



Sul Ross State University



Master of Education
Reading
Program Manual
2020-2021



Sul Ross State University

A Member of the Texas State University System

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Welcome to the Sul Ross State University Master of Education Reading Specialist Program and congratulations on making the decision to continue your formal education. The purpose of the Master of Education Reading Specialist Program is to prepare students of the Trans-Pecos region and beyond for positions as Reading Specialists by providing them with a strong foundation in the theoretical and practical aspects of literacy. All courses require students to convert research-based theoretical knowledge into practical classroom applications as they relate to the levels of early childhood through grade 12.

This manual will serve as your guide throughout the program; however, information contained in this handbook does not replace information from me, your advisor. When in doubt, please contact us with questions or concerns. We are always happy to help in any way we can. Wishing you success and fulfillment as you begin this graduate school journey,

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Acknowledgement and Agreement Form

Signature of Acknowledgement

This is to acknowledge that I have received and understood the Sul Ross State University M.Ed. Reading Specialist Program Manual. I understand that it is my responsibility to abide by standards, guidelines, and policies set forth in the Educational M.Ed. Reading Specialist program manual.

Student Signature: _____

Date: _____

Reading M.Ed. Program Overview

Sul Ross State University's M.Ed. Reading program is a 30 hour online graduate program leading to a Master of Education Reading degree. Prospective students will follow the admission procedures outlined in a subsequent section in this program manual. Students will be responsible for completing all required coursework which includes one 16 week practicum course, in which participants complete a case -study and portfolio defense. Students will be responsible for completing all required coursework (which includes a 160-hour practicum), a comprehensive oral exam and portfolio defense, a university-required reading specialist practice examination, and a state-mandated reading specialist certification examination. The M.Ed. Reading program allows for maximum flexibility, enhancing future-ready skill sets while juggling the demands of family, work, and life. The increasing emphasis on assisting struggling readers in every area of education means professionals armed with the skills acquired in the M.Ed. Reading program are in high demand. Professionals earning the M.Ed. Reading degree are equipped to serve in the following literacy leadership roles.

- Early Literacy Instructional Coach
- Elementary, Secondary, and District Literacy Coach
- Certified Reading Specialist
- Literacy Curriculum Coordinator
- Literacy Supervisor



Program Options

There are two options for students seeking certification as a reading specialist. Students without a Master's degree will work toward obtaining a Master of Education Reading Specialist Degree. Those students already holding a Master's degree are eligible for the Certification Only option. See below for a brief description of the requirements for each option.

Certification Only/Non-degree Program

This option is for students already holding a Master's degree in education or a related field from an accredited college or university. The Certification Only student will be responsible for completing the 21-semester hour Reading Component listed below under Program Requirements. The student must apply to the university and meet the admission criteria. Upon acceptance, a transcript review will be completed by the Chair of the Department of Education to

determine proficiency. Additional coursework may be required if an acceptable level of proficiency is not demonstrated by previous coursework and experience.

Program Learning Outcomes

As a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Sul Ross State University requires that all degree programs include Student Learning Outcomes (SLO). The Student Learning Outcomes identify the knowledge, skills and/or attitudes that students are expected to demonstrate before completing their program. Although these SLO's will be infused in all courses, the assessments for the SLO's will be embedded in designated courses. The graduating reading specialist student will demonstrate that she/he can:

1. Apply knowledge of the theoretical foundations of literacy to include all components of reading.
2. Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12
3. Identify and develop an instructional plan to meet the needs of individual students, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional students.
4. Design, plan, implement, collaborate, and communicate with professional stakeholders' research-based literacy curriculum approaches to address the needs of all students.

In addition, candidates in the M.Ed. Reading program will be equipped with the following marketable skills, ensuring that graduates possess strong future-ready and digital literacy skill sets.

Marketable Skills:

- **Communication:** Students will communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.
- **Critical Thinking:** Students will analyze various strands of discrete data to support planning and decisions.
- **Digital Technology:** Students will understand and be able to apply and integrate technology in multiple professional settings.
- **Collaboration:** Students will engage in various digital mediums to facilitate collaborative workflows.
- **Creativity:** Students will be able apply innovative approaches and problem solving techniques to apply creative solutions to improve academic performance.

Application Process

Step One: Students should begin the application process on the Sul Ross State University Graduate admission’s webpage at <https://www.sulross.edu/admissions>. Interested applicants will apply through Apply Texas. If you have questions regarding applying to Sul Ross please contact Graduate Admissions at 432-837-8052 or email admissions@sulross.edu. For admission into the READING M.Ed. program, candidates must meet the following requirements.

- Hold a bachelor’s degree from an accredited institution of higher education.
- Have a 3.0 overall GPA or in the last 60 hours
-

To be admitted as a M.Ed. Reading candidate seeking Reading Specialist certification, the following additional requirements must be met.

- Hold a standard Texas teaching certificate.
- Completed 3 years of service as a teacher of record in a Texas public school.

Application Deadlines

Admit Terms		U.S. Citizen		International
Fall 2020		1 August 2020		1 April 2020
Spring 2021		1 December 2020		1 October 2020
Summer I 2021		1 May 2021		1 March 2021
Summer II 2021		1 June 2021		1 March 2021
Fall 2021		1 August 2021		1 April 2021

Step Two: Begin completing the application in Apply Texas. Candidates will need to provide the following in Apply Texas to submit a completed application. Forms submitted in Apply Texas can be located on the Education website under Master of Education Reading program, <https://www.sulross.edu/section/205/department-education>.

- 1. Completed Application**
- 2. State and Federal Mandated Data Collection form**
- 3. Educator’s Code of Ethics Affirmation form**
- 4. Statement of Purpose**

In a 2-3-page Word document (1.5 spaced, 11pt Times New Roman Font) Provide a personal statement of purpose discussing the following:

- Why you are pursuing a Master of Education degree?

- Your background experiences as an educator and how they have prepared you for completing a graduate degree?
- What are your professional goals as an educator?
- How will a Master of Education degree enable you to meet those goals?
- What do you believe your strengths as an educator are, as well as other qualities that speak to your success in the SRSU M.Ed. Program?

