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

Master of Education in Reading
(M.Ed. in Reading)
With Reading Specialist and Master Reading Teacher Certifications

PROGRAM HANDBOOK

2017-2018
May, 2018

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) and Master Reading Teacher (MRT) certificates.

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 and master reading teachers. 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 (IRA, 2010), 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 (2010).

- **Standard 1: Foundational Knowledge:** Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- **Standard 2: Curriculum and Instruction:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- **Standard 3: Assessment and Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- **Standard 4: Diversity:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- **Standard 5: Literate Environment:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches, and methods, curriculum materials, and the appropriate use of assessments.
- **Standard 6: Professional Learning and Leadership:** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

The reading program curriculum is also closely aligned with the requirements for coursework and field experiences for the preparation of reading specialists and master reading teachers, 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 Specialist¹ and the Master Reading Teacher² certificates. Specific standards pertaining to the preparation of these two roles 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.

### 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

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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]

2 Requirements for the Preparation the **Master Reading Teachers** in the State of Texas (Texas Administrative Code (Chapter 239.101).

- TAC 239.101-[The Master Reading Teacher preparation program] shall include a field-based practicum.
- TAC 228.35 (b) an educator preparation program shall provide a candidate [for Master Reading Teacher] 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 Master Reading Teacher]
for obtaining a standard teaching certificate, and submission of a Graduate Record Examination (GRE) scores; and (c) an admission interview.

Admission decisions are based on a combination of Grade Point Average (GPA) for the last 60 hours of undergraduate education or masters’ GPA (certification only program) and successful GRE performance, if GPA is less than 3.25. More detailed information regarding criteria for admission to the program can be found on our program webpage accessible via this link http://www.uttyler.edu/education/graduate/masters-reading.php

Requirements for Certification

The following criteria pertain to certification as reading specialists and master reading teachers.

The Reading Specialist certificate is an integral part of the Master of Education in Reading (MED-Reading). To qualify for the EC-12 Professional Reading Specialist (RS) certificate, teacher 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.

The Master Reading Teacher certificate is a stand-alone certificate and does not required a Master of Education in Reading (MED-Reading). To qualify for the Master Reading Teacher (MRT) certificate, teacher candidates must (a) complete a specified Master Reading Teacher certification course sequence, (b) have three or more years of classroom teaching experience as the teacher-of-record, and (c) pass the TExMaT test for Master Reading Teacher Certification. Current Reading Specialist candidates are automatically eligible for MRT certification WITHOUT taking the TExMaT if they have at least three years of classroom teaching experience as the teacher-or-record in a TEA approved context.

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 and/or master reading teachers, please contact Ms. Ginny Fender, Director of Educator Certification and Program Accountability via phone (903) 566-7279 or email gfender@uttyler.edu.

Program Curriculum

Our MED-Reading program was redesigned in 2013 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.

**EDUC 5301: Research Methods for Behavioral Sciences.** Study of basic research techniques and methodologies in behavioral sciences.

**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: Reading and Writing Workshop.** 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.

Table 1. 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>
<thead>
<tr>
<th>Courses</th>
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<th>IRA Standards (IRA, 2010)</th>
<th>TEA Standards (TExES, 2006)</th>
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<tr>
<td><strong>Formative Assessments</strong></td>
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<tr>
<td>READ 5302: Issues In The Teaching Of Literacy Using Children’s Literature</td>
<td>The Diversity Project: 3 Issue Papers</td>
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<tr>
<td>READ 5303: New &amp; Emerging Media Literacies</td>
<td>New Literacies Integrated Unit of Instruction</td>
<td>Standard 1: Foundational Knowledge</td>
<td>Domain I: Instruction and Assessment: Components of Literacy</td>
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<tr>
<td>READ 5305: Teaching Disciplinary Literacy to Adolescents</td>
<td>Text Set</td>
<td>Standard 2: Curriculum And Instruction</td>
<td>Domain II: Instruction &amp; Assessment: Resources &amp; Procedures</td>
</tr>
<tr>
<td>READ 5304: Writing Workshop</td>
<td>Reading &amp; Writing Workshop Design &amp; Implementation Project</td>
<td>Standard 5: Literate Environment</td>
<td>Domain III: Meeting the needs of individual students</td>
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<tr>
<td>EDUC 5301: Research Methods</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>READ 5306: Literacy Assessment Practicum</td>
<td>Literacy Assessment &amp; Instruction Report</td>
<td>Standard 3: Assessment And Evaluation &amp; Standard 4: Diversity</td>
<td>Domain I: Instruction &amp; Assessment: Components of Literacy &amp; Domain II: Instruction &amp; Assessment: Resources &amp; procedures</td>
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<tr>
<td>READ 5307: Literacy Instruction Practicum</td>
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<tr>
<td>READ 5308: Action Research for Literacy Educators</td>
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<td>Standard 1: Foundational Knowledge</td>
<td>Domain IV: Professional knowledge and leadership</td>
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<td>TExES Reading Specialist Test</td>
<td>Standards 1-6</td>
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<td>Professional Educator E-Portfolio</td>
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<td>Candidate Exit Survey</td>
<td>Standards 1-6</td>
<td>Domains I-IV</td>
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### Table 2: Curriculum Map

