The University of Texas at Tyler
College of Education and Psychology
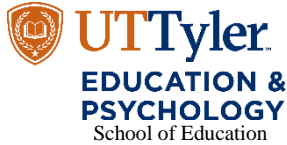School of Education

Master of Education in Reading
(M.Ed. in Reading)
TEA Reading Specialist Certification
UT Tyler Literacy Coaching Certificate
UT Tyler Dyslexia Certificate

PROGRAM HANDBOOK

2023-2024

THE UNIVERSITY OF TEXAS AT TYLER

3900 University Boulevard ● Tyler, TX 75799 ● (903) 566-7133

UTTyler
EDUCATION &
PSYCHOLOGY
School of Education

Dear Candidate,

Welcome and thank you for selecting The University of Texas at Tyler as the university of choice for completing your program of study in the Master of Education in Reading (MEd-Reading).

We are pleased to share this handbook, which provides basic information about various aspects of our program that will help you understand and complete the requirements of the MEd-Reading with its associated Reading Specialist (RS) certification and choice of UT Tyler Literacy Coaching certificate or UT Tyler Dyslexia Certificate.

This program will provide you with an array of quality courses and practical experiences that will strengthen your literacy knowledge, skills, and dispositions to achieve success in your roles as classroom teachers, reading specialists, and/or literacy leaders in your schools and communities.

If you have questions or need additional information, please contact the literacy program coordinator or your assigned advisor.

Sincerely,

The Literacy Team

Dr. Gina Doepker, Associate Professor & Literacy Program Coordinator
Dr. Annamary Consalvo, Associate Professor
Dr. Kouider Mokhtari, Anderson-Vukelja-Wright Endowed Professor
Dr. Joanna Neel, Associate Professor

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Program Overview

The Master of Education in Reading program in the School of Education at The University of Texas at Tyler offers high quality graduate level professional preparation that prepares candidates for certification as reading specialists, as well as certificates as literacy coaches or in dyslexia. The program provides candidates with opportunities to build specialized knowledge, engage in evidence-based practice in supervised settings, and prepare for leadership roles in schools and communities.

The newly redesigned Master of Education in Reading program incorporates the International Literacy Association Standards for the preparation of Reading Professionals (ILA, 2017), which specify the knowledge, skills, and dispositions for reading professionals. These standards stipulate that an effective program should (a) contain a balance of coursework and field experiences enabling students to use and apply what they learn in real-world school settings, (b) address new and emerging media literacies, (c) prepare reading professionals in various roles to address the language, literacy, and content needs of all students, including English learners, and (d) prepare program candidates to serve as literacy leaders who can work effectively, not just with students in classroom settings, but also with fellow teachers, parents, and school administrators.

The curriculum for the program is aligned with the following International Literacy Association's Standards for the Preparation of Reading Professionals (2017).

- *Standard 1: Foundational Knowledge*: Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
- *Standard 2: Curriculum and Instruction*: Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
- *Standard 3: Assessment and Evaluation*: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
- *Standard 4: Diversity and Equity:* Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
- *Standard 5: Learners and the Literacy Environment:* Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

- *Standard 6: Professional Learning and Leadership*: Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.
- *Standard 7*: *Practicum/Clinical Experiences* (for specialized literacy professionals only). Candidates apply theory and best practice in multiple supervised practicum/clinical experiences.

The reading program curriculum is also closely aligned with the requirements for coursework and field experiences for the preparation of reading specialists, as delineated in the Texas Administrative Code and prescribed by the Texas Education Agency (TEA, 2006). The guidelines stipulate that each certificate program must provide a minimum of 360 clock hours (200 coursework and 160 hours of field) for the Reading Specialist[1] certificate. Specific Texas Examination of Educator Standards (TExES, 2012) pertaining to the preparation of this role include the following:

- *Domain I. Components of Reading*: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and as expertise in reading instruction at the levels of early childhood through grade 12.
- *Domain II. Assessment and Instruction*: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
- *Domain III. Strengths and Needs of Individual Students:* The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.
- *Domain IV. Professional Knowledge and Leadership:* The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and takes a leadership role in designing, implementing, and evaluating professional development programs.

