



M.Ed. in Curriculum and Instruction  
with Reading Specialist Certification  
Student Handbook  
2020-2021

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## LETTER OF WELCOME

Dear Reading Specialist Candidate,

Welcome to the Professional Reading Specialist Certification Degree Program at the University of Houston! Our current and innovative curriculum, discussion topics, readings and activities are designed to assist you with the development of a meaningful and successful completion of a Reading Specialist Certification. Our online program and virtual platform will provide you with a powerful supportive community!

We encourage you to carefully read this handbook, all your course syllabi, and stay connected to Blackboard. All of these resources have been effective assets for our students in this program. We know you are about to embark on the most transformative journey of your education, and we can't wait to be a part of it!

Again, welcome!

The Literacy Team

Dr Vera Hutchison  
Associate Professor  
Program Director

Dr. Margaret Hale  
Clinical Full Professor

Dr. Elenore Tyson  
Clinical Full Professor

Dr. Lanette Jimerson  
Assistant Professor

Dr. Nancy Reis  
Clinical Assistant Professor  
Program Lead



# M.Ed. in Reading Specialist Certification

## I. INTRODUCTION

### Purpose of this Handbook

This Handbook is intended for students in the Department of Curriculum and Instruction (CUIN) in the College of Education (COE) at the University of Houston (UH). It provides an overview of program requirements, policy, rules, and regulations. The information included is designed to facilitate students' progress toward the attainment of their degree objectives.

The purpose of the handbook is to supplement and clarify-not supersede-policies and procedures provided at the College of Education or University of Houston level.

### The Goals of the Program

The Professional Reading Specialist Certification program provides a strong foundation of knowledge, skills, real world experiences, and innovative research intended to prepare students to serve as effective Reading Specialists. Graduates fill an important need in the community, serving in diverse positions in both public and private educational institutions. The degree fulfills requirements for the Texas Reading Specialist Certification.

Successful progress through the program requires academic and professional development. Participation in the program also requires students to balance their personal commitments (e.g., current employment, family, personal health, and finances) with the professional development commitments associated with the program.

### University of Houston Graduate and Professional Studies Graduate Catalog.

It is important for the students to read the catalog and be familiar with the requirements and policies currently in effect for all graduate students at the University of Houston. The catalog is available online at [www.uh.edu/grad\\_catalog](http://www.uh.edu/grad_catalog).

Specifically, It is the responsibility of the students to be aware of rules and regulations. As such, please view the Graduate Catalog to review all policies regarding, but not limited to:

Academic Honesty

Dropping Courses

Examinations

Leave of Absence

Low Grade Policy

Plagiarism (Definition of)

Time Limitations of Completion

of Degree Requirements

Transfer Credit

Withdrawal

## **University of Houston Website**

The UH website available at <http://uh.edu/> contains policies in regard to student business services including tuition/fee amounts, payment options with due dates and refunds, academic calendar, enrollment schedules, and more.

## **COE Office of Graduate Studies Website**

The COE Office of Graduate Studies (OGS) provides leadership and continuous support for all graduate programs, faculty and students in the College of Education. COE policy information is available on the OGS website at <http://www.COE.uh.edu/student-services/graduate-office/>.

## **Department of Curriculum and Instruction Website**

Please visit <http://www.uh.edu/education/departments/cuin/> for information about the department, mission, degree programs, faculty and staff, CUIN centers and institutes, testimonials, and more.

## **MyUH**

The University of Houston is a student-focused, yet self-service, academic community. As such, students are empowered to complete many administrative actions themselves. Through the MyUH portal, students may check admissions status, register for classes, reserve parking, reset passwords, add classes, view financial aid, make payments, download 1098T's, and much more by visiting <https://accessuh.uh.edu/login.php>.

All students are required to update (in MyUH) changes to the following personal contact information: cell phone numbers, mailing address, and a change in email address.

## **Graduate/Faculty Advisor & Office of Graduate Studies**

The Office of Graduate Studies (OGS) Graduate Advisor and administrative staff within the OGS Department, and the Department of Curriculum and Instruction (CUIN) serve as resources and will provide guidance on how to access additional information about particular University of Houston, College of Education, Graduate Studies, and CUIN policies and procedures. Information about these policies and procedures as well as program requirements not described in this handbook can be discussed with your Graduate Advisor.

