



READ 4320.001 (20924)

Literacy Assessment & Instruction I

The University of Texas at Tyler

School of Education

Dr. Joanna Neel

Spring 2026

Course: READ 4320.001 (Literacy Assessment & Instruction I)

Time & Day: Tues. 1:00-3:34 PM

Office Hours: Tuesdays 9:45 AM-12:45 PM

Location: BEP 213

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Office Hours: Tues. 9:30 AM-12:30 PM

First Day of Class: Monday, January 12, 2026

MLK Holiday: Monday, January 19, 2026

Census Date: January 26, 2026

Spring Break: March 9-13, 2026

Last Day to Withdraw: March 30, 2026

Last Day of Instruction: April 24, 2026

Finals Week: April 27-May 2

College of Education and Psychology

Core Purpose of College of Education and Psychology:

To prepare competent, caring, and qualified professionals in the fields of education and counseling, to foster discovery and to advance the knowledge base in our respective fields.

College of Education & Psychology Vision:

The College of Education and Psychology will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic pathways and partnerships.

College of Education & Psychology Mission:

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology and counseling; to advance knowledge and expertise; and to impact the fields regionally, nationally, and internationally.

Catalog Description. A course designed to afford the student the opportunity to implement the skills of assessment, instruction, and evaluation in a tutorial setting that utilizes a peer coaching model. Prerequisite: Admission to the School of Education. Must have completed the EC-6 Core Curriculum.

Knowledge Base(s) This course introduces students to the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. Students will learn about the theories of early literacy development as well as research and effective instruction practices that shape how teachers and others have approached their work with young children.

Texas Educator Preparation Standards are integrated into this course. The four major categories included are noted below.

Texas Educator Preparation Standard 1--Instructional Preparation. Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

Texas Education Preparation Standard 2--Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.

Texas Education Preparation Standard-3-Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS

Texas Education Preparation Standard 4--Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills. content incorporates the following standards for the preparation of reading professionals:

1. International Literacy Association standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010).
2. Texas State Board for Educator Certification standards for the preparation of English Language Arts and Reading Generalist ED-6 teacher candidates (Texas State Board for Educator Certification, 2016).
3. Texas Education Agency Reading Competencies:
Domain I. Reading Pedagogy – Competencies 001-002

- Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.
- Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.

Domain II. Reading Development: Foundational Skills - Competencies 003-008

- Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to the development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.
- Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.
- Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.
- Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.
- Competency 007 (Syllabication and Morphemic Analysis Skills): Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.
- Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

Domain III—Reading Development: Comprehension

Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.

Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.

Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

Domain IV—Analysis and Response

Competency 013 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.

NOTE: Texas Reading Academy Modules will be implemented into READ 4320 starting Spring 2025.

The TRA modules designated for READ 4320 are:

Module 3: Establishing A Literacy Community

Module 4: Using Data to Inform Instruction

Module 7: Pre-Reading Skills

Module 8: Decoding, encoding, and Word Skills

The last day to withdraw from this course is March 30, 2026

Student Learning Outcomes

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.

2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promote reading, writing, and oral language development in young children.

3 Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

For this course, the submitted work should be your original effort. You are only allowed to use AI tools for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

Topic Table

Students will have multiple opportunities to practice & apply literacy theories & strategies.

Week	Content	Readings	Assignments
Week 1 1/12-1/18	<p>Syllabus Course Overview</p> <p>Texas Reading Academies; Module #3: Establishing a Literacy Community</p> <p>Using Assessment Data to Inform Instruction</p> <p>Ensure all students are up-to- date with TRA Modules.</p>	<p>TEKS K-5 ELPS K-5 Pre-K Guidelines</p> <p>Gurjar et al. (2023) Chapter 9- Literacy Instruction for Diverse Learners</p> <p>TRA Module 4 Content</p>	<p>Model 3 Participant Notebook (Due Sun. 1/18)</p> <p>Electronic Portfolio - Upload Syllabus & Topic Table (Due Sun. 1/18)</p>

<p>Week 2 Martin Luther King Holiday 1/19 1/20-1/25</p>	<p>Ensure all students are up-to-date with TRA Modules.</p> <p>Using Data to Inform Instruction</p>	<p>TRA Module 4 Content</p>	<p>Vocabulary Quiz #1 (Due Sun. 1/25)</p> <p>Philosophy of Literacy (Due Sun. 1/25)</p>
<p>Week 3 1/26-2/01</p>	<p>Texas Reading Academies Module #4: Using Data to Inform Instruction</p>	<p>TRA Module 4 Content</p> <p>Heggerty, M. (2020). <i>Phonemic awareness (Primary version): 35-weeks of daily explicit and systematic phonological and phonemic awareness lessons.</i> River Forest, IL: Literacy Resources, Inc: Selected Lessons for Practice</p>	<p>Vocabulary Quiz #2 (Due Sun. 2/01)</p>
<p>Week 4 2/02-2/08</p>	<p>Using Data to Inform Instruction</p> <p>Pre-Reading Skills</p>	<p>Gurjar et al. (2023) Chapter 2-Foundations of Early Literacy</p> <p>TRA Module 4 Content</p> <p>TRA Module 7 Content</p> <p>Heggerty (2020) Selected Lessons for Practice</p>	<p>Vocabulary Quiz #3 (Due Sun. 2/08)</p> <p>Project #1 Case Study (Due Sun. 2/08)</p>
<p>Week 5 2/09-2/15</p>	<p>Pre-Reading Skills</p>	<p>Gurjar et al. (2023) Chapter 7: Fluency & Comprehension</p> <p>TRA Module 7 Content</p> <p>Heggerty (2020) Selected Lessons for Practice</p>	<p>Vocabulary Quiz #4 (Due Sun. 2/15)</p> <p>Module 4 Participant Notebook (Due Sun.2/15)</p>

