School of Education
READ 4326.060 (20827): Literacy Assessment & Instruction II
The University of Texas at Tyler
School of Education
Spring 2026
Dr. Joanna Neel

Time & Day:	**Mon. 7:00 PM-8:30 PM**
Location:	**Online**
Instructor:	**Dr. Joanna Neel**
Office:	**BEP 248-B**
Phone:	**(903) 565-5750**
Email:	**jneel@uttyler.edu (preferred)**
Office Hours:	**Mondays 9:45 AM-12:45 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 27-30-May 1, 2026**

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.

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.

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.

NOTE: We will be tutoring at The University of Texas at Tyler's University Academy, Tyler Campus on Old Omen Road after the first few class sessions.

Catalog Description.

A course designed to afford the student opportunities 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 have shape how teachers and others have approached their work with young children. Course content incorporates the following standards for the preparation of reading professionals:

1. *Texas Educator Preparation Standards are integrated into this course. The four major categories included are noted below. A detailed list of the Texas Educator Preparation Standards are noted at the end of this syllabus.*

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.

2. *International Literacy Association* standards for the preparation of Pre-K and

elementary teacher candidates (ILA, 2010); *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).

Texas Educator Certification Examination Program Science of Teaching Reading

Domain I. Reading Pedagogy – Competencies 001-002

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

Domain III. Reading Development: Comprehension- Competencies 009-012

Domain IV. Analysis and Response- Competency 013

Please refer to a detailed list of competencies after the bibliography of this syllabus.
Engagement: *Students enrolled in this course will be given multiple opportunities to collaborate with peers in class to reinforce the readings and lectures. Guest Speakers are scheduled to add depth to the lectures. Students are encouraged to participate in research opportunities based on research questions that develop in the class.*
Group study sessions are offered throughout the semester by Dr. Neel to help students master ELAR Content for the state content test.
Class celebrations will also be scheduled on campus, to celebrate student successes.

Starting in Fall 2025: Texas Reading Academy Module #12: Putting It All Together will be implemented into READ 4326.

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 promoted 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.
4. Develop an understanding of test-taking strategies including scenarios that will be on the state teaching exams. Key scenarios and practice exams will be infused across the semester.

Assessment and Standards Matrix:

Student Learning Outcomes	Topics/ Activities	Assessment (including performance-based)	Standards Alignment

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing *Phonics, Phonemic Awareness, Vocabulary, Comprehension Instruction included weekly.*	Posts in Canvas Review Key Topics	(1) **TES**: (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) (2) (B) (i) (C) (iii) (3) (B) (i) (ii) (iii)(C) (i)1Ai-ii. **TEKS:** ELAR K-6 **ELPS:** K-6; **ISTE:** 1c **Pre-K Guidelines:** all **College Readiness Standards:** ELAR: Reading & Writing **INTASC:** 2, 3, 4, 5, 7, 8
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.	Literacy Development Theories Research Effective Instructional Practices Reading Writing, Oral Language Development *Phonics, Phonemic Awareness, Vocabulary, Comprehension Instruction included weekly.*	Canvas Discussions Quizzes	**TES 1: all; 2: all** **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** Overview **College Readiness Standards:** ELAR: Reading & Writing **ISTE:** 1a; 5a; 7b;7c **INTASC:** 2, 3, 4, 5, 7, 8
3. Apply knowledge gained about the development of literacy in young children to develop, implement, &evaluate literacy instruction in EC-6 settings.	Develop, Implement, & Evaluate literacy instruction in EC-6 settings. *Phonics, Phonemic Awareness, Vocabulary, Comprehension Instruction included weekly.*	Literacy Articles Website, & Texas Education Agency/ International Literacy Association Resources Data Analysis Reading Analysis; Small Group Discussions & Quizzes	**TES:** 3Ai-iii; **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines: College Readiness Standards:** ELAR: Reading & Writing **ISTE:** 1c; 7b; 7c **INTASC:** 7, 8
4. Develop an under-standing of test-taking strategies including scenarios that will be on state teaching exams. Key scenarios &		Vocabulary Quizzes Practice State Exams Extra Tutorial Sessions	

practice exams will be infused across the semester.			

Course Evaluation and Grading

      The assignments and projects outlined below are designed to contribute in a different, yet complimentary way in achieving the stated learning outcomes.