## **Department Staff**

Visit the CUIN website at <https://www.uh.edu/education/departments/cuin/admin/> to access our staff contact phone numbers and email addresses.

## **Core Faculty**

Reading Specialist Certification core faculty are posted on the Welcome Letter in this Handbook.

Note: Adjunct faculty vary by semester given the subject matter of the specific course offered at the time.

## II. COURSEWORK AND BENCHMARK REQUIREMENTS

The University of Houston M.Ed. in Curriculum and Instruction with a Reading Specialist Certification is designed to be completed in two years. Specifically, students will take 30 credit hours of coursework across five semesters to complete the degree. Since degree plans are enhanced periodically to support continuous improvement planning objectives, students will follow the approved degree plan in place at the time in which they complete an official, approved degree plan.

### Sample Master Calendar of Courses

#### (Minimum 30 Credit Hours)

Year One Fall	Year One Spring	Year One Summer	Year Two Fall	Year Two Spring
CUIN 7303	CUIN 7304	CUIN 7331	CUIN 7325	ELED 7315/ or SEDE 7335
ELED 7320	SEDE 7340	CUIN 7301	CUIN 7393	CUIN 7361

### Course Information:

#### UH Course Listing

The UH Course Listing allows students to search for, and receive, information regarding available courses for each semester. It is available at <http://www.uh.edu/academics/courses-enrollment/>.

#### Courses and Benchmarks Inquires

Contact your OGS Graduate Advisor regarding questions related to course sequence and benchmarks.

#### Course Registration via MyUH Assistance

Contact your OGS Graduate Advisor regarding assistance with course registration in MyUH. Student must make appropriate payments in order to register if a financial hold is posted in MyUH. Contact the Office of Student Business Services at <http://www.uh.edu/about/offices/enrollment-services/student-business-services/> with questions related to financial hold. Students may register once the financial hold is cleared.

#### Enrollment Schedule

Students can begin planning the registration timeline by viewing

<http://www.uh.edu/academics/courses-enrollment/>

## **Certification Services and Application**

The COE Office of Graduate Studies (OGS) administers all certification matters for graduate and post-baccalaureate students seeking initial educator certification and professional educator certifications.

All certification questions should be directed to Dr. Nancy Reis ([nreis@central.uh.edu](mailto:nreis@central.uh.edu)) Program Lead for Reading Specialist Certification and Dr. Qiong (June) Zhou ([qzhou7@central.uh.edu](mailto:qzhou7@central.uh.edu)) Director of Assessment and Accreditation Services.

## **Benchmark Requirements**

- a. The Reading Specialist Candidate must fill out and submit the official Reading Specialist Application Survey.
- b. The Reading Specialist Candidate must fill out and submit the official Reading Specialist Admission Acceptance Survey.
- c. The Reading Specialist Candidate must fill out, submit, and sign the Professional Reading Specialist Candidate Code of Ethics. (All Information on Professional Reading Specialist Code of Ethics are embedded within all required course syllabi).
- d. The Reading Specialist Candidate must submit a Texas Teaching Certificate.
- e. The Reading Specialist Candidate must submit their service records from their district showing at least two years teaching in a TEA approved Texas Public or Private school.
- f. The Reading Specialist Candidate must complete a 160-hour Practicum Log; the Practicum Log documents their demonstrated proficiency incorporating the TEA Reading Specialist Standards (Standard 1. Components of Reading. Standard 2. Assessment and Instruction. Standard 3. Strengths and Needs of Individual Students. Standard 4. Professional Knowledge and Leadership) into their Reading/Language Arts teaching.
- g. The Reading Specialist Candidate must complete three formal observations with a UH Field Supervisor. Each observation will include a pre-conference. The first conference must be within the first third of the certification program. For example, if the Reading Specialist Candidate starts in fall, then they would have the first formal observation August-February, their second formal observation March-September, and their third formal observation October –April.
- h. At the end of the program in order to complete the certification process, the Reading Specialist Candidate must pass the Texas Reading Specialist 151 exam.

