom

*Courses with Prerequisites (3 classes, 9 hours)*

(See Graduate Catalog for Prerequisite Information)

- RDG 5345 Assessment-driven Literacy Instruction
- RDG 5331 Teaching Literacy to Culturally and Linguistically Diverse Learners
- RDG 6330 Language Acquisition and Development for Literacy Instruction

*Capstone Courses (2 classes, 6 hours)*

(all other RDG courses should be completed or co-enrolled)

- RDG 6336 Reading Specialist Internship I: Designing and Evaluating Literacy Research in Schools
- RDG 6333 Reading Specialist Internship II: Designing and Evaluating Literacy Professional Development in Schools

*Electives (2 classes, 6 hours)*

See Suggested Elective Courses for ideas.
Reading (RDG) Course Descriptions for 2013-2015

5310 Teaching Literacy with Children’s and Young Adult Literature in the Elementary, Middle, and Secondary Schools. (3-0) Course focuses on current research and methods for using children’s and young adult literature, including multicultural literature for literacy instruction in grades EC-12. Students will explore different genres and evaluate and select literature for instruction across the curriculum.

5320 Foundations of Literacy Instruction. (3-0) Course surveys reading and writing theories, processes, and models; theoretical bases of literacy instruction, stages of literacy development; the relationship between oral language and literacy; and classic and current quantitative and qualitative literacy research.

5322 Teaching Reading in the Elementary and Middle Schools. (3-0) Course focuses on effective literacy instruction in elementary and middle schools, including the following areas: word identification, spelling, word study, vocabulary instruction, comprehension strategy instruction, fluency, critical literacy, and engagement. The course examines reading curricula, instructional assessment, and selection of material.

5324 Developing Content Area Literacy in Middle and Secondary Schools. (3-0) Course examines literacy development in middle and secondary school content areas. Topics include classroom assessment, development of strategic literacy, fluency, critical thinking, lifelong attitudes, interests, study strategies, and literacy in multiple sources of narrative and information text ranging from textbooks to electronic texts. (Elective)

5326 Developmental Literacy in the Middle and Secondary Schools. (3-0) Course focuses on effective literacy instruction for students who struggle with literacy in the middle and secondary school levels. The course also includes instruction in curriculum in reading, instructional assessment, and selection of materials. RDG Majors, Minors, and MRT candidates only, or with permission of instructor

5331 Literacy Methods for Linguistically and Culturally Diverse Students. (3-0) Course topics include linguistic and literacy challenges unique to students whose native language or dialect is not standard English, and innovative methods for teaching literacy to linguistically and culturally diverse students. Prerequisite: Reading Majors - RDG 5322, RDG 5324, or RDG 5326.

5340 Connecting Reading and Writing in the Classroom. (3-0) Course focuses on the relationships between reading and writing; the connections among written language, oral language, and thinking; and the organization of integrated reading and writing instruction in grades EC-12, including “workshop” techniques and thematic teaching.

5345 Assessment-Driven Literacy Instruction. (3-0) Course focuses on classroom literacy assessment, interpretation of assessment results, and designing and implementing effective literacy instruction based on assessment results. Course concentrates on the special needs of individual readers within the classroom setting and includes interpretation of formal assessments. Prerequisite: Reading 5322.

5370 Special Topics in Literacy Research and Instruction. (3-0) This course is one of several rotating graduate “topic” courses. Repeatable for credit. (Elective)

5380 Independent Study in Reading Research. (3-0) In-depth analysis and interpretation of selected research topics of great current interest in reading and language arts. Repeatable for credit. (Elective)

5395 Teaching Academic Literacy to Adults. (3-0) Course focuses on teaching academic literacy to older students and adults in post-secondary settings. Topics include: the literacy needs of adult learners in formal schooling; appropriate assessment strategies; instructional methodologies, materials, and resources; and the school-based groups, schools, and agencies that serve these students. (Elective)

6330 Language Acquisition and Development for Literacy Instruction. (3-0) Course topics include first and second language learning; dialect acquisition and development; theories and stages of language development; language diversity; and language disorders. Students read and interpret research and study language development of EC-12 children from varying linguistic backgrounds. Prerequisites: RDG 5322, RDG 5320, & RDG 5326.

6333 Reading Specialist Internship II: Designing and Evaluating Literacy Professional Development in Schools. Course will focus on using interpretations of assessment data, literacy research, and state and national assessment requirements to demonstrate leadership and design professional development for literacy assessment and assessment-based instruction. Students demonstrate competencies for Reading Specialist Certification. Prerequisites/co-enrollments: RDG 5310, 5320, 5322, 5326, 5331, 5340, 5345, and 6330.