1.   **Class Participation** (20 points or 20% of course grade). Throughout the semester, you will be expected to attend every class, complete assigned readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher. The following criteria will be used to evaluate your class participation and engagement.

-     0-10 points = Low level of participation and engagement
-     11-15 points = Moderate level of participation and engagement
-     16-20 points = High level of participation and engagement

2. **Project #1: Tutoring.** Tutoring at University Academy;(20 points or 20% of course grade). Students spend approximately five hours observing a classroom in action. They will collect three or more oral language, reading, and/ or writing samples from children differing in language background, socio-economic status, or educational achievement. They will write a report describing patterns of language, reading, and/or writing development with recommendations for further assessment and instruction. **Technology & Literacy Integration**: Included in this report will be a list of technology resources, sites, and books that integrate early literacy strategies that might help support and build language and literacy.

3. **Project #2: Tutorial Report. (20 points or 20 % of course grade).** Students will write a report discussing their tutorial experiences and the progress their student made in literacy, specifically in text reading levels; running record scores; phonemic & phonological development, and writing.

4. **Project #3: Tutorial Notebook.** (20 points or 20 % of course grade.) 1.Students will write a report discussing their tutorial experiences and the progress their student made in literacy, specifically reading comprehension; reading accuracy; phonemic & phonological development, and writing.

5. **Final: WIX Electronic Literacy Portfolio**. (20 points or 20% of course grade). Students will submit an electronic literacy portfolio with assignments from this course.

 Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman 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.

	Projects & Grading Criteria		
Class Projects	Percentage of grade	Points	Due Dates
1. Class Participation	20%	20	On-going
2. Project #1: Tutoring at UA & Four Coaching Observations	20%	20	Week 14
3. Project #2: Tutorial Report & TRA Summative Artifact	20%	20	Week 14
4. Project #3: Tutorial Notebook	20 %	20	Week 14
5. Final: Electronic Portfolio	20%	20	Weekly
TOTAL=	100%	100 Points	
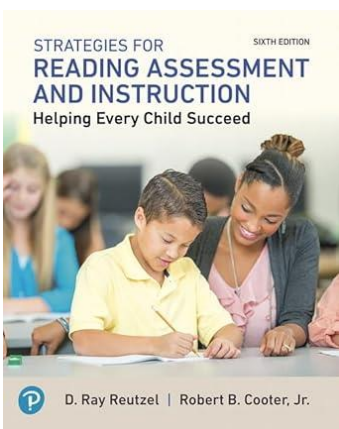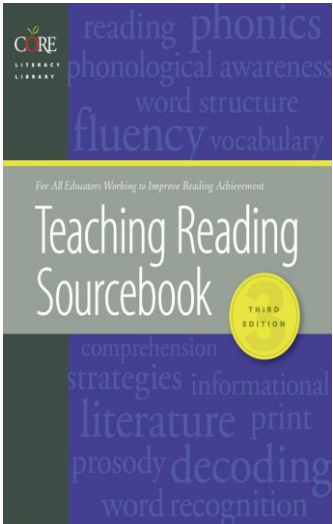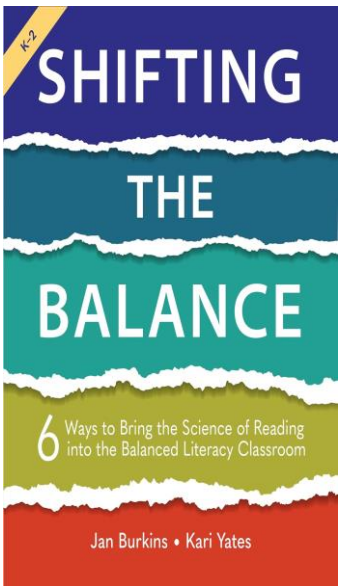
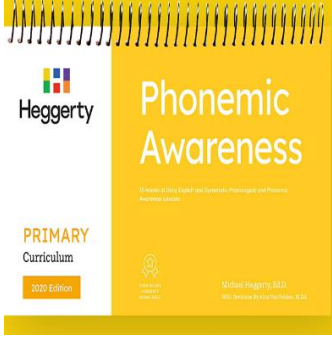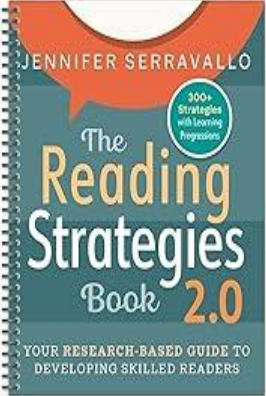| Performance standards			
Points	Percent	Grade	Standard
90-100	90%	A	(Excellent) Superior
80-89	80%	B	(Good) Above Average
70-79	70%	C	(Undeveloped)Average
60-69	60%	D	(Poor) Below Average
00-59	59% or below	F	(Unacceptable)Mediocre