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[1] Requirements for the preparation of **Reading Specialists** in the State of Texas (Texas Administrative Code, Chapter 239, Subchapter D)
- TAC § 241.10 (b). The Reading Specialist preparation program shall include a field-based practicum whereby candidates must demonstrate proficiency in each of the standards identified in § 42.15 this title.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Reading Specialist] with a minimum of 200 clock hours of coursework that is directly aligned to the state standards.
- TAC 228.25 (c) (3) an educator preparation program shall provide a practicum … for a minimum of 160 clock hours [for Reading Specialist] in designing, implementing, and evaluating professional development programs.

Program Admission Criteria

An important measure of program quality pertains to student admission, which requires (a) completion of an application for admission to the MEd-reading degree program, (b) a review of program requirements for admission, which include bachelor's degree transcripts, verification for obtaining a standard teaching certificate, (c) applicants must either have a 3.0 overall degree GPA, or last 60-hour GPA of 3.25 or higher, or submit GRE scores that equals or exceeds 158 verbal and 162 quantitative, (d) submit a Goal Statement and Philosophy of Literacy Statement, and (e) an admission interview. *More detailed information regarding criteria for admission to the program can be found on our program webpage accessible via this link* [*https://www.uttyler.edu/education/graduate/masters-reading.php*](https://www.uttyler.edu/education/graduate/masters-reading.php)

Requirements for Certification

The TEA Reading Specialist certification is an integral part of the Master of Education in Reading (MEd-Reading). Program candidates have up to five years to complete their program of study. According to 19 TAC 228.35(a)(5)(B), coursework must be completed within five years and is directly related to the certificate sought. To qualify for the EC-12 Professional Reading Specialist (RS) certification, program candidates must (a) successfully complete requirements for a Master of Education in reading, (b) have two or more years of classroom teaching experience as the teacher-of-record in a TEA certified setting, and (c) pass the Professional Reading Specialist TExES (Texas Examination of Educators Standards) examination. As required by law, the university recommends, to Texas Education Agency (TEA), **Permission to Test** for program candidates who have completed all course work or are completing all course work during their last semester in the program. If program candidates have a GPA lower than 3.25, they must complete and pass [CertifyTeacher](#) and submit their passing scores to the program coordinator who will contact the certification office and clear them to take the TExES RS test. If candidates wait to apply to take the test after graduation, they will likewise need to complete and pass [CertifyTeacher](#) and submit their passing scores to the certification office who will clear them to take the TExES RS test.

All candidates seeking certification must also undergo a criminal history background check. For additional information or questions pertaining to the requirements for certification as reading specialist, please contact the Director of Educator Certification and Program Accountability via email [certification@uttyler.edu.](mailto:certification@uttyler.edu)

Upon admission into the program, candidates choose either the literacy coaching strand degree plan or the dyslexia strand degree plan. To earn a UT Tyler Literacy Coaching certificate or UT Tyler Dyslexia certificate the program candidate must successfully complete requirements for a Master of Education in reading which includes the specific strand courses associated with the different certificates.

Program Curriculum

Our MEd-Reading program was redesigned in 2013 and again revised in 2023 to help ensure its close alignment with national and state standards for the preparation for reading professionals, that it is commensurate with needs of a new generation of teachers, and that it incorporates current research, policy, and practices. To this end, our program (a) contains a balance of coursework and field experiences enabling students to use and apply what they learn in real-world school settings, (b) addresses new and emerging media literacies, (c) prepares reading professionals in various roles to address the language, literacy, and content needs of all students, including English learners, and (d) prepares program candidates to serve as literacy leaders who can work effectively, not just with students in classroom settings, but also with fellow teachers, parents, and school administrators.

PROGRAM OF STUDY

Course descriptions are provided below.

READ 5380/READ 5333: Foundations of Reading Instruction. Study of research-based reading instructional methods and strategies for emergent readers.

READ 5301: Language, Literacy, & Culture. Examination of the critical roles of language and culture on the literacy development of all students, including English learners.

READ 5302: Issues in the Teaching of Literacy Using Children's and Adolescent Literature. Critical examination of current educational issues relating to the selection and use of children's and adolescent literature when teaching literacy in the PreK-12 classroom.