## **Capstone Project Requirement**

All students are required to present their TEA PASL 1 submission at a Capstone Event. Each student will present the problem of practice they identified, the solution that was implemented and the results of the solution implemented. All masters' students and district partners will be invited to attend.

## **Graduation and Commencement**

Through MyUH, students should file applications to graduate either a semester prior to graduation, or the semester in which they plan to graduate. Students must complete ALL requirements toward their degree before the end of the semester they intend to graduate. Graduation applications cannot be retracted. Once students submit a graduation application they must graduate if they meet graduation requirements.



The application can be completed by logging in to MyUH <https://accessuh.uh.edu/login.php>. Application filing deadlines are included in the UH Academic Calendar. For details please visit <http://www.COE.uh.edu/student-services/graduation/>.

### **III. ACADEMIC POLICIES**

The University of Houston Graduate Catalog intends to reflect current academic policies, procedures, degree offerings, course descriptions, and other information pertinent to graduate study at the University of Houston. Please view the Graduate Catalog available at <http://catalog.uh.edu/index.php> to view transfer credit policy.

### **IV. ACADEMIC ADVISING, ANNUAL REVIEW, GRIEVANCE, AND DISMISSAL POLICIES**

#### **Advising and Valid Contact Information**

Upon admission to the program, all students are assigned a Graduate Advisor located within the Office of Graduate Studies (OGS). The student's relationship with his or her Graduate Advisor and Program Director is one of the primary means by which the program monitors and facilitates student progress throughout the program and professional and personal competency development. Students are expected to maintain regular contact with their Graduate Advisor and Program Lead throughout their matriculation, keep their Graduate Advisors apprised of any problems or concerns that may affect their academic work, complete degree plans in close consultation with their Graduate Advisor and Program Director, and seek the consultation of the Graduate Advisor, Program Director, and Program Lead as appropriate.

Students must keep their MYUH accounts updated with the UH email address and/or destination email addresses, mailing addresses and telephone number that will enable the Graduate Advisor and Program Lead to reliably contact the student. Failure to maintain valid contact information is a serious issue since time sensitive and/or important information will be delivered to the student. Failure to maintain valid contact information is a serious deficiency that may lead to the development of a Performance Improvement Plan (PIP) at any time the faculty determine that the contact information is not valid.

#### **Faculty Advisor Communication**

Students having difficulty communicating with their Graduate Advisor should alert the Program Director. If the Program Director is unable to resolve the communication issues, the student should bring the matter to the attention to the CUIN Department Chair.

#### **Dismissal Policies and Procedures**

The dismissal of a student from the program is a significant event for the student, the program, and the program faculty. Student dismissals represent the conclusion of the faculty that the student has not demonstrated appropriate, consistent matriculation; has engaged in academic dishonesty; has not met multiple program milestones; has been charged with or convicted of a criminal offense; has failed to demonstrate an adequate level of professional or personal competency; or for other serious reasons (e.g., has been disruptive to the education and training process). Dismissal action is typically the outcome of careful inquiry and collection of data from multiple sources as well as communication with the student regarding her or his unsatisfactory performance in basic or, where appropriate, remedial work, as outlined in a Performance Improvement Plan. However, immediate dismissal may occur under dangerous (e.g., threat of bodily harm, slander, libel), unusual, or other serious circumstances.

## **Grievance Policy and Procedures**

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified in the College of Education Student Grievance Policy and in the UH Graduate Studies Graduate Studies Catalog.

## **Complaint Survey**

The Reading Specialist Candidates have the ability to fill out a Complaint Survey ([hyperlink](#)).

## **Withdrawal Form**

The University of Houston requires that when a student decides to leave the program they have been formally admitted to, they must fill out and sign the formal Withdrawal Form. This form can be found in Appendix D: Administrative Forms, Page 29.

## **V. PETITIONS**

The student is the responsible party for enrolling and dropping coursework using the online system and/or completing the appropriate forms and petitions for other administrative requests.

UH graduate forms and petitions are available at <http://www.uh.edu/graduate-school/forms/>.