Required Texts and Materials

Please NOTE: One of the textbooks for this course, the Heggerty Phonemic Awareness text is also recommended in READ 4320. This is strategic to help you build a strong foundational knowledge of literacy strategies, phonemic awareness with practical applications. This also saves you money since the books are resources you will use repeatedly. It is recommended you purchase rather than rent these texts since they are valuable resources for your future classroom.

Core Readings: The core readings selected for purposes of this course consist of required texts and recommended materials. These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

Required Texts and Materials:

Textbook Cover:	Title:	Author:	ISBN #:	Publisher:
	Strategies for Reading Assessment & Instruction: Helping Every Child Succeed 6th Edition	Reutzel, R., & Cooter, R.	9780134986803	New York: Allyn & Bacon
	Teaching Reading Sourcebook	Honig, Bill; Diamond, Linda	978-1634022354	
	Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom	Jan Burkins; Kari Yates		

	Primary Phonemic Awareness: 35 Weeks of Daily Explicit and Systematic Phonological & Phonemic Awareness Lessons	Michael Heggerty	9781947260-22-1	Literacy Resources LLC
	The READING STRATEGIES BOOK. 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition.	**Jennifer Serravallo**	9780325170770	**Heinemann**

Bibliography:

 Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience, and school (expanded edition). Washington, DC: National Academy Press.

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world. What teachers should learn and be able to do. San Francisco, CA:Jossey- Bass.

Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). Preparing every teacher to reach English learners: A practical guide for teacher educators. Cambridge, MA: Harvard Education Press.

Tomlinson, C.A. (2014). The differentiated classroom: Responding to the needs of all learners (2nd edition). Alexandria, VA: ASCD.

Vygotsky, Lev S. (1986). *Thought and language.* Newly revised and edited by Alex Kozulin. Cambridge, MA: The MIT Press.

Wormeli, R. (2007). Differentiation: From planning to practice grades 6-12. Portland, ME: Stenhouse Publishers.

Topical Outline & Schedule

Learning Outcomes:	Course Topics:	Readings & Project Due Dates:
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	• Literacy processes: reading, writing, listening, and speaking • Stages of language development • Stages of reading development • Stages of writing development • Stages of spelling development • Theoretical orientation to reading profile (pre-assessment)	• Heggerty Phonemic Awareness Book • Reading Strategies Book • Writing Strategies Book

2. Explore 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.	• Essential components of reading: Phonemic awareness, phonics, fluency, vocabulary, comprehension • Factors impacting literacy development among diverse learners • Understanding student needs relative to oral language, reading, and writing development	• Heggerty Phonemic Awareness Book • Reading Strategies Book • Writing Strategies Book
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	• Applying knowledge gained to understand students' needs relative to language, reading, and writing development • Applying knowledge gained to understand the students' contexts for instruction. • Theoretical orientation to reading profile (post-assessment) • Applying knowledge to develop List of technology sites and games that integrate early literacy strategies.	• Heggerty Phonemic Awareness Book • Reading Strategies Book • Writing Strategies Book

The assignments and projects outlined below are designed to contribute in different, and yet complementary ways in achieving the learning outcomes outlined above.

1. **Class Participation (20 points or 20% of course grade**). Throughout the semester, you will be expected to attend every class, complete assigned textbook and other readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom reading teacher. The following criteria will be used to evaluate your class participation and engagement.
   - 0-10 points = Low level of participation and engagement
   - 11-15 points = Moderate level of participation and engagement
   - 16-20 points = High level of participation and engagement

Texas Educator Standard 1.a.i-ii;

2. **Project #1: Using Assessment Data to Inform Instruction: Tutorial Teaching & Four Coaching Observations (20 points or 20% of course grade).** In this assignment, you will have an opportunity to gain knowledge, skills, and experience in (a) using data-based decision-making techniques and procedures to gather, analyze, make sense of various types of literacy assessment data to identify students' strengths and needs, and (b) using information gained to design, implement, and evaluate literacy instruction for an individual and/or group of students in EC-6 grades. You will also learn how to adapt instruction for an individual student, a small group of students, or a whole classroom. More details about this project along with guidance will be provided throughout the course.