READ 5303: New and Emerging Media Literacies. Exploration of new and emerging media technologies as powerful tools for enhancing K-12 students' literacy development and learning, with an emphasis on how to integrate new media literacies such as the Internet into the curriculum and enhance literacy learning in the classroom.

READ 5304: Teaching Writing in K12 Contexts. Exploration of writing as a process and product, with particular emphasis on how to teach writing effectively and creatively in the PreK-12 classroom.

READ 5305: Teaching Disciplinary Literacy to Adolescents. Examination of the research, policy, and effective practices aimed at preparing adolescents for the reading, writing, and thinking required by advanced disciplinary coursework.

READ 5306: Literacy Assessment Practicum. Field experience focused on addressing the literacy assessment needs of struggling readers and writers in PreK-12 clinical and/or classroom settings.

READ 5307: Literacy Instruction Practicum. Field experience focused on addressing the literacy instruction needs of struggling readers and writers in PreK-12 clinical and/or classroom settings.

READ 5308: Action Research for Literacy Educators. Exploration and application of action research approaches and methods for examining and enhancing classroom instruction practices and increasing students' literacy achievement outcomes in PreK-12 clinical and/or school settings.

READ 5309: Foundations of Literacy Coaching. Field experience focused on expanding literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching work in authentic PreK-12 clinical and/or school settings.

Literacy Coaching Strand

READ 5310: Literacy Coaching Practicum. Field experience focused on expanding literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching and professional development work in authentic PreK-12 clinical and/or school settings. A field-based practicum is required.

READ 5311: Literacy Coaching as Collaborative Professional Development. Field experience focused on expanding literacy coaching knowledge, skills, and dispositions by studying and engaging in literacy coaching that focuses on professional development in authentic PreK-12 clinical and/or school settings.

Dyslexia Strand

READ 5312: Diagnostic Reading Assessments Practicum. Field experience focused on training reading specialist candidates in the administration and interpretation of diagnostic reading instruments for the evaluation of children with dyslexia. Specific emphasis will be placed on standardized assessment procedures for diagnostic reading instruments as well as the interpretations of the assessment results. A field-based practicum is required.

READ 5313: **Dyslexia Reading Instruction and Intervention Practicum.** Field experience focused on training reading specialist candidates in selecting and implementing dyslexia reading instruction and interventions for PreK-12 students who have been diagnosed as being dyslexic. Prerequisite: READ 5312: Diagnostic Reading Assessments Practicum. A field-based practicum is required.

Test administration #3 for the CTOPP 2, WJ OL, and TOC is a benchmark assessment in our Dyslexia Strand degree plan. You must earn a score of 90% on each of the following: CTOPP-2, WJ OL, and the TOC-2 to demonstrate mastery of test administration. If you do not obtain a 90% on the CTOPP-2, WJ OL, and the TOC-2 the highest grade you can earn in the class is a grade of "B."

In addition, you must earn a 90% or higher on each of the instruments that are administered as part of the benchmark assessment in READ 5312 and READ 5313 in order to earn the UT Tyler Dyslexia Certificate.

Table1. M.Ed. in Reading Program Structure, immediately below, provides an outline of courses and experiences aligned with relevant standards and key program assessments. Following that, Table 2, Curriculum Map, illustrates the curriculum matrix and shows where required content is covered throughout the program.