These forms typically should be completed with the assistance of your Graduate Advisor:

Annual Report Form

Graduate Petition

Submit/Change Degree Plan

Change of Certification Field

This form must be completed online at MyUH:

Graduate Application

\*\*\*Forms/Petitions must be submitted to the COE Office of Graduate Studies in Farish Hall, Room 256.

## **VI. STUDENT SUPPORT SERVICES**

The CUIN program is situated within a university that offers a wide array of support services sponsored by a number of campus offices and facilities. This section describes some of these services and resources.

## **Academic Calendar**

<http://catalog.uh.edu/content.php?catoid=8&navoid=1555>

## **Costs, Fellowships, Assistantships, Financial Aid, Payment due Dates, and Refunds**

Information about these programs is available through the University of Houston Office Of Student Business Services at <http://www.uh.edu/about/offices/enrollment-services/student-business-services/>.

## **Counseling and Psychological Services (CAPS)**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus. [http://www.uh.edu/caps/outreach/lets\\_lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_lets_talk.html).

## **Problem Solving Resources/Ombudservice**

More information about University of Houston services are available at <http://www.uh.edu/ombuds/>.

The student legal advisor provides advice and counsel to students for problems of a legal nature. Students will be advised of steps that can be taken without a lawyer. When an attorney is required, referrals to agencies and other legal services are provided.

## **Student Life Resources and Wellness**

A world-class education extends beyond the classroom. At the University of Houston, we support your success with wellness programs, counseling services, a professional police service and much more. The University of Houston also offers specialized programs for international students and students with disabilities. More information is available at <http://www.uh.edu/student-life/resources/>.

## **Technology**

### Center for Information (CITE) at the College of Education

This department offers multi-faceted technology services to the entire College of Education and information is available at <http://www.uh.edu/education/student-services/technology-services/>.

### University Information Technology (UIT)

UIT services cover issues pertaining to email accounts and other general technology. Additional information is available at <http://uh.edu/infotech/>.

## **UH General Overview of Resources and Quick Links**

Please visit <http://www.uh.edu/students/index.php> for details regarding multiple resources available to students at University of Houston.

## **VII. STUDENT ORGANIZATIONS**

Looking to join and participate in a student organization within the College of Education such as the Graduate student Organization (GSO)?

Please view the link below to find out more information:

<https://www.coe.uh.edu/student-services/student-organization>.

APPENDIX A: READING SPECIALIST CODE OF ETHICS



READING SPECIALIST CERTIFICATION PROGRAM

TEXAS ADMINISTRATIVE CODE OF ETHICS

Title 19 EDUCATION

PART 7 STATE BOARD OF EDUCATOR CERTIFICATION  
CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Directions: Please read and initial each statement where indicated. Complete the last page of the document and submit to the College of Education.

**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.

**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; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839*

\_\_\_\_\_ (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 schoolboard policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

**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; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839*

\_\_\_\_\_ (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.

**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; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839*

\_\_\_\_\_ (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; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839*





**READING SPECIALIST CERTIFICATION PROGRAM**

**Texas Administrative Code of Ethics**

TITLE 19                    EDUCATION

**PART 7                    STATE BOARD OF EDUCATOR CERTIFICATION**

**CHAPTER 247            EDUCATORS' CODE OF ETHICS**

STATE BOARD            FOR EDUCATOR CERTIFICATION

**RULE §247.2            Code of Ethics and Standard Practices for Texas Educators**

I, \_\_\_\_\_, hereby attest that I have read  
*Reading Specialist Candidate* (Please Print)

**and understand the information provided to me regarding the Texas Administrative Code of Ethics.**

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

*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; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839*

Appendix B: TEXAS EDUCATION AGENCY, CHAPTER 239 FOR READING SPECIALIST

**TEXAS EDUCATION CODE Chapter 239. Student Services Certificates**

**Subchapter D. Reading Specialist Certificate**

**Statutory Authority: The provisions of this Subchapter D issued under the Texas Education Code, §21.031(a) and §21.041(b)(1)-(4), unless otherwise noted.**

**§239.90. General Provisions.**

(a) Because the reading specialist plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter 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) An 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 the Reading Specialist Certificate issued under the provisions of this subchapter may teach reading to students in Prekindergarten-Grade 12.