Week 6 2/16-2/22	Pre-Reading Skills	TRA Module 7 Content Heggerty (2020) Selected Lessons for Practice	Vocabulary Quiz #5 (Due Sun. 2/22)
Week 7 2/23-3/01	Pre-Reading Skills Decoding, Encoding, & Word Study	Gurjar et al. (2023) Chapter 4: Phonics: Breaking the Code to Words TRA Module 7 Content TRA Module 8 Content Heggerty (2020) Selected Lessons for Practice	Vocabulary Quiz #6 (Due Sun. 3/01) Module 7 Participant Notebook (Due Sun. 3/01)
Week 8 3/02 -3/08	Decoding, Encoding, & Word Study	TRA Module 8 Content	Project #2: Create One Alphabet Knowledge Lesson Plan & Video Lesson (Due Sun. 3/08)
Week 9 3/9- 3/15	Decoding, Encoding, & Word Study	TRA Module 8 Content	Vocabulary Quiz #7 (Due Sun. 3/15)
Spring Break March 16-22			
Week 10 3/23-3/29	Decoding, Encoding, and Word Study	TRA Module 8 Content	Vocabulary Quiz #8 (Due Sun. 3/29) Module 7 Participant Notebook (Due Sun. 3/29)
Week 11 3/30- 4/5	Decoding, Encoding, and Word Study	TRA Module 8 Content	Project #3: Create Five Phonics Lesson Plans & Video Lesson Due Sun. 4/5

Week 12 4/6-4/12	Reading Fluency	Gurjar et. Al. (2023) Chapter 7: Fluency & Comprehension TRA Module 9 Content	Vocabulary Quiz #9 (Due Sun. 4/12) Module 8 Participant Notebook (Due Fri. 4/12)
Week 13 4/13- 4/19	Reading Fluency	Texas Education Agency. (n.d.). <i>Special Education</i> . Retrieved from TEA-Multi- Tiered Systems of Support Fact Sheet TRA Module 9 Content	(Due Sun.4/19)
Week 14 4/20-4/26	Reading Fluency	TRA Module 9 Content	
Week 15 4/27-5/3	Finals		Final: WIX Portfolio (Due 5/3)

COURSE EVALUATION AND GRADING

The assignments and projects outlined below are designed to contribute in different, yet complimentary ways to help you reach the course learning outcomes.

Attendance & Participation (15 points of 15% of course). Attendance and active participation are required to earn credit for the Texas Reading Academies modules taught in this course. Missed classes must be made up on the course make-up date to receive credit for completing the modules.

TRA Participant Notebook (25 points or 25% of course grade). You will be completing your participant notebook for the Texas Reading Academies for each module covered this semester: Modules 3, 4, 7, 8, 9. Each Module will be submitted separately according to the due date.

Vocabulary Quizzes (5 points or 5% of course grade). There will be scheduled quizzes throughout the semester. Quizzes will cover the vocabulary in the [International Literacy Association Glossary](#).

PROJECTS:

Project #1: Case Study (15 points or 15% of course grade). Using informal and formal student assessment data, you will create a literacy profile for a student.

Project #2: Create One Alphabet Knowledge Lesson Plan & Video Lesson (15 points or 15% of course grade). You will create an alphabet knowledge lesson plan using a provided template. The scripted plan will include teaching the letter name, letter sound and letter formation using explicit instruction and the gradual release of responsibility model. You will video yourself teaching a mock alphabet knowledge lesson using your script.

Project #3: Create Five Phonics Lesson Plans & Video Lesson (15 points or 15% of course grade). You will create 5 scripted phonics lessons based on K-1 TEKS standards using the template and phonics skills provided. The lesson will include activities to develop phonemic awareness, explicit instruction of the phoneme-grapheme correspondence to be taught, activities to develop and practice decoding and encoding skills, and application to connected text. You will then choose one of your lessons and video yourself teaching as a mock lesson.

Final: Electronic Literacy Portfolio: Technology & Literacy Integration (10 points or 10% of course grade). Students will upload the following projects into their WIX portfolio:

Assessment: Portfolios

Grading based on a collection of evidence that demonstrates mastery, comprehension, application, and synthesis of a given set of learning objectives. Students must prepare a high-quality portfolio and effectively communicate what they have learned through reflection.

Three Rationales integrated into the Electronic Portfolio:

- Growth: Show growth or change over time, help identify strengths and weaknesses and can help students with self-reflection and goal setting.
- Showcase Work: students prepare a sample of their best work to share with others.

- Evaluation: Document progress toward standards for grading purposes. **Student Learning Outcomes for the WIX Electronic Portfolio:**
- Students will be assessed on their ability to organize, synthesize, and clearly describe their achievements.
- Students will complete various types of assignments, respond to feedback, and revise their work.
- Students will be evaluated on the progress they make in a course throughout the semester.
- Dialogue and collaborative conversations will take place throughout the semester to analyze, monitor, and update professional electronic portfolios.

Evaluation and Grading Guidelines and Criteria

All written work should be typed (using a 12-point easily readable font, with one-inch margins, & page numbers). Properly labeled, and carefully proofread and edited. The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.