Table 1: M.Ed. – Reading Program Structure

Courses	Benchmark Assessments	ILA Standards (2017)	TEA Standards (TExES, 2012)
Formative Assessments			
READ 5380/READ 5333: Foundations of Reading Instruction	Pre & Post Science of Teaching Reading Test	Standard 1: Foundational Knowledge	Domain I: Components of Reading
READ 5301: Language, Literacy, & Culture	Literacy Research Synthesis Paper	Standard 1: Foundational Knowledge Standard 4: Diversity and Equity	Domain I: Components of Reading Domain III: Meeting the needs of individual students
READ 5302: Issues in the Teaching of Literacy Using Children's Literature	The Diversity Project: 3 Issue Papers	Standard 4: Diversity and Equity	Domain II: Assessment & Instruction Domain III: Meeting the needs of individual students
READ 5303: New & Emerging Media Literacies	New Literacies Integrated Unit of Instruction	Standard 2: Curriculum and Instruction Standard 5: Learners and Literacy Environment	Domain I: Components of Reading Domain II: Assessment & Instruction
READ 5305: Teaching Disciplinary Literacy to Adolescents	Text Set	Standard 2: Curriculum and Instruction Standard 5: Learners and Literacy Environment	Domain II: Assessment & Instruction Domain III: Meeting the needs of individual students
READ 5304: Teaching Writing in K12 Contexts	Reading & Writing Workshop Design & Implementation Project	Standard 2: Curriculum and Instruction Standard 5: Learners and Literacy Environment	Domain II: Assessment & Instruction Domain III: Meeting the needs of individual students
READ 5306: Literacy Assessment Practicum READ 5307: Literacy Instruction Practicum	Literacy Assessment Report Literacy Instruction Report	Standard 2: Curriculum and Instruction Standard 3: Assessment and Evaluation Standard 4: Diversity and Equity	Domain I: Components of Reading Domain II: Assessment & Instruction Domain III: Meeting the needs of individual students

		Standard 7: Practicum/Clinical Experiences	
READ 5308: Action Research for Literacy Educators	Action Research Plan	Standard 1: Foundational Knowledge	Domain IV: Professional knowledge and leadership
READ 5309: Foundations of Literacy Coaching	Professional Development Design Project	Standard 6: Professional Learning And Leadership	Domain IV: Professional knowledge and leadership
READ 5310: Literacy Coaching Practicum.	Coaching Cycle Project	Standard 6: Professional Learning And Leadership	Domain IV: Professional knowledge and leadership
READ 5311: Literacy Coaching as Collaborative Professional Development.	Grade Level & Vertical Team PLC	Standard 6: Professional Learning And Leadership	Domain IV: Professional knowledge and leadership
READ 5312: Diagnostic Reading Assessments Practicum.	Benchmark Assessment	Standard 2: Curriculum and Instruction Standard 3: Assessment and Evaluation	Domain II: Assessment & Instruction
READ 5313: Dyslexia Reading Instruction and Intervention Practicum.	Benchmark Assessment	Standard 2: Curriculum and Instruction Standard 3: Assessment and Evaluation	Domain II: Assessment & Instruction
Summative Assessments			
Program-Wide Outcomes Assessments	TExES Reading Specialist Test	Standards 1-7	Domains I-IV
	Professional Educator E-Portfolio	Standards 1-7	Domains I-IV
	Candidate Exit Survey	Standards 1-7	Domains I-IV

Table 2: Curriculum Map

Course	Benchmark Assessment	Code of Ethics	Mental Health	Dyslexia	Skills of Educators	Resp. Ed.	High Expects	Class Manage	T-TES P-TES	PreK Guide	ILA S1	ILA S2	ILA S3	ILA S4	ILA S5	ILA S6	ILA S7
READ 5380 + 5333	Pre-Post Science of Teaching Reading Test										X						
READ 5301	Literacy Research Synthesis: Literature Review										X			X			
READ 5302	The Diversity Project: 3 Issue Papers							X		X				X			
READ 5303	Integrating New Media Literacies in Instruction Project							X			x	X					
READ 5304	Writing & Reading Workshop Design						X	X					X		X		
READ 5305	Text Set							X							X		
READ5 306	Using Assessment to Inform Instruction: A Field- Based Simulation Assignment			X					X				X				
READ 5307	Literacy Assessment & Instruction Field Practicum Report			X					X				X		X		X
READ 5308	Literacy Action Research Project															X	

Course	Title	Code of Ethics	Mental Health	Dyslexia	Skills & Resp. of Educators	Responsibilities to accept	High Expectations	Classroom Mgmt	TTES/PTES	Prekindergarten	ILA S1	ILA S2	ILA S3	ILA S4	ILA S5	ILA S6	ILA S7
READ 5309	Designing a School-Wide Professional Development Plan	X	X			X	X									X	
READ 5310	Coaching Cycle Project															X	
READ 5311	Grade Level and Vertical Team PLC															X	
READ 5312	Benchmark Assessment			X									X	X			
READ 5313	Benchmark Assessment			X									X	X			