5. Media Presentation

Using the questions below, create a short video or presentation introducing yourself to the M.Ed. Reading professors. Applicants may email a link to view or attach the file to an email. Media formats available for use include: YouTube video link, PowerPoint Video Presentation, Google Slide link, MP4.

- What have your experiences with reading been thus far which have led you to pursue a graduate degree?
- What is your understanding of the M.Ed. Reading program?
- Upon completion of the program, what are your goals for your earned Master of Reading degree? (If you are seeking a Texas Reading Specialist Certification, include these goals as well.)

6. Letters of Reference: Candidates will need to submit 3 letters of professional reference, with one letter from a current or former supervisor.

7. FERPA form

8. SBEC Teaching Certifications

9. Educator Service Record

Step 3: After submitting the application to Apply Texas, candidate applications are evaluated by a program committee using a rubric that evaluates the following.

- *Organization:* The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- *Content Development:* The ways in which a topic is explored and represented in relation to its audience and purpose.
- *Purpose:* The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?

- *Academic Language:* Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- *Supporting Material:* In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- *Technique:* Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

Step 4: Letter of Acceptance

Candidates will be notified within 5 business days via email regarding the decision of acceptance into the READING program. A letter of acceptance will be offered to candidates who are accepted into the program. It is the student's responsibility to sign and email the program coordinator within 15 calendar days accepting admittance into the program. Failure to sign and return via email a signed acceptance letter will result in the candidate reapplying to the program.

Step 5: Advising and Registration for Upcoming Semester

After program candidates are accepted, contact the program coordinator to begin the process of registration. Below are additional requirements regarding course work and the course rotation schedule.

Program Requirements

Course Requirements

The Reading Specialist graduate program strives to meet the needs of students who maintain full-time employment and fulfill other duties outside the classroom. Our web-delivered program allows students to continue employment while obtaining an advanced degree. Sul Ross utilizes the Blackboard course management system to deliver high quality instruction online.

The following courses are required for a Master of Education Reading Specialist degree: (Bold courses are online course offerings from our Alpine Reading Specialist program).

Reading Component (21 Semester Credit Hours)

- ED/EDUC 5308 Foundations of Literacy (Offered Online Program in Fall)
- ED 6311/EDUC 6313 Advanced Studies in Language Development
- ED 6313 Teaching Reading in Content Areas (Offered in 8 week course in Fall and Summer II)
- ED 6314 EDUC 6314 Diagnosis and Correction of Reading Disabilities (Fall/Spring)
- ED 6317/EDUC 6317 Organization & Supervision of Reading Programs (Fall/Spring)
- ED 6318 Literacy through Literature (Offered Online Program Spring)/ EDUC 6315 Curriculum Theory & Development
- ED 7312/EDUC 7312 Practicum in Reading (Fall/Spring)

Professional Component (9 SCH), Must be completed in 1st 12 Hours

- ED 5307 Graduate Research or EDUC 5301 Research Methodology (All Semesters)
- ED 6308/EDUC Advanced Human Growth & Development (Offered Online Program Spring, Summer I)
- ED 5316 Diversity in Public Education (Offered Online Program all semesters) or EDUC 5316 Teaching the Multicultural Learner

Additional SRSU Requirements for Certification

Certification as a Texas Reading Specialist requires:

- Attain 260 points or higher on the Department of Education practice test (Certify Teacher Reading Specialist Preparation Software for Educator Certification) prior to completing practicum, ED/EDUC 7312.

Students Admitted Prior to Fall 2019

- a Master's degree from an accredited institution of higher education
- a valid Texas Teacher Certification
- a minimum of **three** years teaching experience in a TEA accredited school

- a score of 260 or higher on the **TExES 151** (Reading Specialist Exam) by March 25, 2021

Students Admitted Fall 2019-Beyond

- a Master's degree from an accredited institution of higher education
- a valid Texas Teacher Certification
- a minimum of **three** years teaching experience in a TEA accredited school
- a score of 260 or higher on the **TExES 251** (Reading Specialist Exam) by March 25, 2021

Test Timeline: TExES 151 Reading Specialist Exam expires on March 25, 2021. **All students enrolled prior to Fall 2019, will need to plan to take the TExES 151 prior to March 25, 2021.** Students admitted the Fall of 2019 and beyond will be prepared to take the TExES 251 exam, which begins March 26, 2021.

Degree Plan/Certification Plan

A degree plan will be developed once the student is accepted into the program. This degree plan will be sent to the student with the departmental letter of acceptance, along with a copy of the Educator's Code of Ethics and the Statement of Affirmation. Students should keep a copy of their signed degree plan for their records. Students seeking a Master's degree will have a degree plan, while students seeking certification only will have a certification plan. Both are developed upon entering the program because they serve as the primary tool for advisement. It is the student's responsibility to keep the degree/certification plan updated after each semester. A copy of the degree plan is provided in this program manual.

Graduation Requirements M.Ed. Reading

Step 1: Comprehensive Oral Examination and Portfolio Defense

Graduation requirements for students in the M.Ed. Reading program are transitioning to a comprehensive oral examination and electronic portfolio review. Candidates will work to complete a case study requirement throughout their core Reading coursework, with a final case study prepared in the final practicum course. Students admitted prior to the Fall of 2019 will prepare an electronic portfolio defense. Students admitted for the Fall of 2019 and beyond will be prepared to complete an oral comprehensive exam to share their case study along with an electronic portfolio review showcasing mastering and knowledge of Reading as outlined in the TExES 251 Reading Specialist standards and competencies. The purpose of the presentation, case study, and final portfolio is to assess the candidate's knowledge obtained over the course of the program and their ability to apply knowledge to real world problems and situations. During their final semester in the program, candidates will apply to schedule the case study and portfolio

defense. Applications can be located on the education website, <https://www.sulross.edu/page/1775/education-department-forms>.

Step 2: Complete 30 Hours of M.Ed. Coursework

Students must complete 30 hours of coursework following guidelines as outlined in the handbook. Students will need to apply for graduation and submit necessary paperwork with the Registrar, <https://www.sulross.edu/page/4326/graduation-diplomas-and-commencement>.