**§239.91. Minimum Requirements for Admission to a Reading Specialist Preparation Program.**

(a) Prior to admission to an educator preparation program leading to the standard Reading Specialist Certificate, an individual must:

*Source: The provisions of this §239.90 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective July 13, 2004, 29 TexReg 6645; amended to be effective December 23, 2009, 34 TexReg 9201. amended to be effective December 21, 2017, 42 TexReg 7144.*

(1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and

(2) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

(b) An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.

### **§239.92. Preparation Program 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 reading specialist standards to include experiences with diverse types of students, grade levels, and campuses.

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

**§239.93. Requirements for the Issuance of the Reading Specialist Certificate.** To be eligible to receive the standard Reading Specialist Certificate, a candidate must:

(1) successfully complete a reading specialist preparation program that meets the requirements of §239.92 of this title (relating to Preparation Program Requirements);

(2) successfully complete the examination based on the standards identified in §239.92 of this title;

(3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and

(4) have two creditable years teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

### **§239.94. Requirements to Renew the Standard Reading Specialist Certificate.**

(a) An individual issued the standard Reading Specialist Certificate under this title is subject to Chapter 232, Subchapter B, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).

*Source: The provisions of this §239.90 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective July 13, 2004, 29 TexReg 6645; amended to be effective December 23, 2009, 34 TexReg 9201. amended to be effective December 21, 2017, 42 TexReg 7144.*

(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 implemented by the Texas Education Agency staff under §232.810 of this title (relating to Voluntary Renewal of Current Texas Educators).

### **§239.95. Transition and Implementation Dates.**

Section 239.93 of this title (relating to Requirements for the Issuance of the 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 the Texas Government Code, §2001.036.

*Source: The provisions of this §239.90 adopted to be effective February 6, 2003, 28 TexReg 936; amended to be effective July 13, 2004, 29 TexReg 6645; amended to be effective December 23, 2009, 34 TexReg 9201. amended to be effective December 21, 2017, 42 TexReg 7144.*

**For more information, email [sbecrules@tea.texas.gov](mailto:sbecrules@tea.texas.gov).**

**APPENDIX C: TEXAS EDUCATION AGENCY (TEA)  
READING SPECIALIST STANDARDS**

**TEA READING SPECIALIST STANDARDS**

**Standard 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 has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard 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.

**Standard 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.

**Standard 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 participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

## APPENDIX D: ADMINISTRATIVE FORMS

The University of Houston

Department of Curriculum and Instruction (CUIN)

### Reading Specialist Practicum Log

Name of Reading Specialist Candidate \_\_\_\_\_

<p>Standard 1: Instruction and Assessment: Components of Literacy TEA Texas Examination of Educator Standards (TExES) Program, Reading Specialist (151). Competency in the following areas: Oral Language, Phonological and Phonemic Awareness, Concepts of Print and the Alphabetic Principle, Word Identification, Fluency, Comprehension, Vocabulary Development, and Written Language.</p>		
Date	Total Time	Description of Teaching
<p>Standard 2: Instruction and Assessment: Resources and Procedures TEA Texas Examination of Educator Standards TExES Program, Reading Specialist (151). Competency in the following areas: Assessment, Instructional Methods and Resources.</p>		
Date	Total Time	Description of Teaching
<p>Standard 3. Meeting the Needs of the Individual Students TEA Texas Examination of Educator Standards TExES Program, Reading Specialist</p>		

(151). Competency in the following areas: Instruction for English-Language Learners, Instruction for Students with Reading Difficulties, Dyslexia and Reading Disabilities.		
Date	Total Time	Description of Teaching
Standard 4. Professional Knowledge and Leadership TEA Texas Examination of Educator Standards TExES Program, Reading Specialist (151). Competency in the following areas: Theoretical Foundations and Research-Based Curriculum, Collaboration, Communication and Professional Development.		
Date	Total Time	Description of Teaching

**TOTAL NUMBER OF PRACTICUM HOURS AND SIGNATURES**

Total Number of Practicum Hours Submitted	
Reading Specialist Candidate Signature:	
Practicum UH faculty Signature:	
On-Site School Administrator:	