Texas Education Standards (1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners. (A) Teachers design clear, well organized, sequential lessons that build on students' prior
knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student
outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities

3. **BENCHMARK ASSIGNMENT: Project #2: Tutoring Report / Texas Reading Academies Module #10 Summative Artifact (20 points or 20 % of total grade).** In this assignment, you will have an opportunity to gain knowledge, skills, and experience in summarizing and repairing on your literacy work with students assigned to you. You will learn how to write a brief report supported by a portfolio of your work with the student, which could be organized along the following sections: A profile of your student(s), a summary of assessments used to determine strengths and needs, an outline of your goals for literacy improvement along with a sample lesson plan, and a reflective summary of progress made along with your growth as a literacy educator. More details about this project along with guidance will be provided throughout the course. What are the policies that deal with literacy? What are the specific literacy issues or potential literacy issues that you notice? Is literacy mentioned in the AEIS report? If so, what are specific literacy topics that you notice?

4. **Tutorial Notebook: Project #3: (20 Points or 20 % of course grade).**
Students turn in tutoring notebook with lesson plans, reflections, running records, phonics

lessons completed, and writing composition notebook in a tabbed, neatly organized notebook.

5. **Electronic Literacy Portfolio: Final. (20 points or 20 % of course grade)**. Students complete an electronic literacy portfolio of work completed in READ 4326.

Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. The criteria for determining your final grade are outlined below.

Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Class Participation	20%	20 points	On-going
2. Project #1: Tutoring/ 4 Observations	20%	20 points	Week 14
3. Project #2: Report/TRA Mod. 10 Artifact	20%	20 points	Week 14
4. Project #3: Tutorial Notebook	20%	20 points	Week 14
5. Final: Electronic Literacy Portfolio	20%	20 points	Week 14

Totals	100%	100 points	

Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or Below	F	Mediocre

READ 4326: Assignment, Quiz & Project Due Dates Schedule:

Assignment	Due Date:	Date:	Due Date:
Start Electronic Literacy Portfolio	Week 1	Online Thurs.	
Philosophy of Literacy	Week 1	Online Thurs.	
Upload Syllabus & Topic Table into Portfolio	Week 1	Online Thurs.	

Science of Teaching Reading & Phonics/ Phonemic Awareness Practice Test	Week 1	Week 1 Thurs.	1-15-26
Thursday Rule (Organization, Study Skills)	Week 2	Week 2 Thurs.	1-22-26
Lesson Plans Completed	Week 2	Week 2 Thurs.	1-22-26
Texas Reading Academies Module 9 Completed	Week 3	Week 3 Thurs.	2-29-26
Phonemic Awareness Lecture-the ability to focus on & manipulate individual phonemes in spoken words. **Instructional Hours:** Course time is dedicated on how to teach or assess a component; or on how to teach/assess knowledge of a learner group. **Background Materials:** textbooks, articles, or other materials identified in a "required readings" section of a syllabus and intended to teach about a component or learner group. **Objective Measures of Knowledge:** Includes tests, quizzes, and graded written assignments focused on a component or learner group. **Practice/ Application:** Practice providing instruction or real classroom setting or practice administering an assessment about a component or learner group.	Week #2	Application: Evidence: **Phonemic Awareness Quiz Record a 2-3 Minute Phonemic Awareness Video(TRA Coaching Observation #1): (3 Min. modeling / teaching of phonemic awareness) Tutorial Lesson Plan**- Student will apply knowledge and integrate strategies to teach phonemic awareness.	1-22-26
Phonics Lecture-The relationship between the sound of spoken words & the individual letters or groups of letters representing those sounds in written words. Texas Reading Academies: **(TRA Coaching Observation #2)**	Week #3	Application Evidence: **Phonics Quiz Record a 2-3 minute Phonics Video (3 minute-modeling/teaching phonics) (TRA Coaching Observation #2) Tutorial Lesson Plan**- Student will apply knowledge and integrate strategies to model and teach the relationship between sound of spoken words & the individual letters or groups of letters representing those sounds in written words.	1-29-26
Lesson Plans 11-22 Completed	Week #3		1-29-26
Content Quiz #1: STR; Phonics; Phonemic Awareness; Letter ID; Decodable Passages/ Texts Reading; Morphology; Syllables; Rhyming; Etc.	Week #3		1-29-26
Notebook & Tutoring Supply Check	Week #3		1-29-26
First Day of Tutoring Week #3 or Week #4			
Texas Reading Academies Module #10 Completed	Week #6		2-19-26
Vocabulary Lecture-Knowledge about the meanings, uses, and pronunciation of words. **(TRA Coaching Observation #3)**	Week #6	Application Evidence **(TRA Coaching Observation #3); Tutorial Lesson Plan**- Student will apply knowledge and	2-19-26