Candidacy (Master's Students Only)

Graduate students are expected to maintain a 3.0 GPA average throughout the program. A grade of a C or below will not be accepted in the program. **Students seeking a Master's degree are required to complete an Application of Candidacy after completing 12 hours in the graduate program.** This form can be accessed on the SRSU webpage and should be returned to the program advisor for approval. (Academics>Professional Studies>Education>Forms).

Break in Enrollment

Non-enrollment for a period longer than a semester will require reapplying to the university. Reapplying will necessitate an additional fee.

Practicum/Field-Based Experience

Reading specialist students must complete a 160-hour practicum in a TEA accredited school. After completing at least 18 hours of reading courses and obtaining advisor approval, students will register for ED 7312 Practicum in Reading, the program capstone course. This course is offered both Spring and Fall semesters and is designed to allow students opportunities to put into practice the knowledge gained throughout the program. All of the reading standards and competencies will be demonstrated by the Reading Specialist Interns through planning and conducting a reading intervention project following the new Reading Specialist Texas standards.

The practicum does contain a case study component focusing on an elementary or secondary struggling reader, which is a requirement for completing the practicum. The case study will build upon previous case study requirements from previous core coursework. The final case study will follow APA guidelines to reflect on reading specialist standards to include an abstract, literature review, hypothesis, methodology, results, discussion, and implications.

Prior to beginning the practicum, it is the responsibility of the reading specialist intern to secure a certified reading specialist who will agree to act as a site supervisor, locate a TEA accredited school in which to conduct the field-based experience, and obtain approval from the principal of the school to complete the practicum therein; however, final approval of these arrangements will be made by the major advisor. Interns are required to submit to the major advisor request letters that will be presented to the potential site supervisor and school principal. These letters will outline the purpose of the practicum and the responsibilities of the site supervisor and principal. Upon approval of the requests by the major advisor, the reading specialist intern will submit the requests to the potential site supervisor and campus principal. **Prior to beginning the practicum, these letters of request must be signed by the site supervisor and the principal and submitted to the major advisor.** The site supervisor is required to complete a short supervising/mentoring training module.

During the practicum the 30 hours of one-on-one teaching sessions with the intervention student and the communication between the site supervisor, the principal, and the reading specialist intern must be conducted in a TEA accredited school. The reading specialist intern will administer and interpret diagnostic assessments, plan and conduct an intervention program, and document the reading development of the intervention student.

The practicum student will maintain two logs during the practicum. The first log will detail the 30-hour one-on-one intervention conducted with the intervention student (Intervention Log). The second log will detail the 130 hours of activities conducted to support the intervention student before, during, and after the intervention, as well as recording other professional experiences that would prepare the practicum student for the responsibilities of a certified reading specialist. The second log will be divided into five 26-hour increments (Preparation Log). Both logs are to be verified by the site supervisor or campus principal/director.

Students will include in the practicum case-study lesson plans and reflections from intervention experiences. The final case study along with intervention logs, preparation logs, and required paperwork will be uploaded in a practicum blackboard portfolio as a required component of the practicum experience.

The reading specialist intern can expect one onsite and two electronic observations to assess progress and compliance during the practicum. These observations will be conducted by the university supervisor. In conjunction with the onsite observations it is the responsibility of the reading specialist intern to arrange a meeting between the site supervisor and the university supervisor. It is also the responsibility of the reading specialist intern to facilitate the completion, collection, and submission to the university supervisor progress reports from the site supervisor at the mid-semester point and end-of-semester. Additional information regarding documentation of the practicum will be provided in Blackboard upon enrollment in ED 7312.

The practicum is a professional collaboration of the Reading Specialist Intern, the site supervisor, and the university supervisor. With supervision from the site supervisor and the university supervisor, the Reading Specialist Intern:

- submits placement paperwork
- opens the portfolio tool in the course main menu and becomes familiar with its organization To access the Portfolio click Portfolio in the main menu>/Create Portfolio>Title [create a title - include your name in the title]>Choose Template>**ED 7312 Practicum**>Submit. The template for the portfolio will appear. See **Portfolio Set-up & Share** in Portfolio Information in the main menu for step-by-step instructions.
- makes copies of the preparation log and begins documenting 130 hours time-on-task (See Course Documents - Preparation Log.)
- makes copies of the intervention log for documenting the 30-hour one-on-one intervention (See Course Documents-Intervention Log.)
- acquires required textbooks and does background reading and reviewing
- continues working with Certify Teacher software if seeking a Texas certification
- secures the necessary permissions and selects two students in need of reading remediation; one from grades 1-4; one from grades 5-12
- collects pre-intervention reading data from the two students by administering IRIs **including video recordings of the oral Graded Passage portions of the IRIs**
- analyzes the pre-intervention reading data, interprets the findings, and writes diagnostic reports for both students
- discusses the pre-intervention data and diagnostic reports with the site supervisor
- sends copies of pre-intervention diagnostic IRI report to parents of both students
- submits copies of the pre-intervention diagnostic IRI reports to the university supervisor
- selects one of the students for an in-depth intervention
- secures the necessary permissions for conducting an in-depth intervention
- establishes goals and objectives to guide the practicum experience
- makes plans for correcting and improving the student's existing reading difficulties
- conducts a 10-week, 30-hour, one-on-one intervention with the student

- collects post-intervention data by administering an IRI and collecting audio recordings of the oral portions of the IRI
- analyzes the post-intervention data, compares the post-intervention data with the pre-intervention data; writes a post-intervention diagnostic report
- discusses the post-intervention data and diagnostic report with the site supervisor
- submits a copy of the post-intervention diagnostic IRI report to the university supervisor
- sends a report of the intervention to the parents of the intervention student
- throughout the practicum, submits assignments to the university supervisor and collects and organizes in the Practicum Portfolio all data pertaining to the project

Information collected for this project is to remain confidential. In all documentation, refer to the children involved by first name only. Remove identifying information from all data related to the student.

Discuss and review lesson plans and procedures with the site supervisor prior to carrying them out with the student.