Column Codes	
Code of Ethics and Professional Conduct	**Prek**indergarten **Guide**lines
Mental Health Training & Suicide Prevention	**ILA S1**: Foundational Knowledge
Dyslexia Modules	**ILA S2:** Curriculum and Instruction
Skills & Responsibilities **of Educators**	**ILA S3**: Assessment and Evaluation
Responsibilities that **ed**ucators are required to accept	**ILA S4**: Diversity and Equity
High Expectations for All Students	**ILA S5**: Learners and Literacy Environment
Importance of **Class**room **Manage**ment	**ILA S6**: Professional Learning and Leadership
Framework for Teacher **TTES** & Principal Evaluation **PTES**	**ILA S7:** Practicum/Clinical Experiences

Program Benchmarks

Program candidates are expected to successfully complete the program course benchmark assessments with a score of C or higher. They are also expected to maintain a 3.0 or higher GPA throughout the program. Program candidates must also successfully complete and defend their Professional Educator Portfolio at the end of their program. These program benchmarks are evaluated by the candidates' advisors and become a part of the candidates' record for program completion. Please see Table 1 and Table 2 above for reference to the specific benchmark assessments.

Attendance Policy

In online programs such as ours, student attendance is accounted for in two main ways. First, faculty monitor students' levels of participation and engagement, and participation in course- related activities and projects using student participation grading schemes. Second, faculty assign participation points based on whether students respond to course-related projects and activities within prescribed deadlines, which are assigned on a weekly basis.

MILITARY SERVICE CONSIDERATIONS

In accordance with 19 TAC 228.35(a)(5)(A), military service members or military veterans may be eligible to receive credit for verified military service, training, clinical and professional experience, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator service requirements, which are required of all candidates for certification provided that the military service, training, or education is directly related to the certification being sought. U.S. Military Veterans may request additional credits be awarded based upon review of official documentation of military service-related training or coursework. Accepted sources of documentation include Joint Services Transcripts and American Council on Education (ACE) evaluations. Credits from accredited institutions such as the Community College of the Air Force are not reviewed under this policy. Such credits are assessed per standard transfer credit policies and procedures.

To request a review, students must complete a Military Service Credit Evaluation form in conjunction with their Academic Advisor(s) and the Chair of the academic department offering their major, and the Director of Educator Certification & Program Accountability, each of whom must approve all credit recommendations. Any requests for credits applicable toward the Core Curriculum will be subject to review and approval by the Office of the Registrar.

Effective September 1, 2015, TEA waives certain fees for eligible military service members, military veterans, and military spouses. For additional information, please see the TEA website. There are some fee exemptions as well. Please see the requirements to obtain these fee exemptions.

Information regarding military service members, military spouses, and military veterans may be found in the Texas Administrative Code 234.

Policies and Procedures (Military Considerations)

The program and curricula have been designed to effectively prepare candidates to be successful on certification examinations and in the profession.

Any coursework credit considerations must include the following parameters, which have been developed in accordance with Texas Administrative Code (19 TAC 228.35 and 19 TAC 234) and under the discretion of the EPP, and in collaboration with the UT Tyler Office of the Registrar:

- Service, training, clinical and professional experience or education must have been received within the last five years;

- Service, training, clinical and professional experience or education must be directly related to the grade level/content area of the certification being sought;

- There must be strong evidence that any credit considerations would be a replacement for the instruction/content and that candidate performance on certification examinations or professional experiences would not be negatively impacted;

- Certification exams may not be waived or credited;

- Field-based experiences (30-hours) cannot be waived or credited unless the candidate has experiences as a long-term substitute as outlined in 19 TAC 228.25(e)(1)(C);

- An EPP may permit a full day clinical teaching assignment up to 5 full days fewer (or up to 10 half days fewer for half-day assignments) than the minimum requirement if due to military leave, based on 19 TAC 228.35(e)(2)(A)(iv); and

- An EPP may permit an internship of up to 30 school days fewer than the minimum if due to military leave, based on 19 TAC 228.35(e)(2)(B)(i).

**Additional considerations can be made for our military service members and military veterans on a case-by-case basis. Final determination will be communicated to the candidate by the Director of Educator Certification & Program Accountability.