		integrate strategies to teach phonemic awareness.	
Comprehension Lecture-Constructing meaning that is reasonable & accurate by connecting what has been read to what the reader already knows and thinking about all of the information. **(TRA Coaching Observation #4)**	Week #7	Application Evidence **(TRA Coaching Observation #4)** **Tutorial Lesson Plan**- Student will apply knowledge and integrate strategies to teach phonemic awareness.	2-26-26
Range of Learners: Struggling Readers Lecture; this group includes students who are falling behind and having **academic difficulties in the area of reading,** students at risk of **reading failure if they do not receive appropriate and effective intervention**, and students **diagnosed or undiagnosed with dyslexia, word reading difficulties or language comprehension difficulties.** **(TRA Coaching Observation #4)**	Week #8	Application: Evidence in **Tutorial Lesson Plan-** Student will apply knowledge and integrate strategies to specifically address the unique learning needs of students who are falling behind and having academic difficulties in the area of reading, students at risk of reading failure if they do not receive appropriate and effective intervention, and students diagnosed or undiagnosed with dyslexia, word reading difficulties or language comprehension difficulties. (TRA Coaching Observation #4)	3-5-26
Range of Learners Lecture focusing on: English Language Learners: this group includes students who are in the process of acquiring English and who have a first language other than English.	Week #9	**ELL lecture Application: Evidence in Tutorial Lesson Plan-** Student will apply knowledge(TRA Coaching Observation #1) and integrate strategies to address the unique learning needs of English Language Learners.	3-12-26
Range of Learners Lecture focusing on Students who speak language varieties other than mainstream English. This group includes students who speak variations of English including African American English (AAE), African American Vernacular English (AAVE) and home or community languages. Often this is referred to as dialects.	Week #10	Application: Evidence in Tutorial Lesson Plan- Student will apply knowledge and integrate strategies to teach students who speak language varieties other than mainstream English.	3-19-26
Lesson Plans & Reflections Due Weekly on Thurs.	Wks. 4-13	Weeks #4-13	2-5-26\4-9-26
Week #12: Fluency		Week #12: Application Evidence	4/2/26

		Fluency Tutorial Lesson Plan-Student will apply knowledge and integrate strategies to model and teach fluency, the ability to read a text accurately and quickly while using phrasing & emphasis to make what is read sound like spoken language.	
Science of Teaching Reading Module Completed including Phonics; Phonological & Phonemic Development; Reading Rope; Letter ID; Decodable Passages; Constructed Response	Week 13	Week 13 Thursday	4/9/26
Project #2: Tutorial Report/ TRA Summative Artifact	Week 13	Week 13 Thurs.	4/9/26
Project #3: Tutorial Notebook	Week 13	Week 13 Thurs.	4/9/26
Electronic Literacy Portfolio	Week 15	Week 15 Thurs.	4/23

Course Policies:

Attendance. Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays (see policy below). Absences will be treated as follows:

> 1 Absence =   No Point Loss
> 2 Absences = 10 Point Deduction* **Must schedule**
> **conference after 2ⁿᵈ absenc**e. 3 Absences = 25 Point
> Deduction
> 4 Absences = 40 Point Deduction

- **Make/Up exam.** There will be NO make/up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.
- **Written Assignments.** Written assignments MUST be typed using **double spaced lines and have page numbers**. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.

  Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)

  Late Assignments (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**
- **Academic Dishonesty.** To be successful in this class, you must invest time for study. 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 syllabi.

- **Canvas:** Students will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.
- **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. ***Text messaging should be done before or after class!***
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".
- **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). It is expected that all students enrolled in EDSP 4269 will adhere to and demonstrate these teacher candidate dispositions at all times.