READ 4320 Assignments & Grading:			
Key Assignment Summary:	% of grade:	Points:	Due Dates:
Attendance & Participation	15%	15	Various dates
TRA Participant Notebook	25%	25	Various dates
Project #1: Case Study	15%	15	2/8
Project #2: Alphabet Knowledge Lesson Plan & Video Lesson	15%	15	3/8
Project #3: Five Phonics Lesson Plans & Video Lesson	15%	15	4/5
Vocabulary Quizzes	5%	5	Various dates
Final: WIX Electronic Literacy Portfolio	10%	10	
TOTAL=	100%	100	

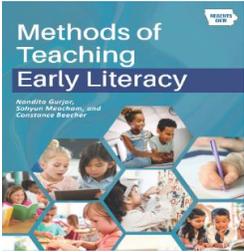
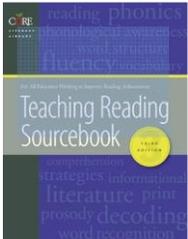
Performance Standards

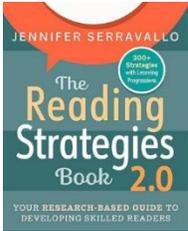
Points	Percent	Grade	Standard
90-100	90%	A	Excellent
80-89.99	80%	B	Above Average

70-79.99	70%	C	Average
60-69.99	60%	D	Below Average
50-59.99	59% or below	F	Unacceptable

***The minimum grade on submitted assignments is 50%. However, if no assignment is submitted a grade of zero will be earned.**

Texts and Materials

Textbook Cover:	Title:	Author:	ISBN #:	Publisher:
	REQUIRED Methods of Teaching Early Literacy (Open Educational Resource)	Nandita Gurjar, Sohyun Meacham & Constance Beecher	Download/Read Text Here This text is available at no cost to you.	Iowa State University Pressbooks Iowa State University Digital Press Publication Date: July 19, 2023
	RECOMMENDED Teaching Reading Sourcebook (Core Literacy Library) Third Edition	Bill Honig, Linda Diamond, & Linda Gutlohn	978-1-63402-235-4	Arena Press

	<p>RECOMMENDED</p> <p>The Reading Strategies Book 2.0</p> <p>Be sure you are purchasing the 2.0 version of the book and not an older version.</p>	<p>Jennifer Serravallo</p>	<p>9780325170770</p>	<p>Heinemann</p>
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*Additional readings to supplement course content may be selected from various journal publications book chapters and reports. These will be provided at no extra cost to students.

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

Course Policies

- Attendance.** Participating in learning activities in the classroom is essential for meeting the objectives of this course. You should attend all class meetings during the semester, but I know that sometimes there are extenuating circumstances that come up making this difficult. Please let me know if you are unable to attend class and be prepared to make up your Texas Reading Academies work. If you miss more than three classes during the semester, please reach out to me, so we can form a plan for your success in the course. Keep in mind that attendance and participation is 15% of your final grade.

Please note that if you are absent from **any class meeting**, excused or unexcused, you will be **required** to attend a make-up session synchronously via Zoom (Date TBD). **Failure to attend the scheduled make-up will result in your not being able to get credit for completing the TRA at the end of your studies.**

- Texas Reading Academies.** During this course you will complete Modules 3, 4, 7, and 8 of the Texas Reading Academies. The TRA modules are located in TEA Learn Canvas, which is not connected to our UT Tyler Canvas, so you will be interacting with two different Canvas Learning Management Systems.

Because Texas Reading Academies completion leads to a credential from the state, all missed TRA work must be made up. Failure to do so will result in your not completing

the Texas Reading Academies upon graduation. When employed as a teacher in grades K-3, you will be required to complete the TRA from the beginning. **Modules completed previously will not roll over to the new cohort.**

- **Make-Up Exam.** Vocabulary quizzes should be completed on time. If you are absent due to an emergency, please contact me via email (jneel@uttyler.edu) to discuss options. You may be expected to submit relevant documentation (e.g., doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up quiz.
- **Written Assignments.** Please complete your written assignment in a 12-point, easy to read font (Times New Roman, Helvetica, Tahoma), double-spaced, and include page numbers. Proofread your assignments so they do not contain typos and grammatical errors. This adds clarity to your work and helps avoid misunderstanding of your message.
- **Late Assignments.** Submitting assignments on time will help you stay on track. Please avoid accumulating missing assignments, which makes it difficult to catch up. I understand that extenuating circumstances may cause you to need an extension on the due date of a particular assignment. Please reach out to me to request an extension if you will not be able to submit an assignment on time.
- **Academic Dishonesty.** To be successful in this class, you must invest time in studying. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will not be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e., plagiarism), or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabus.
- **Canvas:** You will find class notes, assignments, grades, and course information in Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Please check Canvas regularly for updates and to download any class handouts. All course assignments have a designated Canvas page for submission.
- **Cell Phone:** Please limit your cell phone use in class to accessing TRA or other learning activities. I understand that there are occasions and circumstances that require you to be able to monitor your calls and messages. Just let me know at the beginning of class if this situation arises for you.
- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues, and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education

(access School of Education; School of Education Disposition Assessment). Students enrolled in READ 3320 should adhere to and demonstrate these teacher-candidate dispositions at all times.

UNIVERSITY POLICIES & RESOURCES

Use the following link to review important university policies and information:

[University Policies](#)

Resources to assist you in this course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office.](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center.](#)
- [UT Tyler PASS Tutoring Center.](#)
- [UT Tyler Supplemental.](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas.](#)
- [Robert Muntz Library.](#) and [Library Liaison.](#)
- [Canvas 101.](#) (learn to use Canvas, proctoring, Unicheck, and other software)
LIB 422 -- Computer Lab where students can take a proctored exam

Resources available to UT Tyler Students

- [UT Tyler Counseling Center.](#)(available to all students)
- [My SSP App.](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center.](#)
- [Military and Veterans Success Center.](#)(supports for all of our military-affiliated students)
- [UT Tyler Patriot Food Pantry.](#)
- [UT Tyler Financial Aid and Scholarship.](#)
- [UT Tyler Registrar's Office.](#)
- [Office of International Programs.](#)
- [Title IX Reporting.](#)
- [Patriots Engage.](#) (available to all students. Get engaged at UT Tyler.)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION & MISSION

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

READ 4320.

Topic Table

(Tentative Schedule – subject to changes).

Refer to Canvas for additional reading requirements or changes to the following course calendar.

NOTE: This course is designed to build on the readings, which means you are expected to have read the content prior to coming to class. Each week, we will be doing multiple activities in class that require you to be very familiar with the content in the assigned readings.