6336 Reading Specialist Internship I: Designing and Evaluating Literacy Research in Schools. Course focuses on designing and interpreting quality, school-based research to guide literacy instructional decision-making. Internship students work in approved educational settings to demonstrate the roles of the Reading Specialist including literacy teacher, leader, coach, and researcher. Prerequisites/co-enrollments: RDG 5310, 5320, 5322, 5326, 5331, 5340, 5345, and 6330.
Typical Course Availability

**Fall**
RDG 5322 (SM)
RDG 5324 (online) (elective)
RDG 5326 (SM)
RDG 5340 (RR)
RDG 5345 (Kyle at a School)
RDG 6330 (SM)
RDG 6336 (SM)

**Spring**
RDG 5310 (alternating years between SM even/RR odd)
RDG 5320 (SM)
RDG 5322 (RR)
RDG 5324 (online) (elective)
RDG 5331 (SM Hybrid)
RDG 5340 (SM)
RDG 6333 (SM)

**Summer** (varies depending on faculty availability)
RDG 5310 (10-week, alternating years between SM odd/RR even)
RDG 5322 (10-week SM)
RDG 5324 (10-week online)
RDG 5331 (Hybrid SM)
RDG 5340 (4-week SSI SM, RR)
### Sample Timelines

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<tr>
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<th>Sample Schedule II, Moderate School-Year, Heavy Summer</th>
<th>Sample Schedule III, Heavy School-year, Light Summer</th>
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<tr>
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Suggested Elective Courses
(You are not limited to these courses, and you may choose from more than one group.)

If you are interested in taking coursework to become a certified dyslexia teacher, and earning University course credit for it, then you might consider...
RDG 5380 Independent Study in Reading Research – Dyslexia. This course focuses on the special needs of individual readers within the classroom setting, especially those with a diagnosis of dyslexia. It includes a critical analysis and review of multisensory intervention programs for students diagnosed with dyslexia. Prerequisites: Matriculated Reading Education graduate students, completion of Scottish Rite Language Foundations or a similar program course. May be taken twice (for 6 hours) in conjunction with coursework at Scottish Rite or Rawson Saunders, at a reduced cost ($832.89 per 3 credit hours) due to the cost of the CALP coursework.

If you are interested in taking more coursework that looks at diversity, then you might consider...
CI 5388 The Politics of Language. (3-0) Using a critical linguistic perspective, this course examines the sociopolitical aspects of language in local, national, and global contexts. Students learn about language ideologies and gain a profound understanding for how languages and language practices are intricately tied to the racial and economic power relations embedded in schools and society.
CI 5330 Multicultural Teaching and Learning. (3-0) Course topics include multicultural education theory and principles; research; current issues and trends; culturally responsive curriculum, teaching methods and materials, and teaching English language learners. Students will explore their cultures and other cultures to develop knowledge and sensitivity needed to teach in a multicultural-multilingual society.

If you are interested in supporting your work as an ESL/bilingual educator, then you might consider...
CI 5336 Methods and Materials for Teaching English as a Second Language. (3-0) Identification and use of English as a Second Language (ESL) material and teaching strategies for teaching ESL as an integrated process including first and second language acquisition.
CI 5387 Bilingual Education: Principles and Practices. (3-0) A study of the current trends in bilingual education and elementary school practices, the philosophy and objectives of the bilingual elementary school program, classroom organization and management, and procedures for meeting individual needs.

If you are interested in supporting your work with gifted and talented children, then you might consider...
CI 5308 Introduction to Gifted/Talented Education. (3-0) An introduction to gifted/talented education that covers: analysis of conceptions of giftedness and gifted/talented education; examination of policies related to gifted/talented education; survey of assessment practices, pedagogy, program options, and equity issues. (Can count as the 30 clock hours for GT Supplementary Certification.)
CI 5309 Talent Development. (3-0) This course examines theories, research, and pedagogy related to talent development throughout the life course. Topics include ways to support expertise development, critical youth development, and becoming.
CI 5310 Creativity: Theories, Research, and Applications. (3-0) A multidisciplinary exploration of creativity theories, research, and applications. Implications of current theory and research for creative thinking and innovation.
CI 5324 Systems for Advanced Academics and Talent Development. (3-0) This course examines systems, organizational models, strategies and assessment approaches that facilitate advanced academics and talent development processes in K-12 school settings. Prerequisite: CI 5308.

If you are interested in learning more about adults who have difficulty with reading, then you might consider...
RDG 5334 Family Literacy. (3-0) Family literacy is an intergenerational program that integrates adult literacy and emergent literacy education. This course will provide students with the knowledge and abilities to manage a family literacy program. Students will analyze related learning theories, population needs, program structures, and policy issues, including diversity and accountability.
RDG 5335 Basic Academic Literacy. (3-0) This course examines basic literacy needs and appropriate instructional strategies for traditional and non-traditional students entering college. Content covers basic to academic literacy, analysis of instructional strategies, comprehension, fluency, vocabulary, decoding, and phonemic awareness.
RDG 5395 Teaching Academic Literacy to Adults. (3-0) Course focuses on teaching academic literacy to older students and adults in post-secondary settings. Topics include: the literacy needs of adult learners in formal schooling; appropriate assessment strategies; instructional methodologies, materials, and resources; and the school-based groups, schools, and agencies that serve these students.
If you are interested in learning more about reading for college level learners, then you might consider…

**DE 5324 Teaching Learning Strategies and Critical Thinking.** (3-0) Theory and pedagogy of learning strategies, problem solving, and critical thinking in the college and adult classroom. Topics will include variables in teaching and learning, methods of assessment, and approaches to instruction.