<table>
<thead>
<tr>
<th>Course</th>
<th>Benchmark Assessment</th>
<th>Code of Ethics</th>
<th>Mental Health</th>
<th>Dyslexia</th>
<th>Skills of Educators</th>
<th>Respons Ed.</th>
<th>High Expects</th>
<th>Class Manage</th>
<th>T-TES P-TES</th>
<th>PreK Guide</th>
<th>ILA S1</th>
<th>ILA S2</th>
<th>ILA S3</th>
<th>ILA S4</th>
<th>ILA S5</th>
<th>ILA S6</th>
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<tr>
<td>READ 5301</td>
<td>Literacy Research Synthesis: Literature Review</td>
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<tr>
<td>READ 5302</td>
<td>The Diversity Project: 3 ISSUES PAPERS</td>
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<td>READ 5303</td>
<td>Integrating New Media Literacies in Instruction Project</td>
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<td>READ 5304</td>
<td>Writing &amp; Reading Workshop Design</td>
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<td>READ 5305</td>
<td>Text Set</td>
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<td>READ 5306</td>
<td>Using Assessment to Inform Instruction: A Field-Based Simulation Assignment</td>
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<td>READ 5307</td>
<td>Literacy Assessment &amp; Instruction Field Practicum Report</td>
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<td>Designing a School-Wide Professional Development Plan</td>
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#### Column Key

- **Code of Ethics** and Professional Conduct
- **Mental Health** Training & Suicide Prevention

For certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines
<table>
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<tr>
<th>Dyslexia Modules</th>
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<td><strong>Responsibilities that educators are required to accept</strong></td>
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<td><strong>Importance of Classroom Management</strong></td>
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<tr>
<td>Framework for Teacher <strong>TTES &amp; Principal Evaluation PTES</strong></td>
<td><strong>ILA S6: Professional Learning and Leadership</strong></td>
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</table>
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.

Policy and Procedures for Allowing Relevant Military Experiences

The University of Texas at Tyler has a Veterans Resource Center on campus, which provides an array of services to members of the military, including veterans. The office complies with the American Council of Education (ACE), which generates the Joint Service Transcript (JST) which includes all DoD funded College Level Examination Program (CLEP) and Subject Standardized Test Program (DSST) exams. If non-DoD funded CLEP & DSST exams are not added to a JST by the veteran, they must submit a Military Transcript/Score Report Order Form to obtain a transcript for those exams. For OJT or work experience not reflected on the JST, a certified true copy counseling or evaluation report may be used for potential credit; however, the position (duty description) must be held for a minimum of 12-months. Note, verification of true copy reports must be performed by the evaluating department prior to credit approval.

Information regarding services relevant to military experiences is included on the University website https://www.uttyler.edu/veteransaffairs/. It is also shared with stakeholders during regular quarterly meetings of stakeholders sponsored by the College of Education & Psychology.

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 http://www.uttyler.edu/catalog/transfer-credit.php. It is also shared with stakeholders during regular quarterly meetings of stakeholders sponsored by the College of Education & Psychology.

Degree Plan

Program candidates are expected to have a degree plan filed by the end of the first semester in the program. All programs of study typically contain the following list of required courses filed electronically using the DocuSign software. Click here to see a SAMPLE DEGREE PLAN.

The Reading Practicum

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

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 teacher candidate is seeking, and be someone that can support our teacher candidate, (b) have training to serve as a mentor or “master” teacher for our apprentice analogy, and (c) conduct at least one formal observation of his/her apprentice/teacher candidate.

2. University Field Supervisor, 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

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3 The field supervisor cannot be part of the school campus/district staff such as the cooperating teacher or mentor since they are under contract to a school district.
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 and Master Reading Teachers 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 Assessment 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, 35 TexReg 11242

Resource to Support Student Success

- Program Orientation Video