Date	Topic	Reading Assignment	Assignments & Due Dates:
Week 1	<p>Topic: Course Overview/Introduction Syllabus Review/SOE Orientation What is Literacy? Establishing a Literacy Community</p> <p>Overview of all Domains: Texas Education Agency Reading Competencies & Science of Teaching Reading Competencies</p>	<p>Syllabus/ Course Overview TEKS K-5 ELPS K-5 Pre-K Guidelines</p> <p>READ: OER Text: Methods of Teaching Early Literacy (Gurjar et al. (2023))</p>	<p>Start Literacy Portfolio. Upload Syllabus & Topic Table into Portfolio</p> <p>Philosophy of Literacy-Start 1st Draft</p>

	<p>TEA Reading Competencies: Domain IV. Analysis and Response- Competency 013</p> <p>Focus Discussion on Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading. Key Vocabulary: Content, Professional, Literacy, Academic</p> <p>Phonemic awareness-The ability to focus on and manipulate the individual phonemes in spoken words. Phonics: The relationship between the sound of spoken words and the individual letters or groups of letters representing those sounds in written words. Fluency-The ability to read a text accurately and quickly while using phrasing and emphasis to make what is read sound like spoken language. Vocabulary-Knowledge about the meanings, uses, and pronunciation of words.</p>	<p>Ch. 1: What is Literacy? Multiple Perspectives on Literacy by Constance Beecher Ch. 5: Supporting Literacy Learning in the Early Childhood Classroom Ch. 9: Literacy Instruction for Diverse Learners Practice & Application Opportunities: Phonics: 30 min. Mon./ 30 min. Wed Phonemic Awareness: 30 min. Mon. 30 min. Wed. Vocabulary: 20 min. Mon. 20 minutes Wed. Fluency: 10 minutes Mon. 10 minutes Wed. Comprehension: 1 hour per week</p> <p>ILA: Building a Culture of Literacy: Ideas for Making Literacy a foundation in your school Link provided in Canvas.</p>	<p>Texas Reading Academies; Module #3: Establishing a Literacy Community Due Sun. Week #1</p> <p>Ensure all students are up-to-date with TRA Modules.</p>
<p>Week 2</p>	<p>Topics: How to read and understand a research article. Using Data to Inform Instruction Overview Literacy assessment tools and strategies Literacy Development Theories Research</p> <p>Domain I. Reading Pedagogy – Competencies 001 Review Focus on</p>	<p>TEKS K-5 ELPS K-5 Professional Associations and Related Journals Dealing with Early Literacy READ: OER Text: Methods of Teaching Early Literacy Ch. 2 Foundations of Early Literacy by Sohyun Meacham</p> <p>Heggerty Phonemic Awareness Practice</p>	<p>Thursday Rule (Organization, Study Skills, & Classroom Management)</p> <p>ILA & STR Vocabulary Quiz #1</p>

	<p>Competency-002 Competency 002 (Foundations of Reading Assessment): <i>Understand foundational concepts, principles, and best practices related to reading assessment.</i></p>	<p><i>Lessons Provided in Canvas.</i> Practice & Application Opportunities: Phonics: <i>30 min. Mon./ 30 min. Wed</i> Phonemic Awareness: <i>30 min. Mon. 30 min. Wed.</i> Vocabulary: <i>20 min. Mon. 20 minutes Wed.</i> Comprehension: 1 hour per week <i>Vygotsky Video Assignment</i></p>	<p>TRA Module 4 Content: Using Data to Inform Instruction</p> <p>Philosophy of Literacy Due 1/25</p>
<p>Week 3</p>	<p>Topic: Pre-Reading Skills</p> <p>Reading Assessment/ Teaching / Learning Cycles/ Effective Instructional Practices Reading/ Writing/ Oral Lang. Domain II. Reading Development: Foundational Skills - Competencies 003 Competency 003 (Oral Language Foundations of Reading Development): <i>Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and</i> Practice & Application Opportunities: <i>instructional practices to promote all students' development of grade-level oral language skills.</i> READ 4320 Student Learning Outcomes: 1. Develop foundational knowledge of the</p>	<p>READ: OER Text: Methods of Teaching Early Literacy</p> <p>Ch. 2: Foundations of Early Literacy Review from 3320: Ch. 3 Phonological Awareness by Nandita Gurgar “To learn to read is to light a fire; every syllable that is spelled is a spark.”- Victor Hugo Keywords: phonological awareness, phonemes, graphemes, syllables, onset, rimes, short vowel sounds, long vowel sounds. Phonological awareness is a foundational skill for children.</p> <p>Heggerty Phonemic Awareness Practice Lessons Provided in Canvas. Practice & Application Opportunities: Phonics: <i>30 min. Mon./ 30 min. Wed</i> Phonemic Awareness:</p>	<p>ILA & STR Vocabulary Quiz #2</p> <p>TRA Module 4: Using Data to Inform Instruction</p>

	<p>development of literacy in young children, beginning from birth and continuing into the upper elementary grades.</p> <p>2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children.</p> <p>3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings</p>	<p>30 min. Mon. 30 min. Wed. Vocabulary: 20 min. Mon. 20 minutes Wed. Fluency: 10 minutes Mon. 10 minutes Wed. Comprehension: 1 hour per week</p> <p>Differentiated Video</p>	
<p>Week 4</p>	<p>Preview Literacy Lessons Response to Intervention (RTI) Domain II. Reading Development: Foundational Skills - Competency 004 (Phonological and Phonemic Awareness): <i>Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.</i></p>	<p>READ: OER Text: Methods of Teaching Early Literacy</p> <p>Ch. 5: Supporting Literacy Learning in the Early Childhood Classroom by Sohyun Meacham</p> <p>Ch. 3 Phonological Awareness</p> <p>Ch. 4 Phonics: Breaking the Code to Words</p> <p>Ch. 8: Writing</p> <p>Acadience Manual Pg. 50-75</p> <p>Ch. 5: First Sound Fluency</p> <p>Ch. 6: Letter Naming Fluency</p> <p>Ch. 7: Phoneme Segmentation</p> <p>Fluency Gurjar et al. (2023) Chapter 2- Foundations of Early Literacy</p> <p>TRA Module 4 Content</p> <p>TRA Module 7 Content</p> <p>Heggerty (2020) Selected Lessons for <i>Heggerty Phonemic Awareness Practice Lessons Provided in Canvas. Practice & Application Opportunities:</i></p> <p>Phonics: 30 min. Mon./ 30 min. Wed</p> <p>Phonemic Awareness: 30 min. Mon. 30 min. Wed.</p>	<p>ILA & STR Vocabulary Quiz #3 Due Sun 2/01</p> <p>Project #1: Case Study Due Sun 2/01</p>