**DE 5375 Learners in Developmental Education Contexts.** (3-0) A profile of the underprepared postsecondary student and an overview of the programs and instructional strategies appropriate for use with that target population.

If you are interested in learning more about educational technology and how you can apply it in your classroom, then you might consider…

**EDTC 5310 Introduction to Educational Technology.** (3-0) This course provides hands-on experience with a variety of educational uses of microcomputers in early childhood, elementary, middle, and high schools. Review of relevant research and discussion of current issues will also be included.

**EDTC 5315 Advanced Educational Technology.** (3-0) This course deals with both instructional and multimedia design principles. Students will design, implement, and evaluate an extended technology project to solve an instructional problem. **Prerequisite: EDTC 5310**

**EDTC 5320 Models of Integration of Educational Technology.** (3-0) Students will examine trends and issues related to the integration of technology in instruction based on learning theory, learners’ needs, teaching strategies/practices, social and psychological factors, and state/national standards. **Prerequisite: EDTC 5310**

**EDTC 5330 Implementing Technology in Education.** (3-0) This course is designed to introduce students to those leadership skills required for implementing technology in an education program.

If you are interested in learning more about working with students with disabilities, then you might consider…

**SPED 5311 Teaching Language Arts to Students with Disabilities.** (3-0) Course provides effective research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students’ access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas.

**SPED 5326 Educating Students with Mild Disabilities.** (3-0) Course for non-special education majors provides information about modifications for students with mild disabilities. Characteristics of special education categories discussed are modified emphasis on strategies used in general education classrooms. Role of classroom teacher’s role with students with mild disabilities addressed. Methods for individualizing instruction under a variety of classroom conditions presented.

**SPED 5340 Principles and Practices of Effective Instruction.** (3-0) This course provides study of research-based instructional theory and practices for students with disabilities. Focus is on instructional methods and curriculum for students with disabilities in special education settings. Topics include curricular planning, curriculum-based measurement, evidence-based strategies for facilitating student learning, and unique curricular needs of students with disabilities.

**SPED 5356 Advanced Practices in Learning Disabilities/Inclusion.** (3-0) This course reviews research-based instructional strategies for students with learning disabilities, focusing on proven practices and on improving instructional decision-making across content areas and grade levels. Topics include: understanding learning disabilities, response to intervention, individualized educational plans, differentiating instruction, assessment, collaborative partnerships, and facilitating content-area instruction and study skills. **Prerequisite/Corequisite: SPED 5326 or SPED 5340**

If you are interested in joining a community of teachers, then there are opportunities through the Summer Institute of the Central Texas Writing Project…

Selected teachers attend CTWP Summer Institute, an invitational, four-week institute taking place on the Texas State University campuses in San Marcos and Round Rock. Since 1998 more than 200 area K-college teachers have dedicated five weeks to the CTWP Summer Institute to write, research writing, and share best practices. They engage in depth dialog regarding topics such as approaches to teaching, curriculum planning, assessment, differentiated instruction, technology, and cross-discipline writing practices. They are selected by an application and interview process, and once selected, they are enrolled at Texas State University’s College of Education for 6 hours of graduate work. It can be one of the most transformational experiences in a teacher’s professional life.


If you are interested in traveling around the globe, then there are opportunities for Study Abroad. Please contact Drs. Assaf or Lopez.
Comprehensive Exam Procedures
End of Program Portfolio and Comprehensive Oral Exam

In order to graduate from the Reading Masters Program at Texas State University and/or be qualified to take the Texas Reading Specialist Exam, students create and present an End of Program Portfolio and take a Comprehensive Oral Exam. These performance assessments are completed during the semester that students take RDG 6333 (a spring semester). These two cumulative assessments are meant to evaluate a student's depth and breadth of literacy learning, instruction, and research. Together, they are referred to as the comprehensive exams, or “comps.”

The portfolio and oral exam are based on the three strands listed below. These strands align with the Texas Reading Specialization Standards and the International Reading Association Expectations for Reading Specialists. The End of Program Portfolio includes a 5-6 page narrative essay (three total essays) and two artifacts for each strand.