REQUEST TO SUBSTITUTE PRIOR OR ONGOING SERVICE, TRAINING, OR EDUCATION

(Non-Military)

In accordance with 19 TAC 228.35(a)(5)(B), EPPs must develop and implement specific criteria and procedures that may allow those not in military service or military veterans to substitute relevant (prior or ongoing) service, training, or education toward program requirements.

Considerations for substitution cannot include the state's requirements for certification examinations or as part of the internship or clinical teaching requirements, as mentioned in the TAC ruling.

Policies and Procedures (Non-Military Considerations)

Due to the design of the instruction and coursework, any substitutions will be rare and must meet all of the following criteria:

- Service, training or education must have been received by an approved Texas Educator Preparation Program or accredited institution of higher education within the last five years;

- Service, training, or education must be directly tied to the grade level/content area of the certification being sought;

- There must be strong evidence that any credit considerations would be a replacement for the instruction/content and that candidate performance on certification examinations or professional experiences would not be negatively impacted;

- Certification exams may not be waived or credited; and

- Field-based experiences (30-hours) cannot be waived or credited unless the candidate has experience as a long-term substitute as outlined in 19 TAC 228.25(e)(1)(C) or has completed these hours as part of a Texas EPP (completed documentation must be submitted for review).

**Additional considerations can be made on a case-by-case basis. Final determination will be communicated to the candidate by the Director of Educator Certification & Program Accountability.

Policy and Procedures for Allowing Prior Experiences, Education or Training

The Graduate College at The University of Texas at Tyler has policies and procedures for allowing prior experiences, education, and relevant training. In compliance with the Southern Association of Colleges and Schools and in accordance with the policies of the UT Tyler Graduate School, transfer of graduate credit from a regionally accredited institution is limited to nine (9) hours for a 36-credit hour degree program and six (6) hours for a 30-credit hour degree program. All transfer credit must have been completed with a grade of "B" or better, completed within the last seven years, and approved by the degree-granting program. Transfer credits should be evaluated and approved during the first semester. The course being transferred into a degree program should be a direct equivalent to the course within the certification/degree program. Students should work with their advisor to have courses evaluated for transfer.

Information regarding allowing transfer of relevant prior experiences, education and training is included on the University website [The University of Texas at Tyler – Catalog, Transfer Credit, Texas Common Course Numbering (uttyler.edu)](https://uttyler.edu).

Degree Plan

Program candidates are expected to have a degree plan filed by the end of the first semester in the program. There are two degree plans (Literacy Coaching degree plan, Dyslexia degree plan) depending on the course strand that the program candidate chooses. All programs of study contain the required courses filed electronically using the DocuSign software.

The Reading Practicum

      The Texas Education Agency (TEA) defines the practicum as follows: *A <u>supervised</u> professional educator assignment at <u>a public school </u>accredited by the TEA or other school approved by the TEA for this purpose that is in a <u>school setting </u>in the particular field for which a professional certificate is sought such as superintendent, principal, school counselor, school librarian, educational diagnostician, and/or <u>reading specialist.</u>*

TEA Rules for The Practicum

        a.   Minimum of three interactions during practicum period
        b.   135 minutes of interactions
        c.   Interactions focused on standards for the class
        d.   Written feedback/Interactive Conference
        e.   Copy to campus administrator
        f.   Support documented

Support Structures for The Practicum. As per TEA rules, the Reading Specialist candidate (also referred to in this document as Practicum Candidate) will have two support structures.

1. **Mentor or Educator**, an experienced individual currently in the field with whom the reading specialist candidate apprentices. This individual must (a) have three years' experience, the certification that the program candidate is seeking, and be someone that can support our program candidate, and (b) have training to serve as a mentor or "master" teacher for our apprentice analogy.

2. **University Field Supervisor,**[2] a qualified educator who will help support and supervise the work of the reading specialist candidate while engaged in the practicum experience. This individual, hired by UT Tyler, is expected (a) to have the desired certification and a master's degree or higher, and (b) conduct three official observations of the reading specialist candidate in the field. The field practicum is designed to give program candidates opportunities for growth and professional development as well as to comply with the Texas Education Agency requirements for the preparation of Reading Specialists in the State of Texas (Texas Administrative Code, Chapter 239, Subchapter D).