Safe Zone

The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

Artificial Intelligence (AI): 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 (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, students can use AI platforms to help prepare for assignments and projects. While most of the submitted work should be your original effort, you are 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.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

CEP 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.

CEP 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.

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 4326: Literacy Assessment & Instruction II
Topic Table
Fall 2025
(Tentative Schedule – subject to changes).
Refer to Canvas for additional reading requirements or changes.
Starting in Fall 2025: Texas Reading Academy Modules:
#9 Reading Fluency- all chapters.
#10 all chapters &
#12: Putting It All Together will be implemented into READ 4326.
All 4 TRA observations will take place in tutorials.

Date	Topic	Reading Assignment	Assignments & Due Dates:
WK #1 .	*Texas Reading Academy Module:* *#9 Reading Fluency- all chapters;* Course Overview/Introduction Syllabus Review/SOE Orientation Overview of all Domains: Texas Education Agency Reading Competencies & Science of Teaching Reading Competencies *Texas Reading Academy Module #9 Reading Fluency- all chapters;* *TEA Reading Competencies: Domain IV. Analysis and Response- Competency 013* **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*	Syllabus TEKS K-5 ELPS K-5 Pre-K Guidelines **READ:** Reutzel, R., & Cooter, R. (2019). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 1: Strategic Reading Instruction *Please read & review these pages in preparation of practicing tutorial lesson plans.* *Jennifer Serravallo's Reading Strategies Book 2.0:* **Goal 1:** Emergent Literacy and Language Development (18 strategies) *Your Research-Based Guide to Developing Skilled Readers. Introduction pages 1-19* *Goal #1: Supporting Pre-Emergent & Emergent Readers pages 20-47* *Shifting the Balance:* • Shift 1: Rethinking how reading comprehension begins •	**Upload Syllabus & Topic Table into Portfolio** Start Electronic Literacy Portfolio Philosophy of Literacy Science of Teaching Reading Practice 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

WK #2	Texas Reading Academy Module: #9 Reading Fluency- all chapters. Informal Reading Inventories ELPS K-5 Overview Literacy assessment tools and strategies Literacy Development Theories Research **Phonemic Awareness Lecture-the ability to focus on & manipulate individual phonemes in spoken words.** ***Domain I. Reading Pedagogy – Competencies 001 Review Focus on Competency-002* Competency 002 (Foundations of Reading Assessment):** *Understand foundational concepts, principles, and best practices related to reading assessment.*	TEKS K-5 ELPS K-5 Professional Associations and Related Journals Dealing with Early Literacy READ: Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 2 Response to Intervention (RTI): Differentiating Reading Instruction for All Readers *Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **Goal 2:** Engagement and Motivation (26 strategies) *eGoal #2 Teaching Reading Engagement: Focus, Stamina, & Building A Reading Life pgs. 48-74* *Shifting the Balance:* *Ch .2: Recommitting to phonemic awareness instruction*	Thursday Rule (Organization, Study Skills, & Classroom Management) Application: Evidence: **Phonemic Awareness Quiz Record a 2-3 Minute Phonemic Awareness Video (3 Min. modeling / teaching of phonemic awareness)** **Tutorial Lesson Plan-**Student will apply knowledge and integrate strategies to teach phonemic awareness. 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
Week 3	**Topic: Phonics** **Texas Reading Academy Module: #9 Reading Fluency- all chapters;** ***Domain II. Reading Development: Shift 3:* Phonics Lecture-**The relationship between sound of spoken words & the individual letters or groups of letters representing those sounds in written words. ***Reimagining the way we teach phonics*** ***• Shift 4: Revisiting high-frequency word instruction*** ***• Shift 5: Reinventing the ways we use cues*** ***• Shift 6: Reconsidering texts for beginning readers*** ***Foundational Skills - Competencies 003* Competency 003 (Oral Language Foundations of Reading Development):**	READ: Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 3 Oral Language & Listening: Foundations of Literacy Shifting the Balance: Shift 3: Reimagining the way we teach phonics •*Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **Goal 3:** Accuracy (26 strategies) ***Phonics: 30 min. Mon./ 30 min. Wed.*** ***Phonemic Awareness: 30 min. Mon.; 30 min. Wed.*** ***Vocabulary: 20 min. Mon.***	Content Quiz #1: STR; Phonics; Phonemic Awareness; Letter ID; Decodable Passages/ Texts Reading; Morphology; Syllables; Rhyming; Etc. **Record a 2-3 minute Phonics Video (3 minute-modeling/teaching phonics)** **Tutorial Lesson Plan-**Student will apply knowledge and integrate strategies to model and teach the relationship between sound of spoken words & the individual letters or groups of letters representing those sounds in written words.