1. Literacy Theory and Research, EC-12
   \((State \ of \ Texas \ I \ and \ II \ & \ IRA \ Standard \ 1: \ Foundational \ Knowledge \ and \ Dispositions)\)

2. Literacy Assessment and Evaluation, EC-12
   \((State \ of \ Texas \ II \ and \ III \ & \ IRA \ Standards \ 3 \ and \ 5: \ Assessment, \ Diagnosis, \ and \ Evaluation \ and \ Professional \ Development)\)

3. Literacy Instruction for all Learners, EC-12
   \((State \ of \ Texas \ II, \ III, \ and \ IV \ & \ IRA \ Standards \ 2 \ and \ 4: \ Instructional \ Strategies \ and \ Curriculum \ Materials \ and \ Creating \ a \ Literate \ Environment)\)

   \textbf{State of Texas}

   I. Instruction and Assessment: Components of Literacy
   II. Instruction and Assessment: Resources and Procedures
   III. Meeting the Needs of Individual Students
   IV. Professional Knowledge and Leadership

   \textbf{International Reading Association}

   \textbf{Standard 1. Foundational Knowledge and Dispositions}
   Candidates have knowledge of the foundations of reading and writing processes and instruction.

   \textbf{Standard 2. Instructional Strategies and Curriculum Materials}
   Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

   \textbf{Standard 3. Assessment, Diagnosis, and Evaluation}
   Candidates use a variety of assessment tools and practices to plan effective instruction.

   \textbf{Standard 4. Creating a Literate Environment}
   Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment and evaluation to create a literate environment that fosters both reading and writing.

   \textbf{Standard 5. Professional Development}
   Candidates view professional development as a career-long effort and responsibility
Comprehensive Exam Committee

To begin the portfolio process, you will need to identify four Reading professors at Texas State to serve on your Exam Committee. One faculty member will be the Exam Chair and two professors will serve as committee members. One professor will be an alternate member and will be called to be part of the Exam Committee if needed. You will need to have your Exam Chair and the three other selected professors sign an official form (attached) indicating that they have agreed to serve on your Exam Committee. This form must be turned in by mid-October.

- **Exam Chairs** are responsible for mentoring you in your writing and the synthesis of your portfolio and assisting you with preparation for the comprehensive oral exam. Exam Chairs can support learning as they assist with setting an appropriate timeline to complete the narratives and guiding you to specific theories, references, etc. that should be included.

- **Exam Chairs** are also responsible for uploading the digital portfolios to TRACS for scoring. You will submit your materials in digital form to your Exam Chair.

- **Committee Members** are responsible for evaluating your portfolio, attending your oral exam, and evaluating your oral exam. Alternates will be responsible for reading and being familiar your portfolio. Alternates can choose to give written feedback on your portfolio, but they are not required to do so.

- **Committee Members** are responsible for using the learning outcomes rubric to guide their evaluation of your portfolio via TRACS. Faculty will complete a score sheet and write at least three positive comments and three suggestions for improvement for each portfolio they evaluate (see holistic score sheet). Grammar, spelling, and stylistic components (such as APA format) should also be evaluated for each narrative. Such conventions fall under the criteria “explicitly and specifically describes.”

- **The Program Coordinator** (or his/her designee) is responsible for synthesizing all written feedback and strand scores, and giving you and your Exam Chair strand scores and a holistic score on the portfolio. Written feedback and overall scores will be given to you at least one week prior to the oral exam, in a confidential format.

Three committee members will evaluate each portfolio. Of these three evaluations, you must receive a minimum of 2 passes in each strand in order to pass the entire portfolio. You can pass the portfolio on three levels: Honors, high pass, or pass. If you fail one or more strand of the portfolio, you will be requested to rewrite the narrative(s) (or select a different artifact as necessary) and resubmit it/them to the committee at least two days prior to the oral exam. If a faculty chair sees that extensive revisions are necessary, the oral examination may be rescheduled, in consultation with the entire committee, with the graduation deadline for the semester kept in mind. If you fail a strand of the portfolio a second time, you will be required to take a traditional written exam.
TEXAS STATE UNIVERSITY
READING MASTERS
COMPREHENSIVE ORAL EXAMINATION COMMITTEE
SIGNATURE FORM

Student’s Name: _____________________________  Student ID ______________________________

Expected Date to Graduate: _________________  Expected Oral Exam Date: _________________

Major ________________________________

Signing this form indicates that you have agreed to serve as the Exam Chair for ___________________________.
As the Exam Chair you will mentor ______________________________ in preparing for the End of Program
Portfolio and the Comprehensive Oral Exam. You and your mentee will select a time for the portfolio
presentation/oral examination on the appointed day(s) and will notify the Program Coordinator of the final
outcome of these two evaluations.

Exam Chair                                                                 Signature:
________________________________________________________________________

Committee Members
________________________________________________________________________
________________________________________________________________________

Alternate Member
________________________________________________________________________

Please make a copy of this form and give one to your Exam Chair and one to the Program Coordinator. Please notify the
Program Coordinator of any changes made on this form.
Comprehensive Oral Exam

In the Comprehensive Oral Exam, you will be evaluated on the ‘breadth and depth’ of your literacy knowledge as it pertains to the IRA Reading Specialization Standards, the Texas Reading Specialist Standards, and Texas State University Reading Specialization Learning Outcomes.