Throughout the course, the Reading Specialist Intern is encouraged to communicate with the university supervisor as often as she/he wishes via email, Blackboard, face-to-face meetings, and/or phone.

Once during the course the university supervisor will conduct an onsite 45-minute observation of the Texas Reading Specialist Intern as the intervention student is receiving instruction. These observations are required by TEA and apply **only to the Reading Specialist Intern who is seeking certification in Texas by passing the TExES Reading Specialist 151.**

Placement Paperwork

The following forms must be completed and submitted to the university supervisor through Blackboard **no later than one week after the official start date** of the semester: (See Course Documents.)

- The internship Personal Data Sheet
- Waiver and Liability Release
- Site Internship Supervision Agreement (the Texas intern completing the practicum must secure a site supervisor who holds certification as a Texas Reading Specialist. The out-of-state intern should secure a certified reading specialist or a colleague who has expertise in reading education.)
- Proof of Professional Liability Insurance (A copy of a professional organization membership card or a statement from a membership coordinator will meet this requirement; ATPE, TSTA, MCEA, etc.)
- Video Release Form
- EduHero Training Certificate

Add copies of these documents to the Practicum Portfolio.

Practicum Portfolio

It is vital to keep the data collected for this project organized. Use the electronic ED 7312 Practicum Portfolio template in Blackboard. Include in the Practicum Portfolio all the documents

that support the project. Use the template in Blackboard for organizing the Practicum Portfolio, but feel free to add original ideas to the organizational plan. Documentation of every aspect of the project is essential and demonstrates professionalism.

The completed Practicum Portfolio will serve as the record of the accomplishments and achievements of both the intern and the student. Reflecting on what has been done in the past will help in planning effectively for the future.

To access the Practicum Portfolio click Portfolio in the main menu>Create Portfolio>Title [create your own title-include your name in the title>Choose Template>ED 7312 Practicum>Submit. The template for the portfolio will appear. See Portfolio Set-up & Share in Portfolio Information in the main menu for step-by-step instructions.

The intern may make a copy of the electronic portfolio to keep after the course is complete. Some interns also choose to create a hard copy portfolio, but this is not a course requirement.

Practicum Portfolio – Checklist

Use this checklist when organizing the portfolio:

1. Placement Paperwork
 - Internship Personal Data Sheet
 - Waiver and Liability Release
 - Site Internship Supervision Agreement
 - Proof of Professional Liability Insurance
2. Permission Forms & Progress Reports
 - Copies of Parent Request Letters and Signed Parent Permission Forms
 - Copies of Principal Request Letters and Signed Principal Permission Forms
 - Copies of Progress Report #1 to Parents
 - Copy of Progress Report #2 to Parents
 - Copy of Letter to Parents of Student Not Selected
3. Intervention Time Line
4. Pre-intervention Diagnostic Report – Student “A” (Use Forms A & B for pre-intervention)
 - Copies of Summary Analysis forms
 - Copy of word document Pre-intervention Diagnostic Report
 - Copy of recording of oral Graded Passages
5. Pre-intervention Diagnostic Report – Student “B”
 - Copies of Summary Analysis
 - Copy of the word document Pre-intervention Diagnostic Report (Form A)
 - Copy of recording of the oral Graded Passages (Form A)
6. Additional Pre-intervention Data – Intervention Student
 - Literacy History
 - Results of previous formal assessments if available
7. Lesson Plans and Reflections
8. Logs
 - Intervention Log (record of 30 hours spent one-on-one with the student)

- Preparation Log (record of 130 hours spent preparing/supporting practicum)
9. Student's Written Work
10. Post-intervention Diagnostic Report – Intervention Student (Use Forms C & D for post-intervention)
- Copies of Summary Analysis forms
 - Copy of word document Post-intervention Diagnostic Report form
 - Copy of recording of the oral Graded Passages (Form C)
11. Reflections (ongoing and final reflections)

Logs

The intern is to maintain two separate logs during the practicum. One is for the 130-hour Preparation. The other is for the 30-hour one-on-one Intervention. Documentation of the 160 practicum hours is a TEA, as well as a course, requirement. Upon completion, these logs will be placed in your permanent file at SRSU.

- **Preparation Log (130 Hours):** The Reading Specialist Intern will keep a log recording all activities which support the Intervention. Use the Preparation Log to record the dates and times spent preparing before, during, and after the project. On this log briefly record all activities that support the practicum except for the time spent actually conducting the one-on-one intervention with the student. Things such as reading and studying the required texts, meeting with the parents, writing lesson plans, writing reflections, Internet searches for activity ideas, meeting with the site supervisor, emailing and meeting with the university supervisor, consulting with the student's classroom teacher, and working with Certify Teacher are all "log-worthy" activities. Update this log each time activities are done that help prepare or support the practicum project. Attempt to record 26 hours on each of the five Preparation Logs; however, flexibility on the number of hours on each log is allowed. As long as the five Preparation Log forms total **130 hours**, variation in the number of hours recorded on each form is acceptable. These logs will be submitted throughout the semester. (See Course Documents-Preparation Log.)
- **Intervention Log (30 Hours):** The Reading Specialist Intern will keep a log recording all one-on-one sessions with the student. On the Intervention Log record the dates and times actually spent conducting the intervention with the student and include a brief explanation of the activities that were conducted. Update the log each time work with the student is completed. This log will be submitted at the end of the semester. (See Course Documents-Intervention Log.)

Reflections/Field Notes

The intern is required to write five self-reflections during the practicum. Use the Reflection Log forms provided.

The reflections should consider the progress towards the goals and objectives developed with the site supervisor at the beginning of the intervention. Also, include the pertinent insights that are being gained through work with the student. It is helpful to keep an informal notebook in which

to jot field notes to be reviewed prior to writing the more formal reflections. As soon as the intern has reviewed the syllabus, the writing of field notes can begin. This is simply a private, informal journal in which thoughts and ideas are recorded as the practicum experience progresses. Field notes can be consulted to gain insight for creating lessons and as a guide for writing the five reflections that are submitted during the course. A small spiral notebook is ideal for this activity. Date all entries.

