



READ 4213- DEVELOPMENTAL READING

Midwestern State University
Gordon T. & Ellen West College of Education

Instructor/Contact Information:

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[Faculty Profile](#)

Instructor Response Policy

I generally answer texts immediately. I check my emails several times per day. My personal email is checked more often than others. Please feel free to text or email me any questions and I will get back to you asap.

Required Text:

ELAR Block B (with digital code), see bookstore for purchasing information.
[Course Materials](#)

*Syllabus, handouts, announcements will be posted on D2L and Revel. (Go to [MSUTEXAS D2L](#))

Covid-19

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Catalog/Course Description:

Prerequisites: EDUC 3153, 3162, 4102, 4202, and 4302. Concurrent enrollment in READ 4203. Planning and organizing for the integrated teaching of scientifically-based reading and language arts (e.g. listening, talking, reading, writing, viewing, visually representing) instruction within the context of the content areas.

Course Competencies/Learning Outcomes:

Block B (READ 4203/4213) builds mastery of the following competencies/learning outcomes (Competencies are aligned to the TExES Examination Frameworks/Standards, EC-3 Core Subjects-ELAR, STR, Educator Standards, Technology Standards for Teachers, INTASC, and the International Literacy Association standards for Literacy Professional). Block B courses are taken concurrently. Knowledge and implementation of PK guidelines and K-3 TEKS geared instruction is required:

1. Design content area ELAR classroom instruction.
2. Deliver content area ELAR classroom instruction.
3. Demonstrate knowledge of students and student learning.
4. Demonstrate ELAR content expertise.
5. Create a safe, accessible, and engaging learning environment.
6. Demonstrate data-driven practice.
7. Demonstrate professional practices and responsibilities.
8. Demonstrate and apply ELAR content knowledge related to phonological and phonemic awareness.
9. Demonstrate and apply ELAR content knowledge related to print concepts and alphabetic knowledge.
10. Demonstrate and apply ELAR content knowledge related to phonics and word identification skills.
11. Demonstrate and apply ELAR content knowledge related to syllabication and morphemic analysis.
12. Demonstrate and apply ELAR content knowledge related to reading fluency.
13. Demonstrate and apply ELAR content knowledge related to vocabulary development.
14. Demonstrate and apply ELAR content knowledge related to comprehension development.
15. Demonstrate and apply ELAR content knowledge related to comprehension of literary texts.
16. Demonstrate and apply ELAR content knowledge related to comprehension of informational texts.
17. Demonstrate and apply ELAR content knowledge related to writing, the writing process, and emergent literacy.

Focus of the Course:

Teaching and Assessing the Language Arts

1. Emergent Literacy (Early Reading Instruction: Phonological Awareness/Phonemic Awareness/Phonics)
2. Promoting Comprehension (Reader and Text Factors)
3. Oral Language: Listening and Talking
4. Written Language: Reading and Writing (Comprehension/Fluency)
5. Visual Language: Viewing and Visually Representing (Comprehension)
6. Vocabulary (Vocabulary)
7. Comprehending and Composing Stories (Comprehension/Fluency)
8. Investigating Non-Fiction (Comprehension/Fluency)
9. Fluency
10. Learning to Spell Conventionally
11. Language Tools: Grammar and Handwriting
12. Differentiated ELAR Instruction

See Appendix A for a complete standards list

Dispositions:

Teacher candidates will demonstrate the performances essential for meeting the reading/literacy instructional needs of all students.

- Reading education professionals are committed to using research-based instruction.
- Reading education professionals assess learner's needs in order to plan appropriate instruction.
- Reading education professionals are aware that best assessments are conducted over time and compare the child's past and present abilities.
- Reading education professionals display positive dispositions related to reading and the teaching of reading.
- Reading education professionals value students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
- Reading education professionals model reading and writing enthusiastically as valued lifelong activities.
- Reading education professionals help parents find ways to support learning begun at school in enjoyable ways.

Assessment:

Student performance of knowledge and skills will be formally assessed by Revel Quizzes, the preparation of an integrated thematic unit, classroom performance (evaluation rubrics), and documentation of class activities.