Each oral exam will last 60 minutes. During the oral exam you will be required to:

- Present your essays and (briefly) highlight what was learned in each of the three areas (15 minutes).
- Answer questions from the faculty about the three areas and your learning in the program (40 minutes).
- Wait outside the room while the faculty discuss your work and vote on their final score for the exam (5 minutes).

The exam committee will invite you back into the exam room and share their final evaluations (whether you have passed the comprehensive examination). You will receive a score for the portfolio and for the oral exam.

You will be given links to the Texas Examinations of Educator Standards for the Reading Specialist Test Framework to help them study for their oral exams. You will also be directed to use your portfolio score sheets and written feedback from their committee to synthesize your learning in the program.

You can pass the exam on three levels: Honors, High Pass, and Pass. If you do not pass the oral exam, you will retake the oral exam one to two weeks after your initial oral exam with the same committee members and direct feedback on areas to improve. If you do not pass the oral exam the second time, you will be required to retake the exam. The retake can take many forms. You may be asked to answer specific questions related to identified areas or complete a timed, written test on any one or more strands.

Overall Description of the Levels

An **Honors** performance is defined as one that greatly exceeds expectations for knowledge and performance, based on the criteria for reading specialists, as set forth in the standards of knowledge for reading specialists defined by the State of Texas and the International Reading Association.

A **High Pass** performance is defined as one that exceeds expectations for knowledge and performance, based on the criteria for reading specialists, as set forth in the standards of knowledge for reading specialists defined by the State of Texas and the International Reading Association.

A **Pass** performance is defined as one that meets expectations for knowledge and performance, based on the criteria for reading specialists, as set forth in the standards of knowledge for reading specialists defined by the State of Texas and the International Reading Association.

A **Fail** performance is defined as one that does not meet expectations for knowledge and performance, based on the criteria for reading specialists, as set forth in the standards of knowledge for reading specialists defined by the State of Texas and the International Reading Association.
<table>
<thead>
<tr>
<th>Strand</th>
<th>Narrative Essay</th>
<th>Possible Artifacts</th>
</tr>
</thead>
</table>
| Theory(ies)/Research EC-12     | Synthesize what theory(ies)/research underlie your philosophy of literacy instruction. Describe what you understood about theory(ies)/research when you began the program, how you have grown in your understanding of theory(ies)/research, and how that has shaped your perspectives on literacy instruction and literacy professional development. Describe how the two artifacts reflect your growth and understanding of theory(ies) and research in literacy instruction. | RDG 5320 Literature Review REQUIRED  
RDG 5322 Synthesis Paper  
RDG 5340 Aspect of Writing Instruction Paper  
RDG 6330 Language Study Project  
RDG 6336 Teacher Research Project  
Other(s) as identified by student |
| Assessment/Evaluation EC-12    | Synthesize your knowledge of the role of, and methods for, assessment and evaluation in literacy instruction and literacy professional development. Describe what you understood/practiced when you began the program, how you have grown in your understanding/practice, and how your perspectives on literacy assessment/evaluation have been shaped by your knowledge. Describe how the two artifacts reflect your growth and understanding of literacy assessment/evaluation in practice. | RDG 5322 Word Study Project REQUIRED  
RDG 5326 Strategy Project  
RDG 5345 Case Study/Instructional Design  
RDG 6330 Language Study Project  
RDG 5340 Child Case Study  
Other(s) as identified by student |
| Literacy Instruction of All Learners EC-12 | Synthesize your knowledge of creating literacy instruction for all learners (and professional development to support that instruction). Describe what you understood/practiced when you began the program, how you have grown in your understanding/practice, and your perspectives on literacy instruction for all learners have been shaped by your knowledge. Describe how the two artifacts reflect your growth and understanding of literacy instruction for all learners. | RDG 5331 Cultural Mapping Project REQUIRED  
RDG 5326 I-Search Paper  
RDG 5340 Writing Reflection  
RDG 6330 Unit Plan/Lesson Plan  
RDG 5310 Children’s Literature Project  
Other(s) as identified by student |
## Portfolio Rubric