In writing the Reflections use the Reflection Logs provided, but also consider describing what's working, what's not working, surprises that happen along the way, ideas for changing teaching approaches, things the student says or does, frustrations, insights, disappointments, breakthroughs, hopes, fears, dreams, and wonderings. (

Make your Reflections available to your classmates by submitting them through the Discussion Board. Use your knowledge and insight to read and comment on as many of your classmates' Reflections as time allows. None of us are as smart as all of us, and all of us know more than we think we know. Please use this part of the assignment to teach and learn from each other.

Submit a copy of your Reflections through Blackboard (Assignments/Week Folders) and add a copy to your Portfolio.

Selection Guidelines for Pre-intervention Students

Use these guidelines for selecting two students for pre-intervention IRI assessments:

1. Select one student grade 1 – 4 who is one or more grade levels behind expectations in reading development (use existing standardized test scores if available and teacher recommendations as indicators of reading level).
2. Select one student grade 5 – 12 who is one or more grade levels behind expectations in reading development (use existing standardized test scores if available and teacher recommendations as indicators of reading level).
3. One of the two students should be identified as an ELL student.
4. Schedule and attend a parent meeting with both students and your site supervisor. Gain permission to video record this meeting prior to attending the meeting.
5. Using information from previous courses, develop a personalized 10 question home language survey for the ELL parent meeting. Use this survey during the parent interview/meeting for the ELL student. Record the meeting. You will use this survey to gain a greater understanding of the needs of the Pre-Intervention Student.
6. If possible, for the purpose of this intervention, select “mainstream” or "general education" students who are not receiving other intervention services. After gaining experience and expertise with general education students, interns will be better prepared to conduct beneficial interventions for students who are receiving special ed, ELL, or other special services.
7. Create a short 10-15 minute Get to Know You activity for both intervention students.
8. Administer the Bader IRI , Words Their Way, Attitude Surveys, Texas Middle School Fluency Assessment to Pre-Intervention Students.
9. After administering the pre-intervention IRI, select one of these two students to participate in the 30-hour intervention.

Selecting a Student for the Formal Intervention

Select one of the two students for the formal intervention. Choose a student who is willing and whose parents are willing to commit to a total of 30+ hours of time after school, before school, or during school for this project.

The student chosen for the 30-hour intervention will be known as the student or the intervention student. Discuss the intervention stage of the practicum with the parents and the principal and obtain their verbal permission to continue working with this student prior to beginning the intervention. Once the verbal agreements have been made, obtain written permissions.

Request Letters & Permission Forms

1. Request Letters #1 with Permission Forms #1 and Video Permission Form

- For each of the two students, obtain written permissions from their parents and the principals for collecting pre-intervention assessment data. This will include collecting existing reading data from their cumulative folders (IF allowed) and administering an IRI to each student. The Request Letter introduces the intern, explains the purpose of the project, gives details of what the project will entail, and asks permission to administer an IRI to the students. It is to be sent to the students' parents and to the school principals where the assessments will be conducted. The Permission Forms must be signed by the parents and the principals and returned before the project begins.

Sample letters are included in the Week Folders. You may edit them to fit your situation or write your own.

Place a copy of the Request Letters #1 and the Permission Forms #1 in the Practicum Portfolio before beginning the pre-intervention data collection.

2. Request Letter #2 with Permission Form #2 and Video Permission Form

- After completing the pre-intervention IRIs and writing the pre-intervention diagnostic reports, obtain written permission from the parents and the principal to conduct the 30-hour intervention with the student who has been chosen for the intervention. (See Course Documents-Request Letter #2 Parents & Principal and Permission Form #2 Parents and Principal.)

Place a copy of the Request Letter #2 with Permission Forms #2 in the Practicum Portfolio before beginning the intervention.

Pre-intervention Data Collection

For each of the two students:

1. Collect existing reading test data from the Cumulative Folder

10. **If** given permission to use pre-existing reading score information from the students' cumulative folders, include these scores as part of the data. Include the names of the tests

administered to the students and the dates on which they were given. Record these scores on the Pre-intervention Diagnostic Report. (See Course Documents-Pre-intervention Diagnostic Report.)

2. Administer the following:

- Elementary: Bader Inventory, Words Their Way Elementary Inventory, Attitude Surveys.
- Secondary: Bader Inventory or TMSFA, Words Their Way Upper Level Inventory, Attitude Surveys
- Home Language Survey administered to Readingher elementary or secondary student.

3. Case Studies Literature Review: Submit a revised literature review from pervious case studies. Include the following format and use the template provided. Select one of the pre-intervention students to evaluate for the remainder of the semester and begin writing a case study.

1. Abstract
2. Literature Review (revise previous literature reviews)
3. Hypothesis Statement (targeting Readingher Student A or B)
4. Methods: Include literature on instruments used for your hypothesis.

4, Pre-Intervention Assessment Analysis: Create a summary of both pre-intervention students performance to include identifying areas of strengths and weaknesses. Include resources and strategies and a possible invention plan that stakeholders can implement.

After the pre-intervention data have been reviewed by the site supervisor, submit these documents through Blackboard and add them to the Practicum Portfolio.

Pre-intervention Diagnostic Report

Use the faculty-created word document form titled Pre-intervention Diagnostic Report to summarize the results from the Worksheet and Summary Analysis forms. (See Course Documents- Pre-intervention Report.)

- The Pre-intervention Diagnostic Report will include the following:
 - ✓ Previous educational history (Include such information as number of schools attended, when reading difficulties were first noted, what remedial help has been given, comments from current or former teachers, and comments from parents.)
 - ✓ Health record (Include information on general health and any specialized exams such as vision or hearing. Include dates of exams if available.)
 - ✓ General observations (Describe such things as the test setting, number and length of sittings, and the students' attitudes and behaviors.)
 - ✓ Summary (Briefly describe the students' main strengths and weaknesses as revealed by the IRI.)

- ✓ Recommendations (Discuss one or two specific areas in which instruction is most needed and in which efforts will be focused. Explain why focusing in these areas would be of greatest benefit to the students.)

After the pre-intervention diagnostic reports have been reviewed by the site supervisor, submit them through Blackboard and add them to the Practicum Portfolio.