    In partial fulfillment of the field practicum requirements, practicum candidates enroll in two practicum-designated courses, namely READ 5306: Literacy Assessment Practicum (Fall Semester) and READ 5307: Literacy Instruction Practicum (Spring Semester). The content of these two practicum courses is designed to (a) strengthen practicum candidates' knowledge, skills, and dispositions relative to literacy processes, assessments, and evidence-based instructional practices; and (b) apply what they learn by working with school-aged children in real-world PreK-- 12 school settings. *Please refer to the course syllabi of READ 5306 and READ 5307 for more specific information about course and practicum requirements.*

    In addition to the instructional support and field coordination provided by the course instructor and practicum coordinator that take place at the university level, the field practicum is supported by two

additional interrelated structures. These include regular support provided by a Mentor Teacher, an experienced individual currently in the field with whom the Practicum Candidate apprentices, and by a university-assigned Field Supervisor, a qualified educator who helps support and supervise the work of the practicum candidate while engaged in the practicum experience. *Please see Practicum Handbook, which provides more information about the graduate reading program and the field practicum, along with guidance on successfully completing course and practicum requirements*

Texas Administrative Code TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 *Purpose and Scope; Definitions*

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) *Standard 1.1.* The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) *Standard 1.2.* The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) *Standard 1.3.* The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) *Standard 1.4.* The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) *Standard 1.5.* The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) *Standard 1.6.* The educator shall not falsify records, or direct or coerce others to do so.

(G) *Standard 1.7.* The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) *Standard 1.8.* The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) *Standard 1.9*. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) *Standard 1.10* The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) *Standard 1.11*. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) *Standard 1.12*. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) *Standard 1.13*. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) *Standard 2.1.* The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) *Standard 2.2.* The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) *Standard 2.3.* The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) *Standard 2.4.* The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) *Standard 2.5.* The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) *Standard 2.6.* The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) *Standard 2.7.* The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) *Standard 3.1.* The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) *Standard 3.2.* The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) *Standard 3.3.* The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) *Standard 3.4.* The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) *Standard 3.5.* The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) *Standard 3.6.* The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) *Standard 3.7.* The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) *Standard 3.8.* The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) *Standard 3.9.* The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

      (i)   the nature, purpose, timing, and amount of the communication;

      (ii)   the subject matter of the communication;

      (iii)   whether the communication was made openly or the educator attempted to conceal the communication;

(iv)   whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v)   whether the communication was sexually explicit; and

(vi)   whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, TexReg 11242

UT TYLER EDUCATOR PREPARATION PROGRAM EXIT POLICY

Exit Policy for Certification Programs

Per 19 TAC §228.20(h), all educator preparation programs must have an exit policy for the dismissal of candidates that is published, reviewed, and signed by candidates when they are admitted to the program.

Dismissal from the Educator Preparation Program

Initial and professional certification candidates may be removed from UT Tyler's Educator Preparation Program (EPP) when candidates demonstrate behavior inconsistent with the knowledge, skills, and dispositions expected of teachers and leaders in Texas. Dismissal from the program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements.
2. Failure to abide by policies and/or procedures established by the UT Tyler's EPP and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to abide by the UT Tyler EPP's Professional Dispositions Policy.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators, and/or;
5. Any action deemed a violation of the UT Tyler Student Code of Conduct; and/or;
6. Any action deemed a violation of school district and/or campus policy during field-based experiences, clinical teaching, internship, or practicum.

Dismissal from the program is determined by a committee composed of the UT Tyler faculty

members. Dismissal may occur at any time. Candidates who are dismissed from UT Tyler will be automatically dismissed from the EPP. All decisions of dismissal can be appealed following University policies. Information related to the appeal of decisions of dismissal can be found at https://www.uttyler.edu/registrar/policies/appeals.php

Withdrawal from the Educator Preparation Program

A candidate who voluntarily decides to withdraw from the EPP must send a written notice of that intent from a UT Tyler email account and include their UT Tyler student ID in that email. The candidate also must submit a signed Texas Education Transfer Form if they transfer to another EPP.

Withdrawal from the University constitutes automatic withdrawal from the EPP.