	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 instructional practices to promote all students' development of grade-level oral language skills.	***20 minutes Wed. Comprehension: 1 hour per week***	
WK #4	Texas Reading Academy Module #9 Reading Fluency- all chapters Preview Literacy Lessons Response to Intervention (RTI) ***Domain II. Reading Development: Foundational 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.*	*Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **Goal 4:** Fluency (25 strategies) *Goal #4: Teaching Fluency: Reading with Phrasing, Intonation, & Automaticity pages 108-133* Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 4 Early Literacy Skills: Phonological & Phonemic Awareness; Letter Name Knowledge; Concepts About Print Shift the Balance Ch. 4: Revisiting high-frequency word instruction	<mark>Tutorials begin at the University of Texas at Tyler's University Academy, Tyler, Tx (on Old Omen).</mark> Lesson Plans #1 & 2 Due 11: 59 PM 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 Reflections #1 & 2 Due Thursday 11:59
WK #5	Assessment & Data Analyzing students' literacy strengths and needs Making sense of literacy assessment data. ***Domain II. Reading Development: Foundational 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*	READ: Reutzel, R., & Cooter, R. (2019). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 5. Phonics, Decoding; Word Recognition Skills *Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **Goal 5:** Comprehending Plot and	Lesson Plans #3 & 4 Due 11: 59 PM Reflections #3 & 4 Due Thursday 11:59 PM Phonics: 30 min. Mon./ 30 min. Wed. Phonemic Awareness: 30 min. Mon.; 30 min. Wed. Vocabulary: 20 min. Mon.

	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.	Setting (34 strategies) *Goal #5: Supporting Comprehension in Fiction: Understanding Plot & Setting pages 134-165* Shifting the Balance Ch. 6: Reconsidering texts for beginning readers	20 minutes Wed. Comprehension: 1 hour per week Fluency: 20 per week.
WK #6	***Module # 10 Reading Comprehension;*** ***Domain II. Reading Development: Foundational Skills - Competencies 006*** **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.*	<mark>READ:</mark> Reutzel, R., & Cooter, R. (2019). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed Ch. 6 Reading Fluency Ch. Phonics & Decoding Skills *Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **6:** Comprehending Characters (25 strategies)	Lesson Plans #5 & 6 Due 11: 59 PM Reflections #5 & 6 Due Thursday 11:59 PM Week #6 Application 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: 20 per week
WK #7	Module # 10 Reading Comprehension; & Vocabulary Lecture-Knowledge about the meanings, uses, and pronunciation of words. Word Work: Spelling/ Phonics ***Domain II. Reading Dev.: Foundational 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,*	Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 7 Reading Vocabulary *Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **Goal 7:** Comprehending Theme (27strategies)	Lesson Plans #7 & 8 Reflections #7 & 8 Due Thursday 11:59 Week #7: Application Evidence: Vocab. Quiz Record a 2–3-minute Vocabulary Video- teach/ model vocabulary terms Phonics: 30 min. Mon./ 30 min. Wed.

	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.	*Goal #7: Supporting Comprehension in Fiction: Understanding Themes & Ideas. Pages 194-221*	Phonemic Awareness: 30 min. Mon.; 30 min. Wed. Vocabulary: 20 min. Mon. 20 minutes Wed. Comprehension: 1 hour per week Fluency: 20 per week
WK #8	Module # 10 Reading Comprehension; Topic: Struggling Readers: Range of Learners: Struggling Readers Lecture; this group includes students who are falling behind and having academic difficulties in the area of reading, students at risk of reading failure if they do not receive appropriate and effective intervention, and students diagnosed or undiagnosed with dyslexia, word reading difficulties or language comprehension difficulties. Selecting the Just-Right Book Literature: Assessment ***Domain II. Development: Foundational 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.*	READ: Reutzel, R., & Cooter, R. (2019). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 8 Reading Comprehension of Narrative Texts *Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **Goal 8:** Comprehending Topics and Main Ideas (20 strategies) Motivating Reading and Writing with Well-Known and New Literacies ***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***	Lesson Plans #9 & #10 Reflections #9 & 10 Due Thursday 11:59 PM Week #8 Application: Evidence in Tutorial Lesson Plan- Student will apply knowledge and integrate strategies to specifically address the unique learning needs of students who are falling behind and having academic difficulties in the area of reading, students at risk of reading failure if they do not receive appropriate and effective intervention, and students diagnosed or undiagnosed with dyslexia, word reading difficulties or language comprehension difficulties.