<table>
<thead>
<tr>
<th>Theory(ies)/Research EC-12 Narrative</th>
<th>Honors</th>
<th>High Pass</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative</strong></td>
<td>Explicitly and specifically synthesizes what theory(ies)/research underlie his/her philosophy of literacy instruction.</td>
<td>Synthesizes in detail what theory(ies)/research underlie his/her philosophy of literacy instruction.</td>
<td>Synthesizes what theory(ies)/research underlie his/her philosophy of literacy instruction.</td>
<td>Narrative fails to synthesize what theory(ies)/research underlie his/her philosophy of literacy instruction.</td>
</tr>
<tr>
<td></td>
<td>Explicitly and specifically describes what is understood about theory(ies)/research when student began the program, how student has grown in his understanding of theory(ies)/research, and how that has shaped student’s perspectives on literacy instruction and literacy professional development.</td>
<td>Describes in detail what is understood about theory(ies)/research when student began the program, how student has grown in his understanding of theory(ies)/research, and how that has shaped student’s perspectives on literacy instruction and literacy professional development.</td>
<td>Describes what is understood about theory(ies)/research when student began the program, how student has grown in his understanding of theory(ies)/research, and how that has shaped student’s perspectives on literacy instruction and literacy professional development.</td>
<td>May not describe what is understood about theory(ies)/research when student began the program, how student has grown in his understanding of theory(ies)/research, or how that has shaped student’s perspectives on literacy instruction and literacy professional development.</td>
</tr>
<tr>
<td><strong>Artifacts</strong></td>
<td>Explicitly and specifically describes how the two artifacts reflect continuous growth and understanding of theory(ies) and research in literacy instruction.</td>
<td>Describes in detail how the two artifacts reflect continuous growth and understanding of theory(ies) and research in literacy instruction.</td>
<td>Describes how the two artifacts reflect continuous growth and understanding of theory(ies) and research in literacy instruction.</td>
<td>May not describe how the two artifacts reflect continuous growth and understanding of theory(ies) and research in literacy instruction or exhibits may not reflect student’s growth and understanding.</td>
</tr>
<tr>
<td></td>
<td>Two artifacts reflect exemplary continuous growth and understanding of theory(ies) and research in literacy instruction.</td>
<td>Two artifacts reflect evident continuous growth and understanding of theory(ies) and research in literacy instruction.</td>
<td>Two artifacts reflect continuous growth and understanding of theory(ies) and research in literacy instruction.</td>
<td>Two artifacts do not reflect continuous growth and understanding of theory(ies) and research in literacy instruction.</td>
</tr>
<tr>
<td>Assessment/Evaluation EC-12 Narrative</td>
<td>Explicitly and specifically synthesizes the theory and research-based knowledge of the role of, and methods for, assessment and evaluation in literacy instruction and literacy professional development.</td>
<td>Synthesizes in detail the research-based knowledge of the role of, and methods for, assessment and evaluation in literacy instruction and literacy professional development.</td>
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<td>Explicitly and specifically describes what student understood/ practiced when he/she began the program, how student has grown in understanding/practice, and how perspectives on literacy assessment/evaluation have been shaped by this knowledge.</td>
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<td>May not describe what the student understood/ practiced when he/she began the program, how student has grown in understanding/ practice, and/or how perspectives on literacy assessment/evaluation have been shaped by this knowledge.</td>
<td></td>
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<tr>
<td>Explicitly and specifically describes how the two artifacts reflect student’s continuous growth and understanding of literacy assessment/evaluation in practice.</td>
<td>Describes in detail how the two artifacts reflect student’s continuous growth and understanding of literacy assessment/evaluation in practice.</td>
<td>Describes how the two artifacts reflect student’s continuous growth and understanding of literacy assessment/evaluation in practice.</td>
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<td></td>
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<td>Literacy Instruction of All Learners EC-12 Narrative</td>
<td>Explicitly and specifically synthesizes research and theory-based knowledge of creating literacy instruction for all learners (and professional development to support that instruction).</td>
<td>Synthesizes in detail research-based knowledge of creating literacy instruction for all learners (and professional development to support that instruction).</td>
<td>Synthesizes research-based knowledge of creating literacy instruction for all learners (and professional development to support that instruction).</td>
<td>Fails to synthesize research-based knowledge of creating literacy instruction for all learners (and professional development to support that instruction).</td>
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<td></td>
<td>Explicitly and specifically describes how the two exhibits reflect this continuous growth and understanding of literacy instruction for all learners.</td>
<td>Describes in detail how the two exhibits reflect student’s continuous growth and understanding of literacy instruction for all learners.</td>
<td>Describes how the two exhibits reflect student’s continuous growth and understanding of literacy instruction for all learners.</td>
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# Reading Specialist Comprehensive Examination Portfolio Scoring Sheet

<table>
<thead>
<tr>
<th>Theory(ies)/Research</th>
<th>Honors</th>
<th>High Pass</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC-12 Narrative Artifacts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment/Evaluation</td>
<td></td>
<td></td>
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<tr>
<td>EC-12 Narrative Artifacts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL (Select One)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments:
Reading Specialist Portfolio
Narrative Comments

Student’s Name:

*Deltas*
Changes that might improve the Portfolio
(at least three)

*Pluses*
Elements of the Portfolio that are noteworthy
(at least three)