Time Line for the Intervention

The intern is to spend no fewer than 30 hours of one-on-one intervention with the student. Thirty hours is a significant commitment. In order to fulfill the commitment, create a schedule that will work for everyone involved in the project. Do not include Weeks 1- 3 on the time line. (Weeks 1-3 are for collecting permissions, conducting the pre-intervention IRIs, analyzing the results, and writing the Pre-intervention Diagnostic Reports.)

Do not include Weeks 14 – 15 on the time line. (Weeks 14-15 are for conducting the post-intervention IRI, analyzing the results, writing the post-intervention diagnostic report, and completing the Practicum Portfolio.) On the time line include only Weeks 4-13. It is during these weeks that the intern will guide the student in 30 hours of intervention activities.

The university semester is 15 weeks, plus two or three days. Get organized early. By the end of Week 3, permissions should be signed, pre-existing information collected, pre-intervention IRIs completed, pre-intervention diagnostic reports reviewed by the site and university supervisors, and lesson plans for the first few sessions of the intervention completed and reviewed by the site supervisor. (Include the lesson plans in the Practicum Portfolio. Use personal judgment in deciding how to space the lesson plans for submission. The dates on which the lesson plans are placed in the Practicum Portfolio will depend on how the time line has been set.)

Weeks 4-13 is the period in which the 30 hours of one-on-one intervention occurs. This will require careful planning. Think of different options. Do the math and include it on the Time Line. Include the dates on the Time Line. For example:

45 minutes a day x 4 days a week x 10 weeks = 30 hours (Sep 12 – Nov. 19)

another example:

45 minutes a day x 4 days a week x 8 weeks = 24 hours (Feb 6 – Apr 13)
 50 minutes a day x 4 days a week x 2 weeks = + 6+hours (Apr 16 – Apr 27)
 TOTAL 30+ hours

Work out a schedule before beginning the project and give copies of the schedule to the student’s parents and to the site supervisor. Place a copy in the Practicum Portfolio. If necessary, make adjustments as the project proceeds.

During Weeks 14 -15 administer the post-intervention IRI, analyze the results, submit the post-intervention diagnostic report, send Progress Report #2 to the parents, and submit Reflection Log #5.

Site Supervisor Reports

The site supervisor will complete a mid-semester and final report evaluating the intern's progress. These reports should be discussed with the intern, then given to the intern to scan and submit through Bb.

The final report must be received by the university supervisor before a grade will be given. The intern is responsible for submitting these reports through Blackboard. (See Course Documents-Site Supervisor Mid-semester Report & Site Supervisor Final Report.)

Telephonic Meetings and Site Visits

Three times during the practicum interns will meet with the university supervisor. The university supervisor will provide the interns with written proficiency reports following each meeting. **The first meeting** will occur during the first week of the semester. Interns will be contacted individually to schedule meeting times.

The second meeting will occur after the intervention has begun and will consist of an observation visit from the university supervisor for the Texas interns. This meeting will take place at the schools where the intervention is being conducted. The university supervisor will observe the intern teaching the intervention student for not less than 45-minutes. Afterward, the intern and the site supervisor will meet briefly with the university supervisor. The university supervisor will schedule dates and times individually. During this week, the out-of-state interns will meet with the university supervisor by phone. Times will be scheduled individually.

The third meeting will occur at the completion of the semester. Interns will meet with the university supervisor by phone. Times will be scheduled individually. In addition to availability during the work week, the university supervisor is available evenings and weekends. Phone meetings will be scheduled at times that are most convenient for the interns.

Participation Requirement

The intern is expected to stay in regular communication with the site and university supervisors and will be required to respond in a timely manner to emails and/or telephone calls initiated by Readingher supervisor.

Report to the Parents of the Student Not Selected

Send a thank you letter to the parents of the student who was assessed, but who will not participate in the intervention. The letter should include a brief report of the findings based on the IRI and offer some suggestions for helping develop their child's reading ability. Please use language and terms with which parents will be familiar. (See Course Documents - Student Not Selected – Results of Informal Reading Inventory.) (You may email a copy to the university supervisor for review prior to sending it to the parents if you would like an additional person to proofread your letter. Add this letter to the Practicum Portfolio.)

Lesson Plans

Students will develop 5 lesson plans to implement in the 30 hour intervention time. Lesson plans must be uploaded a week prior to implementation and will also include a reflection paper. Each lesson intervention should incorporate video. Students will submit a 15 minute recording

highlighting different components of the lesson. All lesson plans should be shared and approved by the site supervisor prior to administering intervention.

Progress Reports for Parents

- Progress Report #1. During Week 4 of the intervention, write a progress report in the form of a personal letter or email to send to the parents of the intervention student. Include a brief description of the student's progress, the project goal, the student's goal for him- or herself, the activities that have been conducted to achieve these goals, and plans for future activities. Use "parent-friendly" terms rather than "educationese." Email the report to the university supervisor and await her review before sending it to the parents. If communication with the student's reading teacher and principal has been ongoing consider sending progress reports to them as well.
- Progress Report #2. At the conclusion of the intervention, write a progress report in the form of a letter or email to the parents giving them information on the outcome of the intervention. Email the report to the university supervisor and await her review before sending it to the parents. If communication with the student's reading teacher and principal has been ongoing, consider sending progress reports to them, as well.

Add copies of these reports to the Practicum Portfolio.

Post-intervention Data Collection

At the end of the 30-hour intervention, administer one of the following sets of assessments to the intervention student.

- Surveys.
- Secondary: Bader Inventory or TMSFA, Words Their Way Upper Level Inventory, Attitude Surveys

Case Study: Continue adding to the previous case study to report a summary of results and data analysis. Your previous case study should be revised. The final case study will include the following sections.

1. Abstract
2. Literature Review
3. Hypothesis Statement
4. Methodology
5. 5 Lesson Plans
6. Results
7. Analysis Discussion
8. Implications

After the site supervisor has reviewed this report, submit it to the University Supervisor and add it to the Practicum Portfolio.