		<p>Vocabulary: 20 min. Mon. 20 minutes Wed.</p> <p>Fluency: 10 minutes Mon. 10 minutes Wed.</p> <p>Comprehension: 1 hour per week</p>	
Week 5	<p><i>Gurjar et al. (2023) Chapter 2- Foundations of Early Literacy</i></p> <p><i>TRA Module 4 Content</i></p> <p><i>TRA Module 7 Content</i></p> <p><i>Heggerty (2020)</i></p>	<p>READ: OER Text: Methods of Teaching Early Literacy Chapter 7: Fluency & Comprehension</p> <p>Chapter 5: Supporting Literacy Learning in the Early Childhood Classroom by Sohyun Meacham.</p> <p>Ch. 2: Foundations of Early Literacy</p> <p>Ch. 1: What is Literacy? Multiple Perspectives on Literacy</p> <p>Ch. 9: Literacy Development for Diverse Learners</p> <p>Heggerty Phonemic Awareness Practice Lessons Provided in Canvas.</p> <p>Practice & Application Opportunities:</p> <p>Phonics: 30 min. Mon./ 30 min. Wed</p> <p>Phonemic Awareness: 30 min. Mon. 30 min. Wed.</p> <p>Vocabulary: 20 min. Mon. 20 minutes Wed.</p> <p>Fluency:</p>	<p>Vocabulary Quiz #4 Due Sun. 2/15</p> <p>Module 4 Participant Notebook Due Sun. 2/15</p>

		<p><i>10 minutes Mon.</i> <i>10 minutes Wed.</i> <i>Comprehension: 1 hour per week</i></p>	
Week 6	<p>Topic: Texas Reading Academies Module 7: Pre-Reading Skills</p> <p>Review and critique literacy articles, websites and programs. Domain II. Reading Development: Foundational Skills - Competencies 006 Competency 006 (Phonics and Other Word Identification Skills): <i>Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills.</i></p>	<p>READ: OER Text: Methods of Teaching Early Literacy Teaching Reading Sourcebook Ch. 10 Fluency Instruction pages 360-373 Practice & Application Opportunities:</p> <p>Phonics: <i>30 min. Mon./</i> <i>30 min. Wed</i></p> <p>Phonemic Awareness: <i>30 min. Mon.</i> <i>30 min. Wed.</i> Vocabulary: <i>20 min. Mon.</i> <i>20 minutes Wed.</i> Comprehension: 1 hour per week Fluency: <i>10 minutes Mon.</i> <i>10 minutes Wed.</i></p>	<p>ILA & STR Vocabulary Quiz #5 Due 2/22</p>
Week 7	<p>Topic: Texas Reading Academies Module #7: Pre-Reading Skills</p>	<p>OER Text: Methods of Teaching Early Literacy Ch.6 Reading Vocabulary Teaching Reading Sourcebook Ch 11 Specific Word Instruction Pages 420-431; 434-452. Practice & Application Opportunities: Phonics: <i>30 min. Mon./</i> <i>30 min. Wed</i> Phonemic Awareness: <i>30 min. Mon.</i> <i>30 min. Wed.</i> Vocabulary: <i>20 min. Mon.</i></p>	<p>ILA & STR Vocabulary Quiz #6 Due Sun. 3/01</p> <p>Texas Reading Academies Module #7: Pre-Reading Skills (Includes Alphabetic Principle) Participant Notebook Due 3/01</p>

		<p><i>20 minutes Wed.</i> <i>Comprehension: 1 hour per week</i> <i>Fluency:</i> <i>10 minutes Mon.</i> <i>10 minutes Wed.</i> <i>Heggerty Phonemic Awareness Practice Lessons Provided in Canvas.</i></p>	
Week 8	Topic: Pre-Reading Skills	<p>READ: OER Text: Methods of Teaching Early Literacy <i>Phonics:</i> <i>30 min. Mon./</i> <i>30 min. Wed</i> <i>Phonemic Awareness:</i> <i>30 min. Mon.</i> <i>30 min. Wed.</i> <i>Vocabulary:</i> <i>20 min. Mon.</i> <i>20 minutes Wed.</i> <i>Comprehension: 1 hour per week</i> <i>Fluency:</i> <i>10 minutes Mon.</i> <i>10 minutes Wed.</i></p>	<p>Project #2: Create One Alphabet Knowledge Lesson Plan & Video Lesson Due Sun. 3/08 Texas Reading Academies Content Week #8 Kept Up to Date.</p>