Please see the State of Texas Standards for Reading Specialists and the International Reading Association Standards for Reading Professionals for additional details on expectations for knowledge and performance.
**Reading Education**  
**Oral Comprehensive Examination Scoring Form**

Faculty Name:  

Circle One:  
Committee Chair  
Committee Member  

Student Name:  

Student Examination Date:  

Circle One:  
First Examination  
Second Examination  

<table>
<thead>
<tr>
<th>Description of Performance Level</th>
<th>Check ONE (1) Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>An <em>Honors</em> performance is defined as one that greatly exceeds expectations for knowledge and performance, based on the criteria for reading specialists, as set forth in the standards of knowledge for reading specialists defined by the State of Texas and the International Reading Association.</td>
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Faculty Signature:  

Date:
Reading Education  
Oral Comprehensive Examination Overall Scoring Form

Student Name:

Committee Chair Name:

<table>
<thead>
<tr>
<th>Faculty Name (Please Print)</th>
<th>Performance Level Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Consensus Overall Performance Level

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<tr>
<th>Description of Performance Level</th>
<th>Overall Performance Level</th>
</tr>
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<td></td>
</tr>
</tbody>
</table>

Exam Chair Signature:

Committee Member #1 Signature:

Committee Member #2 Signature:

Date:
Applying for State Certification Exams and State Certification

Students need to begin their application for State Certification soon after they have been accepted to the program. They will need to meet with the Certification Officer in the Office of Educator Preparation (ED 2016) and complete a Certification plan. If they are a matriculated Reading Education M.Ed. student, their Degree plan is the Certification plan. Students should take a copy of the degree plan with them, printed out from DegreeWorks in order to complete their Certification plan.

Once students are enrolled in RDG 6333, the spring capstone course, then they are ready to take their TExES. They should contact Mr. Ernesto Muñoz, the OEP Testing Coordinator, as he receives/approves all requests for certification testing. Mr. Muñoz can be reached at ernestomunoz@txstate.edu.

How to Gain Approval to Test and How to Register

1. Meet the requirements to test.
   For Reading Specialist candidates, those requirements are satisfied by enrollment in the spring capstone course; students will need to complete the program before they are eligible to apply for certification, however, as a master’s degree is part of the requirement for certification.

2. Before requesting approval to take TExES exams, students must:
   * GET THEIR TEA ID # from the following website:
     https://www.texas-ets.org/custom/public/pp_ev_tea.php
   * STUDENTS SHOULD BE SURE TO WRITE DOWN THEIR TEA ID NUMBER. THEY WILL NEED IT TO REQUEST APPROVAL TO TEST AND TO REGISTER ON THE ETS SITE.

3. Students should email Ernesto Muñoz: ernestomunoz@txstate.edu for approval to test. Students must provide the following information:
   * Full name
   * Student ID number
   * Texas State e-mail address (net id, NOT alias)
   * Date of birth
   * Daytime telephone number
   * The TExES Exams for which they are seeking approval (151 Reading Specialist).

4. Register on the ETS site (www.texes.ets.org):
   * Students will need their TEA ID number to register.
   * Students should enter their information on the ETS site exactly as it is listed on the SBEC site.
   * Students should select the exam for which they wish to register.
   * Students should make any requests for special accommodations with ETS at least six weeks in advance.
How to Apply for Certification as a Reading Specialist

1. Students must pass the TExES 151 Reading Specialist Exam.

2. Students must complete a masters degree and their Certification plan. If they are a matriculated Reading Education M.Ed. student at Texas State University, then when they graduate, they have completed they have completed both their degree and their Certification plan.

3. Students must request that a copy of their Official Service Record be sent to Ernesto Muñoz: ernestomunoz@txstate.edu to prove that they have at least two years teaching experience (or at least three years teaching experience if they also plan to apply for the Master Reading Teacher certification). Students’ current school district Human Resources Offices (or last office, if they are not currently employed as teachers) will have the service records.

4. Students must then email Mr. Muñoz: ernestomunoz@txstate.edu with their
   * Full name
   * Student ID number
   * TEA ID
   * Texas State e-mail address (net id, NOT alias)
   * Date of graduation and degree granted
   * Date of birth
   * Daytime telephone number

   and let him know that they wish to be recommended for certification as a Reading Specialist.

5. Students will then be cleared to complete their certification application.

How to Apply for Certification as a Master Reading Teacher

1. Once students are certified as Reading Specialists, then they must email Mr. Muñoz: ernestomunoz@txstate.edu with their
   * Full name
   * Student ID number
   * TEA ID
   * Texas State e-mail address (net id, NOT alias)
   * Date of graduation and degree granted
   * Date of birth
   * Daytime telephone number

   and let him know that they wish to be recommended for certification as a Master Reading Teacher.