**REQUIRED PRACTICUM HOURS FOR READING SPECIALIST CANDIDATES**

COURSE NUMBER	COURSE NAME	PRACTICUM HOURS	CREDITS
CUIN 7331	Diagnosis and Correction of Reading Problems	60	3
SEDE 7340	Reading in the Middle and Secondary Schools	20	3
CUIN 7361	Master Reading Teacher	30	3
CUIN 7301	Capstone	30	3
ELED 7320	Foundations of Literacy Instruction	20	3
		<b>TOTAL: 160 Hours</b>	<b>Total: 15 Credits</b>

## APPENDIX D: ADMINISTRATIVE FORMS

The University of Houston

Reading Specialist Certification

Department of Curriculum and Instruction (CUIN)

Field Supervisor FORMAL OBSERVATION Protocol

Name of Candidate: \_\_\_\_\_

Location of Observation: \_\_\_\_\_

<p>Initial Contact with Candidate Must occur within first three weeks of assignment</p>	<p>Date of initial contact:</p> <p>Means of initial contact (email, Zoom, or cell):</p>
<p>Pre-conference:</p> <ul style="list-style-type: none"> <li>· Which TExES of the Reading Specialist Standards (I-IV) are the focus of this lesson?</li> <li>· What is the candidate's objective?</li> <li>· The candidate will inform the field supervisor of their current goals and professional development.</li> </ul>	<p>Date:</p>
	<p>Notes:</p>
<p>Observation:</p> <ul style="list-style-type: none"> <li>· Which TExEs of the Reading Specialist Standards were demonstrated in today's observation?</li> <li>· The Field Supervisor will assess the implementation and impact of the lesson.</li> <li>· The Candidate needs to demonstrate a logical progression and proficiency of best practices in literacy.</li> <li>· It is recommended that each observation total a minimum of 45 minutes.</li> </ul>	<p>Date:</p>
	<p><b>Total Number of Observational minutes:</b></p>
	<p>Notes:</p>
<p>Post-Conference:</p> <ul style="list-style-type: none"> <li>· Did the candidate communicate, teach, and/or reinforce the TExEs of the Reading Specialist Standards (I-IV)?</li> <li>· The Candidate will share their self-reflection of the observation.</li> <li>· The Field Supervisor will generate questions to reinforce and refine practices.</li> </ul>	<p>Date:</p>
	<p>Notes:</p>



- EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum. (Total of 3 Formal Observations) TEA, TAC 228.40, H.3.
- EPP must provide a minimum of 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor. TEA, TAC 228.40, H. 1.

Field Supervisor: 1. Is this candidate proficient? (Yes or No) Why? 2. Does this candidate need ongoing support? (Yes or No) Why? 3. Field Supervisor's Signature	Remarks/ Signature
Site Supervisor: 1. Is this candidate proficient? (Yes or No) Why? 2. Does this candidate need ongoing support? (Yes or No) Why? 3. Site Supervisor's Signature	Remarks/ Signature
Candidate's Signature:	Signature:

## The Reading Specialist's Standards

### Reading Specialist Standard 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 has expertise in reading instruction at the levels of early childhood through grade 12.

### Reading Specialist Standard 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.

### Reading Specialist Standard 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 secondary language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

### Reading Specialist Standard 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 communities with educational stakeholders; and participants and takes a leadership role in designing, implementing and evaluating professional development programs.

### Schedule for Formal Observations

Observation	Dates
1 <sup>st</sup> Formal Observation	August (second year) – October (second year)
2 <sup>nd</sup> Formal Observation	November (second year) – January(second year)
3 <sup>rd</sup> Formal Observation	February (second year) – April (second year)

APPENDIX D: ADMINISTRATIVE FORMS



**M.Ed. in Curriculum and Instruction**  
**With a Professional Reading Specialist Certification**  
**Degree Plan Course List**  
**2020/2021**

CUIN 7301	Capstone Seminar for the Professional Reading Specialist Certification
CUIN 7303	Professional Seminar I (Intro to Educational Research, Community Education, and Technology)
CUIN 7304	Professional Seminar II(Intro to Educational Research, Community Education, and Technology)
CUIN 7325	Developing and Publishing Literacy Materials
CUIN 7331	Diagnosis and Correction of Reading Problems
CUIN 7361	Master Reading Teacher
ELED 7315/ or SEDE 7335	Literature for Children Literature for Adolescents
ELED 7320	Foundations of Literacy Instruction
CUIN 7393	Practicum for the Reading Specialist
SEDE 7340	Reading in Middle and Secondary Schools