Background Checks

Many school districts require a criminal history background check before granting access to the campus. It is the responsibility of the student to provide the hosting school district with the information required and pay any fees associated with the background checks. Students are also required to complete the Sul Ross State University background check system when admitted into the program. In addition, practicum students will be required to complete ethics training during their first week of the practicum course.

Course Sequence

Several of the required courses are only offered once a year; therefore, it is important to plan the sequence in which you take the courses carefully. By taking two courses during the long semesters and two courses during each summer session, the program can be completed within two years; however, students are allowed up to six years in which to complete the program. Individual flexibility is accepted and anticipated. Your major advisor is available for consultation when planning your course sequence.

Testing Course

ED 7312 Practicum in Reading is the capstone course and is offered Fall and Spring semesters. Due to the rigor of this course and the requirement to pass the Certify Teacher Practice Test during the practicum in order to complete the course, it is advisable not to enroll in other courses in the same semester.

Graduation (Master's Students Only)

Students should be aware of the deadlines for graduation and submit the necessary forms and paperwork. Graduation applications forms can be found on the SRSU webpage.
(Academics>Professional Studies>Education>Forms)

PROFESSIONAL TESTING & CERTIFICATION

To become certified as a Texas Reading Specialist all reading specialist interns will be required to take and pass the state certification examination, referred to as the TExES 151 Reading Specialist Test (if admitted prior to Fall of 2020) or the TExES 251 Reading Specialist Test (if admitted Fall of 2019 and beyond). Information is provided below regarding testing requirements for reading specialist interns.

Certify Teacher Practice Exam

All students in the program are required to purchase the online test preparation software selected by the Education Department in order to prepare for the TExES 151 or 251 exam. Further information regarding the use of this software can be found in each reading course syllabus. Do not begin working with this software until you have read the instructions.

The reading specialist intern should become adequately prepared for the Practice Test by using the Study and Flashcard modes only. During the ED 6314 students will be required to take the Practice Test. The results of the Practice Test should be emailed directly to the SRSU certification specialist. If an acceptable level of proficiency is demonstrated (260 points), approval will be granted to the intern to register for the TExES 151 or TExES 251 test.

If an acceptable level of proficiency is not demonstrated, students will be given a second opportunity to take the Practice Test during ED7312 Practicum in Reading. The results of the Practice Test should be emailed directly to the SRSU certification specialist. If an acceptable level of proficiency is demonstrated, approval will be granted to the intern to register for the TExES 151 or TExES 251 test.

Additional information can be found on the Certify Teacher website at www.certifyteacher.com
Students are to purchase the online version.

TExES 151 Certification Test

Reading specialist interns are advised to take the TExES 151 Reading Specialist Test as soon as they are given granted approval by SRSU. Before approval is given, the Certify Teacher practice test must be passed with a SRSU-required score of 260. Final test approval will rest with the major advisor.

Registration information as well as registration deadlines and test dates for the TExES 151 can be found at cms.texas-ets.org/texas/testdates

The TExES Reading Specialist 151 Test Preparation manual can be found at cms.texas-ets.org/files/6113/5722/7998/reading_specialist_151.pdf or by googling Texas reading specialist 151 test preparation.

If the TExES 151 is not passed, a remediation plan will be developed prior to approval to retest. This may include additional coursework or individualized study sessions. HB 2205 reads in part as follows "A person may not retake an examination more than four times, unless the board waives the limitation for good cause as prescribed by the board." Complete details on HB 2205 can be found in all course syllabi.

SRSU Time Limit

In order to expedite the completion of the certification process the TExES 151 Reading Specialist Test or TExES 251 exam must be passed within three years of successfully completing all program course work. Test approval after three years is contingent upon the completion of an additional 15 hours preparation with Certify Teacher using Study Mode and Flashcards, an 80% or higher pass rate for each domain on the Certify Teacher Practice Test, and approval of the Director of the Education Department. **Students admitted prior to the fall of 2019, must take the TExES 151 exam before March 25, 2021.**

Certification

To be eligible to receive the standard Texas Reading Specialist Certificate, an intern must:

- complete the reading specialist program
- hold a valid Texas teaching certificate
- complete a minimum of two years teaching in a TEA accredited school
- hold a Master's degree
- pass the TExES Reading Specialist 151 examination

Certification Checklist

The checklist below outlines the procedure for applying for the Reading Specialist Certificate.

1. _____ **University requirements are completed.**
 - Degree/certification plan has been completed.
 - Certify Teacher Practice Test has been passed and scores have been received by the SRSU certification specialist.
2. _____ **TExES 151 certification exam has been passed.**
3. _____ Scores have been received by SRSU certification office.
4. _____ **Application is on file with the Texas Education Agency (TEA).**

- Go to the TEA website (<http://www.tea.state.tx.us>) and use your TEAL login.
- On the MAIN MENU on the left side of the screen, choose APPLICATIONS, which has a drop-down selection list. Choose STANDARD CERTIFICATE TEXAS PROGRAM.
- Follow instructions to APPLY.
NOTE: After the affidavit you must indicate the "recommending entity." Choose Sul Ross State University - Alpine - University Based. The next line asks what you are applying for. Type in the name of the certificate you are seeking (i.e., Reading Specialist).
- Pay the certification fee. The fee is \$77 per application. If you have not previously applied for certification, you will be required to complete the fingerprint process.
- If you have problems or questions about the online application, you may call TEA at 1-888-863-5880.

5. _____ Practicum Case Study is completed and uploaded.

6. _____ Practicum Supervisor Observations is completed and uploaded and shared in the practicum blackboard portfolio.

STUDENT RESPONSIBILITIES

Grade Policy

Graduate students are expected to maintain a 3.0 GPA average throughout the program. Students are not allowed to receive 1 “C” during the program, without having to repeat the course. This is to ensure that students are on track to successfully pass the TExES 251 Reading Specialist exam.

Confidentiality

Confidentiality is of utmost importance for the students enrolled in the Reading Specialist program at Sul Ross State University. We take the issue of confidentiality of student and families very seriously; therefore, violation of confidentiality could result in dismissal from the program without refund of tuition and fees. Responsibility in maintaining confidentiality extend to discussions posted on Blackboard. All information discussed will be strictly among students in the course and the instructor and will be on a strict need-to-know basis.