2. Students will then be cleared to complete their certification as a Master Reading Teacher.
Additional Support for The Program

**Professional Organizations**
(Join as a student—it’s inexpensive!)

**Texas Association for Literacy Education**  
http://www.texasreaders.org/join-tale.html

**International Reading Association**  
www.reading.org

**Texas Council of Teachers of English Language Arts**  
http://www.tctela.org/join-tctela/

**National Council of Teachers of English**  
www.ncte.org

**Support for Writing**
The Writing Center at Texas State University (also at RRHEC) is a free service available to all students (graduate and undergraduate). There are locations in both San Marcos and Round Rock. As professional writing is an important component to our program, you are encouraged to take advantage of this service when writing papers for your courses. If you are having difficulty with your writing, then you may be referred to the writing center by a professor, and you will be required to use the center’s services to help improve your writing.

http://www.writingcenter.txstate.edu/  
http://www.writingcenter.txstate.edu/rrhec.html

**Support for APA Style Guide Use**
All papers are required to be written in APA Style. There are websites available to help introduce you to APA style.

http://www.apastyle.org/learn/

http://owl.english.purdue.edu/owl/resource/560/01/

It is recommended that you purchase the most current edition of the APA Style Manual (the 6th edition, as of 2009). It is available in the University Bookstore, as well as online http://www.apastyle.org/manual/index.aspx.

The Writing Center can also help you format your papers appropriately.
Appendix
Laws Relating to State Certification

Texas Administrative Code

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 239 STUDENT SERVICES CERTIFICATES
SUBCHAPTER D READING SPECIALIST CERTIFICATE

RULE §239.90 General Provisions
(a) Because the reading specialist plays a critical role in campus effectiveness and student achievement, the State Board for Educator Certification adopts the rules in this subchapter to ensure that each candidate for the reading specialist certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.

(b) Each individual serving as a reading specialist is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both campus leadership and student learning is essential.

(c) The holder of a reading specialist certificate issued under the provisions of this chapter may teach reading to students in early childhood programs through grade 12.

RULE §239.91 Minimum Requirements for Admission to a Reading Specialist Preparation Program
(a) Prior to admission to a preparation program leading to the Standard Reading Specialist Certificate, an individual must:
   (1) hold a baccalaureate degree from an accredited institution of higher education; and
   (2) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Students).

(b) Preparation programs may adopt requirements for admission in addition to those required in subsection (a) of this section.

RULE §239.92 Preparation Requirements
(a) Structured, field-based training must be focused on actual experiences with each of the standards identified in the State Board for Educator Certification-approved Standards for Reading Specialist to include experiences at diverse types of campuses.

(b) Each preparation program must develop and implement specific criteria and procedures that allow admitted individuals to substitute professional reading specialist training or experience directly related to the standards identified in subsection (a) of this section for part of the preparation coursework or other program requirements.

RULE §239.93 Requirements for the Issuance of the Reading Specialist Certificate
To be eligible to receive the Standard Reading Specialist Certificate under this subchapter, the individual must:
(1) successfully complete a reading specialist preparation program that meets the requirements of §239.92 of this title (relating to Preparation Requirements) of this subchapter;
(2) successfully complete the assessments required under this title;
(3) hold a master's degree from an accredited institution of higher education; and
(4) have two school years of classroom teaching experience in a public or accredited private school.
RULE §239.94 Requirements to Renew the Standard Reading Specialist Certificate
(a) Each individual issued a Standard Reading Specialist Certificate under this title is subject to Chapter 232, Subchapter R of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).

(b) An individual who holds a valid Texas reading specialist certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures adopted by the executive director under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).

RULE §239.95 Transition and Implementation Dates
Section 239.93 of this title (relating to Requirements for the Issuance of the Standard Reading Specialist Certificate) shall be implemented on September 1, 2003, and shall supersede all conflicting provisions in this title on September 1, 2004. All other sections of this subchapter shall take effect pursuant to Texas Government Code, §2001.036, relating to Effective Date of Rules.

Sec. 21.0481. MASTER READING TEACHER CERTIFICATION.

(a) To ensure that there are teachers with special training to work with other teachers and with students in order to improve student reading performance, the board shall establish a master reading teacher certificate.

(b) The board shall issue a master reading teacher certificate to each eligible person.

(c) To be eligible for a master reading teacher certificate, a person must:

(1) hold a reading specialist certificate issued under this subchapter and satisfactorily complete a course of instruction as prescribed under Subdivision (2)(B); or

(2) hold a teaching certificate issued under this subchapter and:

(A) have at least three years of teaching experience;

(B) satisfactorily complete a knowledge-based and skills-based course of instruction on the science of teaching children to read that includes training in:

(i) effective reading instruction techniques, including effective techniques for students whose primary language is a language other than English;

(ii) identification of dyslexia and related reading disorders and effective reading instruction techniques for students with those disorders; and

(iii) effective professional peer mentoring techniques;

(C) perform satisfactorily on the master reading teacher certification examination prescribed by the board; and

(D) satisfy any other requirements prescribed by the board.