## Schedule for Formal Observations

Observation	Dates
1 <sup>st</sup> Formal Observation	August (second year) – October (second year)
2 <sup>nd</sup> Formal Observation	November (first year) – January (second year)
3 <sup>rd</sup> Formal Observation	February (second year) – April (second year)

APPENDIX D: ADMINISTRATIVE FORMS  
THE EXIT POLICY



## Exit Policy

19 TAC §228.20(h) requires all Educator Preparation Programs to have an exit policy for the dismissal of candidates published, reviewed, and signed by candidates when they are admitted to the program.

### Dismissal from the Educator Preparation Program

A candidate may be removed from the Educator Preparation Program in the event he/she demonstrates behavior not consistent with the professional and ethical expectations of an educator 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 University of Houston Educator Preparation Program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to contact your field supervisor for your formal observations.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators.
5. Any action deemed a violation of the University of Houston Student Code of Conduct.
6. Any action deemed a violation of school district and/or campus policy during field-based experiences or clinical teaching or internship.

Dismissal from the program is determined by a committee comprised of the program faculty and program lead. This may occur at any time. If a candidate is dismissed from the College of Education, he or she will also be automatically dismissed from the Educator Preparation Program. All decisions of dismissal can be appealed through college policies.

### Withdrawal from the Educator Preparation Program

A candidate who decides to voluntarily withdraw from the Educator Preparation Program needs to send a written notice of that intent from a University of Houston email account including their PeopleSoft ID. The candidate also needs to submit a signed Withdrawal Form. Withdrawal from the College of Education translates to withdrawal from the Educator Preparation Program.

Re-entry into the program will be considered on an individual basis. Program requirements change over time because of revisions in licensing rules or educator standards; therefore, re-admittance could mean that there are new criteria that the re-admitted candidate would have to meet.

**I have read, understand, and agree to meet the responsibilities outlined within this policy.**

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Signature

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PeopleSoft ID

---

Date

APPENDIX D: ADMINISTRATIVE FORMS  
THE WITHDRAWAL POLICY



**WITHDRAWAL FORM**

Name: \_\_\_\_\_ ID Number: \_\_\_\_\_  
(Please Print) (PeopleSoft)

Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

I, \_\_\_\_\_ request to withdraw from the program at this time.

- 1. I understand that I have not completed an educator preparation program, and UH will not recommend me for certification.
- 2. I understand that I will not be allowed to register for certification exams, and all previous approvals will be removed from my TRA account.
- 3. I understand that if I rejoin admission to the UH Educator Preparation Program at a later date, I will be subject to any new regulations and requirements (which could include additional coursework) in effect at that time.

By signing this document, I acknowledge that I have read and understood all requirements to withdraw from the Educator Preparation Program.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Academic Advisor Signature Date  
 Approved  Disapproved Comments: \_\_\_\_\_

\_\_\_\_\_  
Director of Educator Preparation Program Signature Date  
 Approved  Disapproved Comments: \_\_\_\_\_

\_\_\_\_\_  
Certification Officer Signature Date  
 Approved  Disapproved Comments: \_\_\_\_\_



APPENDIX D: ADMINISTRATIVE FORMS  
CHANGE OF CERTIFICATION FIELD



## Change of Certification Field

\_\_\_\_\_, TEA ID # \_\_\_\_\_, requests a change of certification field  
(Candidate Name) (TEA ID)  
from \_\_\_\_\_ to \_\_\_\_\_.  
(Old Certification Field and Grade Level) (New Certification Field and Grade Level)

\_\_\_\_\_  
Printed Name of Candidate

\_\_\_\_\_  
PeopleSoft ID

\_\_\_\_\_  
Signature of Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of EPP Program Approver

\_\_\_\_\_  
Position/Title

\_\_\_\_\_  
Signature of EPP Program Approver

\_\_\_\_\_  
Date