Calendar:

[Course Outline/Calendar](#)

Assignments/Grading Procedures:

Thematic Unit (55%):

Fifty five percent of the intern's final grade will be determined by the preparation and organization of the thematic unit. See detailed handout and rubric in D2L.) The intern will plan and organize an integrated thematic unit with lessons (including technology integration); activities for learning centers, knowledge of student learning, and related content areas. TEKS are to be included for each lesson in the unit plan. Specific instructions for the thematic unit will be given in class and posted on D2L. Please submit an electronic copy via D2L Dropbox.

Revel Quizzes/Activities (10%):

Eighteen percent of the intern's final grade will be determined by participation/completion of assigned Revel activities and performance on quizzes based on readings and case studies in the Revel system. This material is directly linked to our text. You will need to sign up for the REVEL course via the digital code that accompanied your textbook. Instructions for sign-up will be sent through email and D2L News feed. Revel will be counted in both methods courses.

Practice STR Exam/Certify Teacher (15%):

Fifteen percent of the intern's final grade will be determined by participation/completion of the Certify Teacher practice (STR) flashcards/study mode and performance on the practice exam. ***Failure to complete (participate in) the Certify Teacher study mode, flashcards, and practice exam will result in a failing grade or incomplete for Block B.** Students must complete the process below and are not required to pass the Certify teacher content exam to pass Block B. The process is as follows:

Exam Mode: take practice content exam through Certify Teacher;

- (1) Pass: passing the exam (80% in all competencies) will require no further action and 15% of your grade will be determined by the score on the exam;
- (2) Fail: failing the exam, will require students to go through the study tracker, flash card study materials, and study mode (note: exam may not be attempted again without going through the flashcards and then study mode);
- (3) Retake exam: Once you have completed the study tracker (total study mode and flash cards must equal at least 10 hours), you may retake the exam. After the study tracker is completed, retake the

exam. Pass or fail, 15% of the final exam grade will be determined by your score on the final attempt. All students (pass or fail) have the option of repeating the process multiple times by reviewing the flashcards and study mode again and retaking the exam to improve their score. Retaking the exam mode over and over until a passing score is achieved will result in no credit for the course. Specific information on how to access Certify Teacher will be given on the first day of class.

To be released for the actual TEXES exam requires passing the practice exam with an 80% in each domain/competency and must be completed prior to clinical teaching. I strongly encourage students to complete the WCOE testing protocols in Block B. [WCOE TEXES Testing Policy](#)

Class Activities/Participation (15%):

Although the course requires a thorough understanding of the readings and assignments, participation in online class discussions/activities/modules will provide the basis for learning and assessment. Revel completion, online participation, field experience, and in person attendance is very important. All students will participate in The Texas Lesson Study, the commissioner's project for purposeful professional development that uses collective teacher expertise to create student learning. This is in coordination with Region IX ESC.

Student Involvement (5%):

Being prepared for class, participation, attendance and promptness are vital for learning. Students are expected to adhere to all of these elements throughout the semester.

Attendance Policy:

Be on time and don't leave early. During MSU class time, students who arrive after class has started or leave before it ends will be counted absent. Class attendance and promptness to class are crucial to successful completion of this course. Points will be deducted for each absence as follows:

- 1 absence = 2 points from final grade;
- 2 absences = an additional 3 points from final grade;
- 3 absences = an additional 5 points from final grade;
- 4 absences = dropped from the class.

For example, if you have two absences, three points will be deducted from your final grade. ***Incomplete or time logs not submitted will result in an incomplete or failure for Block B.** Unprofessionalism or dismissal from the school site will result in a Block B failure and a fitness for the profession referral.

Total Points for Final Grade:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = Less than 60

Participation and Late Work Policy:

If for some reason, you need more time due to extenuating circumstances, please call or text me. Otherwise, please complete all assignments on time. Assignments will be deducted by 10% for each late day. Complete readings prior to class schedule to ensure participation in course related content and activities.

WCOE Policies and Procedures:

Clinical Experiences:

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Forty hours are required, in Block B, with at least 32 of these hours working directly with students in some capacity.

Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical/field experiences. These strategies include the following: One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.

- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.
(Adapted from Cook & Friend (1995))

MSU-TEXAS Policies and Procedures:

Student Handbook:

[Student Handbook](#)

Academic Dishonesty:

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct

Plagiarism:

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from the Student Handbook. All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the

purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Online Computer Requirements

Access to a personal computer with Microsoft software or Google suite, internet, and the ability to access D2L the MSU Online Learning System is required. Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class.