<p>Week 9</p>	<p>Topic: Texas Reading Academies Pre-Reading Skills Develop, Implement, & Evaluate literacy instruction in EC-6 settings.</p> <p>Domain III. Reading Development: Comprehension- Competency 009 (Vocabulary Development): <i>Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.</i></p> <p>READ 4320 Student Learning Outcomes: 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 setting</p>	<p>OER Text: Methods of Teaching Early Literacy Review Ch. 7: Fluency & Comprehension</p> <p>Teaching Reading Sourcebook Introduction to Comprehension Page 609-632 Ch. 14 Literary Texts p. 637-638 Story Structure Questions & Blooms Practice & Application Opportunities: Phonics: <i>30 min. Mon./ 30 min. Wed</i> Phonemic Awareness: <i>30 min. Mon. 30 min. Wed.</i> Vocabulary: <i>20 min. Mon. 20 minutes Wed.</i> Comprehension: 1 hour per week Fluency: <i>10 minutes Mon. 10 minutes Wed.</i> Heggerty Phonemic Awareness Practice Lessons Provided in Canvas.</p>	<p>ILA & STR Vocabulary Quiz #7 Due Sun/ 3/15</p> <p>Texas Reading Academies: Keep up to date on Modules.</p>
<p>Week 10</p>	<p>Topic: Texas Reading Academies Module #8: Encoding, Decoding & Word Work</p> <p>Domain III. Reading Development: Comprehension- Competency 010 (Comprehension Development): <i>Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional</i></p>	<p>Practice & Application Opportunities: Heggerty Phonemic Awareness Practice Lessons Provided in Canvas. Phonics: <i>30 min. Mon./ 30 min. Wed</i> Phonemic Awareness: <i>30 min. Mon. 30 min. Wed.</i></p>	<p>Voc. Quiz #8 Due Sun. 3/29</p>

	<p><i>practices to promote all students' development of grade-level reading comprehension strategies.</i></p> <p>READ 4320 Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings 	<p>Vocabulary: 20 min. Mon. 20 minutes Wed. Comprehension: 1 hour per week Fluency: 10 minutes Mon. 10 minutes Wed.</p>	
Week 11	<p>Topic: Texas Reading Academies:Module #8: Encoding, Decoding & Word Work</p> <p>Analyzing Student Writing Samples/Writer's Workshop Domain III. Reading Development: Comprehension-Competency 011 (Comprehension of Literary Texts): <i>Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.</i> READ 4320 Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and 	<p>READ: OER Text: Methods of Teaching Early Literacy Practice & Application Opportunities: Phonics: 30 min. Mon./ 30 min. Wed Phonemic Awareness: 30 min. Mon. 30 min. Wed. Vocabulary: 20 min. Mon. 20 minutes Wed. Comprehension: 1 hour per week Fluency: 10 minutes Mon. 10 minutes Wed.</p>	<p>Project #3: Create Five Phonics Plans and Lesson Video Due Sun. 4/5</p>

	<p>effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children.</p> <p>3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings</p>		
Week 12	<p>Topic: Texas Reading Academies: Module #8: Encoding, Decoding & Word Work</p> <p>Domain III. Reading Development: Comprehension- Competency 012 (Comprehension of Informational Texts): <i>Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.</i></p> <p>READ 4320 Student Learning Outcomes:</p> <p>1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.</p> <p>2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children.</p> <p>3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings</p>	<p>OER Text: Methods of Teaching Early Literacy</p> <p>Ch. 10: Reading & Writing Across Content Areas-Disciplinary Literacy</p> <p>Practice & Application Opportunities:</p> <p>Phonics: 30 min. Mon./ 30 min. Wed</p> <p>Phonemic Awareness: 30 min. Mon. 30 min. Wed.</p> <p>Vocabulary: 20 min. Mon.</p> <p>20 minutes Wed.</p> <p>Comprehension: 1 hour per week</p>	<p>Vocab Quiz #9 Due Sun. 4/12</p> <p>Complete TRA modules to date.</p> <p>Module 8 Participant Notebook Due Sun. 4/12</p>

Week 13	<p>Topic: Texas Reading Academies:</p> <p>Module #8: Encoding, Decoding & Word Work.</p> <p>Domain IV. Analysis and Response-Competency 013 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.</p> <p>READ 4320 Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings 	<p>OER Text: Methods of Teaching Early Literacy <i>Teaching Reading Sourcebook: MTSS for Reading Success</i> Page 743-754</p> <p>Practice & Application Opportunities:</p> <p>Phonics: 30 min. Mon./ 30 min. Wed</p> <p>Phonemic Awareness: 30 min. Mon. 30 min. Wed.</p> <p>Vocabulary: 20 min. Mon. 20 minutes Wed.</p> <p>Comprehension: 1 hour per week</p> <p>Fluency: 10 minutes Mon. 10 minutes Wed.</p>	Project #5: Five Intervention Literacy Lesson Plans Due
Week 14	<p>Topic: Texas Reading Academy Module #8: Encoding, Decoding & Word Work.</p> <p>READ 4320 Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 	<p>Practice & Application Opportunities:</p> <p>Phonics: 30 min. Mon./ 30 min. Wed</p> <p>Phonemic Awareness: 30 min. Mon. 30 min. Wed.</p> <p>Vocabulary: 20 min. Mon. 20 minutes Wed.</p> <p>Comprehension: 1 hour per week</p>	Final: Literacy Portfolio

	3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	<i>Fluency: 10 minutes Mon. 10 minutes Wed.</i>	
Week 15	<i>READ 4320 Student Learning Outcomes:</i> 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	<i>Phonics: 30 min. Mon./ 30 min. Wed Phonemic Awareness: 30 min. Mon. 30 min. Wed. Vocabulary: 20 min. Mon. 20 minutes Wed. Comprehension: 1 hour per week Fluency: 10 minutes Mon. 10 minutes Wed.</i>	Make Up Work

§149.1001. Teacher Standards. (2025)

(a) Purpose. The standards identified in this section are performance standards used to inform the preparation, appraisal, and professional development of Early Childhood-Grade 12 pre-service and in-service teachers in Texas. The standards:

(1) emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials;

(2) assume that practicing teachers are aware of Open Educational Resource (OER) instructional materials, customize materials as directed by their district, and engage in initial lesson plan design when directed by their district;

(3) describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students;

(4) describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment;

(5) reflect research- and evidence-based practices that ensure all students are held to rigorous grade- level academic and nonacademic standards; and

(6) define a teacher's role as a professional, ethical, and reflective practitioner.