WK #9	Module # 10 Reading Comprehension; Language Learners Lecture in Canvas. Strategies for Teaching Literature Develop, Implement, & Evaluate literacy instruction in EC-6 settings. ***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.*	Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed Ch. 9 Reading Comprehension: Narrative Texts *Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **Goal 9:** Comprehending Key Details (17 strategies)	Science of Teaching Reading: Lesson Plans #11 & 12 Due 11: 59 PM Reflections #11 & 12 Due Thursday 11:59 PM **Quiz over ELL lecture Application:** **Evidence in Tutorial Lesson Plan-** Student will apply knowledge and integrate strategies to address the unique learning needs of English Language Learners.
WK 10	Module # 10 Reading Comprehension; Writing Reciprocity of Reading & Writing Establishing, Developing & Maintaining Literacy Partnerships ***Domain III. Reading Development: Comprehension-* 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 grade-level reading comprehension strategies.*	READ: *Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **Goal 10:** Comprehending Text Features (28 strategies) Reutzel, R., & Cooter, R. (2019). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. 10 Extending Reading Summer Reading Loss; Family Involvement; Professional Learning Communities	Lesson Plans #13 & 14 Reflections #13 & 14 Due Thursday 11:59 PM Application: 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
WK 11	Module # 10 Reading Comprehension; & Writer's Workshop Analyzing Student Writing Samples/Writer's Workshop ***Domain III. Reading Development: Comprehension-* Competency 011 (Comprehension of Literary Texts):** Understand concepts, principles, and best practices related to the comprehension of and critical thinking*	READ: *Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* **Goal 11:** Comprehending Vocabulary and Figurative Language (24 strategies)	Lesson Plans #15 & 16 Reflections #15 & 16 Due Thursday 11:59 PM Phonics: 30 min. Mon./ 30 min. Wed. Phonemic Awareness: 30 min. Mon.; 30 min. Wed. Vocabulary: 20 min. Mon.

	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.		20 minutes Wed. Comprehension: 1 hour per week
WK 12	Module # 10 Reading Comprehension; Topics: Comprehension: Informational Texts; Fluency **Domain III. Reading Development: Comprehension- 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.*	*Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers. Goal #12: Supporting Students' Conversations: Speaking, Listening & Deepening Comprehension pages 328-353* ***Practice:*** ***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***	Lesson Plans #17 & 18 Reflections #17 & 18 Due Thursday 11:59 PM Application Evidence **Fluency Quiz** **Record a 2-3 min. Fluency Video** **Tutorial Lesson Plan-** Student will apply knowledge and integrate strategies to model and teach fluency, the ability to read a text accurately and quickly while using phrasing & emphasis to make what is read sound like spoken language
WK 13	**Module #12: Putting It All Together** **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.*	*Jennifer Serravallo's Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers.* (12 strategies) *Goal 13 Improving Writing About Reading pages 354-380*	Lesson Plans #19 & 20 Reflections #19 & 20 Due Thursday 11:59 PM Phonics: 20 min. Mon./ 20 min. Wed. Phonemic Awareness: 20 min. Mon.; 20 min. Wed. Vocabulary: 20 min. Mon. 20 minutes Wed. Comprehension: 1 hour per week Tutorial Report Tutorial Notebook
WK 14	***Thanksgiving Holiday***		Work on Electronic Literacy Portfolio

WK 15	Module #12: Putting It All Together Complete any missing assignments for the course and for Texas Reading Academy.	Work on WIX Electronic Literacy Portfolio	**Make Up Work**
Week 14	***Thanksgiving Holiday*** ***READ 4326 Student Learning Outcomes:***		Work on WIX Electronic Portfolio

	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. 4. Develop an understanding of test-taking strategies including scenarios that will be on the state teaching exams. Key scenarios and practice exams will be infused across the semester.		
Week 15	***READ 4326 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 settings. 4. Develop an understanding of test-taking strategies including scenarios that will be on the state teaching exams. Key scenarios and practice exams will be infused across the semester.	Work on WIX Electronic Literacy Portfolio	**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.