Class Attendance

Students will be dropped from courses for non-participation. Students should review the SRSU Online Absence Policy posted in each course syllabus.

Dress Code

Practicum students should present themselves as professional educators. As a minimum, students will follow the dress code policies for faculty and staff of the school district in which they conduct the practicum. Specific questions and/or concerns should be addressed to your major advisor.

EDUCATOR’S CODE OF ETHICS

Texas Administrative Code §247.2

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247 EDUCATORS' CODE OF ETHICS

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

(a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in

accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(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 not 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, 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 applicable 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.

(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

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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, sex, disability, or family status.

(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 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 knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.
- (C) Standard 3.3. The educator shall not deliberately or knowingly 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, sex, disability, national origin, religion, or family status.
- (E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Academic Integrity

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80). In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain

appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

M.Ed. Reading Program Calendar of Events 2020-2021

Fall 2020

August 1	READING Fall Application Acceptance Ends
August 23	Regular Registration Ends, 1 st Contact with M.Ed. RS Students
August 24	First Day of Classes, 8 Week Fall Session 1 Begins, First Day of RS Practicum Students
August 27	Last day for students to register
August 31	Last Day to drop 1 st 8 week course without creating an academic record
Sept. 7	Labor Day Holiday
Sept. 8	Last day to drop 16 week course without creating an academic record First Practicum Virtual Observation Due and placement paperwork
Sept. 14	Pre-Intervention Hours Due
Sept 21	Practicum Student Intervention Hours Begin, Certify Teacher TExES 251 Practice Begins
Sept. 25	Last day for students enrolled in 1 st 8 week session to drop and receive W Schedule Portfolio Defenses, M.Ed. Reading Portfolio Defense Practice Sessions Begin
Oct. 4-12	Portfolio Defenses
Oct 16	Final Exams for 1 st 8 Week Courses
Oct. 19	Final Grades for 1 st 8 Week Fall Term 2 nd 8 Week Fall Term Begins Spring Advising Begins
Oct. 21	Last day for schedule changes, 2nd 8 week term
Oct. 26	Last Day to drop 2 nd 8 week course without creating an academic record Certify Teacher Practice TExES Test Due for Practicum Students
Nov. 11	Veterans Day holiday Last day to withdraw from the 16 week course/term with a grade of W. Last day to apply for May graduation without a late fee
Nov. 16	Intervention Hours Due for RS Practicum Students
Nov. 23	Last day students enrolled in 2nd 8 wk. to drop a course with grade of W.
Nov. 25-27	Thanksgiving Holiday
Dec. 1	RS Post Intervention Begins for Practicum Students
Dec. 2	Last class day before finals
Dec. 5	Final Site Supervisor Reports Due for RS Practicum Students
Dec. 8	Final Observation Due for Practicum Students
Dec. 9	Practicum Students Submit Final Case Study Practicum Students Share Final Practicum Portfolio Finals, End of Term

Dec. 10 Final Grades of Graduates Due
 Dec. 11 Fall Commencement, Pete P. Gallego Center, 7 p.m.
 Dec. 14 Fall Grades Due
 Spring 2020 Practicum First Contact

Spring 2021

Jan. 8 Payment Deadline for Pre-registration
 Jan 11 First day of classes, 16 week and 1st 8 week term
 First Day of RS Practicum Students
 Jan. 14 Last day of late registration/schedule changes
 Jan. 19 Last day to drop 1st 8 week course without creating an academic record
 Jan 25 First Practicum Virtual Observation Due and placement paperwork
 Jan. 27 Last day to drop 16 week course without creating an academic record
 Pre-Intervention Hours Due
 Feb. 8 Practicum Student Intervention Hours Begin,
 Certify Teacher TExES 251 Practice Begins
 Feb. 12 Last day for students in 1st 8 wk to drop a course and receive a W.
 March 5 Final exams, 1st 8 week term
 Portfolio Defense for READING Scheduled
 M.Ed. Reading Portfolio Defense Practice Sessions Begin
 March 8-12 Spring Break
 March 15 Final grades for 1st 8 week term students submitted by noon
 Mid Semester, 16 week term
 Classes begin, 2nd eight week term
 March 15-19 Portfolio Defenses
 March 17 Last day for schedule changes, 2nd eight week term
 March 22 Last day to drop 2nd 8 week course without creating an academic record
 Certify Teacher Practice TExES Test Due for Practicum Students
 April 1 Last day to withdraw from the 16 week course/term with grade of 'W'.
 Drops must be processed and in the university registrar's office by 4 p.m.
 Last day to apply for August graduation without a late fee
 Last day to apply for December graduation without a late fee
 April 2 Good Friday Holiday
 April 12 Intervention Hours Due for RS Practicum Students
 Last day for students enrolled in 2nd 8 week courses to drop a course and
 receive a 'W'
 RS Post Intervention Begins for Practicum Students
 April 28 Last class day before finals, 16 week term

	Final Site Supervisor Reports Due for RS Practicum Students
	Final Observation Due for Practicum Students
April 30-May 5	Final Exams 16 Week Term
May 5	Practicum Students Submit Final Case Study
	Practicum Students Share Final Practicum Portfolio
	Final Exam, end of Term 2 nd 8 week course
May 6	Final grades for graduating students due; grades must be submitted by noon
May 7	Spring Commencement, Pete P. Gallego Center, 7 p.m.
May 10	Final grades for continuing students due; grades must be submitted by noon

Summer I 2022

Jun 2	First Day of Class
June 4	Last day of late registration and schedule changes
June 21	Mid-Term, Last day to drop Summer I
July 5	Independence Day Holiday
July 6	Final Exams, End of Summer I Session
	Last Day to register without late fee for Summer II

Summer II 2022

July 7	First day of classes, Summer II
	Final Grades Due Summer I
July 9	Last day for late registration and schedule changes for Summer II
July 26	Mid-Term Session II
July 30	Last day to drop Summer II course
Aug. 9	Final Examinations, End of Term
Aug. 10	Final Grades Due