(b) Definitions. The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Academic language--the oral, written, auditory, and visual language specific to a discipline. It includes vocabulary, grammar, punctuation, syntax, discipline-specific terminology, and rhetorical conventions that allow students to acquire knowledge and academic skills.

(2) Accelerated instruction--includes aligned research-driven strategies and supports within a multi- tiered instructional model that helps students make more than one year of growth in one year of time.

(3) Complex text--texts that provide students opportunities to work with new language, knowledge, and ways of thinking. Text complexity is evaluated along quantitative dimensions such as word and sentence length; qualitative dimensions such as text structure, levels of meaning, and language conventions; and considerations including the reader's background, motivation, and knowledge of the topic.

(4) Deliberate practice--practice that is systematic, requires sustained attention, and is conducted with the specific goal of improving performance on targeted skills.

(5) Encoding--the process by which information is initially coded to be stored and retrieved. Encoding requires attention to key concepts and knowledge structures and is aided by reducing extraneous cognitive load or information in the learning environment.

(6) Engagement--a state in which students are cognitively and behaviorally connected to and involved in their learning experience, characterized by participation, curiosity, and perseverance.

(7)Evidence-based--a concept or strategy that has been evaluated as a whole and found to have positive effects when implemented with programmatic fidelity.

(8) Explanatory feedback--feedback that provides the learner with an explanation of strengths and weaknesses related to the learning activity or assignment.

(9)Explicit instruction--instruction in which the teacher's actions are clear, unambiguous, direct, and visible. Explicit instruction makes it clear what the students are to do and learn.

(10) Fixed personality traits--the misconception that personality traits become fixed at certain stages of an individual's development and do not change over time.

(11)Formative assessment--A deliberate low- or no-stakes process used by teachers during instruction to elicit and use evidence of student learning to provide actionable feedback and improve students' attainment of learning targets.

(12)Hemispheric dominance--the misconception that each brain hemisphere is specialized to process information differently and that the dominant hemisphere determines a person's personality and way of thinking.

(13)High-quality instructional materials--instructional materials, approved by the State Board of Education (SBOE), that ensure full coverage of Texas Essential Knowledge and Skills (TEKS); are aligned to evidence-based best practices in the relevant content areas; support all learners, including students with disabilities, emergent bilingual students, and students identified as gifted and talented; enable frequent progress monitoring through embedded and aligned assessments; include implementation supports for teachers; and provide teacher- and student-facing lesson-level materials.

(14)Instructional preparation--describes the process by which a teacher uses knowledge of students and student learning to prepare instructional delivery to a unique group of students. Instructional preparation may include activities such as lesson plan design, evaluation of instructional materials, and lesson internalization.

(15)Interleaving--an instructional technique that arranges practice of topics in such a way that consecutive problems cannot be solved by the same strategy.

(16) Just-in-time supports--a learning acceleration strategy that integrates small, timely supports to address gaps in the most critical prerequisite knowledge and skills that students will need to access grade- or course-level content in upcoming units.

(17)Learning styles--the disproven theory that identifies learners by type (visual, auditory, reading and writing, and kinesthetic) and adapts instruction to the individual's learning style.

- (18) Lesson plan design--describes the process by which a teacher creates the planned learning experiences and related instructional materials for a topic. Lesson plan design includes activities such as developing or selecting objectives, learning experiences, sequencing, scaffolds, resources, materials, tasks, assessments, and planned instructional practices.**
- (19) Lesson internalization--an aspect of instructional preparation specific to teaching a lesson or unit. It includes activities such as evaluating sequencing, learning goals, and expected outcomes; using assessment data to identify prior knowledge; studying lesson content; rehearsing lesson delivery; identifying possible misconceptions; as well as planning instructional strategies, materials, and pacing.**
- (20) Metacognition--the awareness of how one's mind learns and thinks and the use of that awareness to optimize the efficiency of learning and cognition.**
- (21) Multiple means of engagement--a range of options provided to engage and motivate students in learning.**
- (22) Multiple means of representation--a range of options provided in the ways that information is presented to students.**
- (23) Multiple means of action and expression--a range of options provided in the ways that students express or demonstrate their learning.**
- (24) Open education resource instructional materials --state-developed materials included on the list of approved instructional materials maintained by the SBOE under Texas Education Code (TEC),**
- §31.022, where the underlying intellectual property is either owned by the state of Texas or can be freely used and modified by the state in perpetuity.**
- (25) Patterns of student thinking--common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems.**
- (26) Productive struggle--expending effort to understand a challenging situation and determine a course of action when no obvious strategy is stated and receiving support that encourages persistence without removing the challenge.**
- (27) Recall--also referred to as "retrieval," the mental process of retrieving information that was previously encoded and stored in long-term memory.**
- (28) Remediation--strategies that focus on the drilling of isolated skills that bear little resemblance to current curriculum. Activities connect to past standards and aim to master content from past years.**
- (29) Research-based--a concept or strategy with positive findings from studies effective in isolation or combination with other researched strategies or evidence-based programs.**

(30) Retrieval practice--also referred to as "testing effect" or "active recall," it is the finding that trying to remember previously learned material, including by responding to questions, tests, assessments, etc., leads to better retention than restudying or being retold the material for an equivalent amount of time.

(31) Science of learning--the summarized existing cognitive-science, cognitive psychology, educational psychology, and neuroscience research on how people learn, as it connects to practical implications for teaching.

(32) Second language acquisition--the process through which individuals leverage their primary language to learn a new language. A dynamic process of learning and acquiring proficiency in the English language, supported by exposure to comprehensible input, interaction, formal instruction, and access to resources and support in English and primary language.

(33) Spaced practice/Distributed practice--spaced practice sequences learning in a way that students actively retrieve learned information from long-term memory through multiple opportunities over time with intervals in between--starting with shorter intervals initially (e.g., hours or days) and building up to longer intervals (e.g., weeks).

(34) State Board of Education-approved instructional materials--materials included on the list of approved instructional materials maintained by the State Board of Education under TEC, §31.022.

(35) Summative assessment--medium- to high-stakes assessments, administered at the conclusion of an instructional period that are used to evaluate student learning, knowledge, proficiency, or mastery of a learning target.

(c) Standards.

(1) Standard 1--Instructional Preparation. Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

(A) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.

(i) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.

(ii) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding, such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.

(iii) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.

(iv) Teachers recognize misconceptions about learning, the brain, and child and adolescent development, including myths such as learning styles, personality traits, and hemispheric dominance, and avoid unsupported instructional practices based on these misunderstandings.

(B) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

(i) Teachers identify the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, grade- or course-level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.

(ii) Teachers identify the benefits of using high-quality instructional materials.

(iii) Teachers apply knowledge of the components of high-quality instructional materials to select or customize materials when appropriate.

(iv) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade- or course-level content.

(v) Teachers use high-quality materials to plan instruction that connects students' prior understanding and real-world experiences to new content and contexts.

(C) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.

(i) Teachers design lessons based on the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade- or course-level content.

(ii) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.

(iii) Teachers design lessons that connect students' prior understanding and real-world experiences to new content and contexts.

(iv) Teachers plan for the use of digital tools and resources to engage students in active deep learning.

(D) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.

(i) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.

(ii) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.

(iii) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology,

intervention, linguistic supports, appropriate scaffolding, and implementation of individualized education programs.

(E) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.

(i) Teachers plan to present information in a meaningful way that activates or provides any prerequisite knowledge to maximize student learning.

(ii) Teachers collaborate with other professionals, use resources, and plan research- and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism, and biliteracy.

(iii) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible and instruction is fully accessible.

(iv) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Act (20 U.S.C. §1400, et seq.) or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) can affect student learning and development.

(F) Teachers engage in a thorough process of lesson internalization to prepare well-organized, sequential instruction that builds on students' prior knowledge.

(i) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.

(ii) Teachers identify how the learning goals of units and lessons are aligned to state standards.

(iii) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.

(iv) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.

(v) Teachers plan for pacing, use of teacher resources, and transitions between activities.

(vi) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.

(vii) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

(2) Standard 2--Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.

(A) Teachers deliver research- and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.

(i) Teachers effectively communicate grade- or course-level expectations, objectives, and goals to help all students reach high levels of achievement.

(ii) Teachers apply research- and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall, such as interleaving, spacing, metacognition, and distributed practice.

(iii) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.

(iv) Teachers apply research- and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.

(v) Teachers implement appropriate scaffolds in response to student needs.

(vi) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.

(vii) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.

(viii) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

(B) Teachers scaffold instruction, from initial knowledge and skill development through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.

(i) Teachers set high expectations and facilitate rigorous grade- or course-level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.

(iii) Teachers validate student responses utilizing them to advance learning for all students.

(iv) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.

(v) Teachers use strategic questioning to build and deepen student understanding.

(vi) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.

(C) Teachers consistently check for understanding, give feedback, and make lesson adjustments as necessary.

(i) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.

(ii) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.

(iii) Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade- or course-level content.

(iv) Teachers build student capacity to self-monitor their progress.

(v) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.

(vi) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.

(vii) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.

(viii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(D) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.

(i) Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(iii) Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(iv) Teachers use assessment results to inform and adjust instruction and intervention.

(v) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength and opportunities for improvement.

(3) Standard--Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.

(ii) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(iii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iv) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.

(v) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.

(iii) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.

(iv) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.

(v) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.

(vi) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.

(C) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of mathematics.

(i) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.

(ii) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.

(iii) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.

(iv) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.

(v) Teachers prepare and deliver explicit instruction and modeling that links grade-level conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.

(vi) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.

(vii) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.

(viii) Teachers provide time for students to collaboratively and independently apply conceptual understanding and procedural fluency to problem-solving.

(ix) Teachers communicate and model the connections between mathematics and other fields that use mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.

(x) Teachers explicitly teach and model that math abilities are expandable and improvable.

(D) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

(i) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate, systematic, and explicit practice in foundational literacy skills.

- (ii) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.**
 - (iii) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading competencies and engage students in deliberate practice to make meaning from text.**
 - (iv) Teachers identify and analyze grade- or course-level and complex texts for quality in preparation for instruction.**
 - (v) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.**
 - (vi) Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high- quality complex texts.**
 - (vii) Teachers engage students in writing practice, including text-based writing that builds comprehension and higher-order thinking skills.**
 - (viii) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.**
 - (ix) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.**
 - (x) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.**
 - (xi) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.**
- (4) Standard 4--Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.**
- (A) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior and positive interventions, that maintain a productive learning environment for all students.**
 - (i) Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.**
 - (ii) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.**
 - (iii) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.**

(iv) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

(B) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.

(i) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.

(ii) Teachers strategically use instructional time, including transitions, to maximize learning.

(iii) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

(5) Standard 5--Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.

(A) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.

(i) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.

(ii) Teachers adhere to the Educators' Code of Ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(iii) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.

(iv) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.

(v) Teachers model and promote for students the use of safe, ethical, and legal practices with digital tools and technology.

(B) Teachers actively self-reflect on their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.

(i) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching to identify and communicate professional learning needs.

(ii) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.

(iii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iv) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.

(v) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(vi) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students to reach their academic and non-academic goals.

(C) Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.

(iii) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.

(iv) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(d) This section will be implemented beginning with teacher evaluations conducted after the next update of Chapter 150 of this title (relating to Commissioner's Rules Concerning Educator Appraisal). Evaluations conducted before that time are subject to the requirements of this section as it existed prior to August 17, 2025.