***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center.

***Computer issues are not an excuse for missing a deadline.** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University

endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed.

For more details, please go to [Disability Support Services](#).

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.

Refer to: [Campus Carry Rules and Policies](#)

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options

in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX.

You may do so by contacting:

- Laura Hetrick
- Title IX Coordinator
- Sunwatcher Village Clubhouse
- 940-397-4213
- laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Report Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397- 4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX](#).

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References:

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Additional Readings/References used in Block B:

- The Reading Teacher: International Literacy Association
- Journal of Adolescent and Adult Literacy: International Literacy Association
- Reading Research Quarterly: International Literacy Association
- The Language Arts Journal: National Council of Teachers of English
- Young Children: National Association for the Education of Young Children
- The Kappan: Phi Delta Kappa
- [Reading Rockets Website](#)
- [The Reading League Website](#)
- [TEKS Resource System](#)
- [Texas ELPS](#)
- [Texas Gateway](#)
- [Lead4ward Playlist of Strategies](#)
- [Texas Prekindergarten Guidelines](#)
- [Texas Essential Knowledge and Skills for ELAR \(Elementary\)](#)
- [Florida Center for Reading Research](#)
- [Elementary Certificate Standards for Core Subjects EC-6 and EC-3](#)
(see D2L Course for full list)

Appendix A –Standards/Competencies List

Course Objectives or Student Learning Outcomes

Demonstrate knowledge of EC-6 students and EC-6 student learning (including learning theory and knowledge of child development and learning).

Standard or Competency

- INTASC: Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.

- PPR EC3Standards:19 TAC235.11, Chpt. 149 (a) (b) Instructional Planning and Delivery (1) (4) (9) (c)Knowledge of student and student learning (5)(d) Content Knowledge and Expertise (1)
- PPR EC6 Standards:19 TAC235.21(b) Instructional Planning and Delivery (1) (4) (d) Content Knowledge and Expertise (1)
- Teacher Standards: 19 TAC §149.1001(b) (1) Standard 1(Instructional Planning) (A)(i);(B)(i) Standard 3(Content Knowledge and Expertise (A)(i) Standard 4 (A) (i) (iii)
- STR (Test 292): Domain II, Comp. 004 (Social Skills, Emotional Development & Behavior Support):(C, D, E)
- STR (Test 293): Reading Pedagogy Comp. 001 (Foundations of STR):(A-S)
- STR Standards: (a)(1), (b)Knowledge of Reading Development Components(1-10)
- EC-3 ContentStandards:19TAC 235:13
- (a)(b)(1-2)(Learning Development)
- EC-6 Core (Test 391): Standards(a)(b) Child Development (1-3)
- ILA Standard 1.1-1.4
- PK-Guidelines
- Kg, 1, 2, 3 TEKS
- TEXAS ELPS standards

Assignment/Module/Course Activities/Assessment

- Module covering:
 - M3 – Demonstrate Knowledge of Students and Student Learning Early Literacy: Policies and Practice in the Pre-School Year.
- Assignments/Key Assessments:
 - Reading and Video Assignments including Chpt. 3.
 - ELAR Methods: Early Literacy VIP
 - Written Reflection of Video and Module Readings
 - Exam: Chapter 3 Early Reading Instruction

Explain and implement how to meet individual needs of children (including cultural responsiveness and differentiation & target professional growth).

Standard or Competency

- INTASC: Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- PPR EC3Standards:19 TAC235.11(b) Instructional Planning and Delivery (1) (5) (9) (c) Knowledge of Students and Student Learning (1)(3) (e) (1-5) (f) (3) (g) (5)
- PPR EC6Standards:19 TAC235.21(b) Instructional Planning and Delivery (1) 19 (c) Knowledge of Students and Student Learning (3)
- Teacher Standards: 19 TAC §149.1001(b)Standard 1(Instructional Planning) (A)(i)(ii) Standard 2 Knowledge of Students and Student Learning (B) (ii)
- STR (Test 292): Domain II, Comp. 004 (Social Skills, Emotional Development & Behavior Support):(C, D, E), Comp. 005 (The Instructional Setting):(A),

Domain III, Comp. 006 (Differentiating Strategies in Planning and Practice): (A,B,C,D), Comp.007 (Culturally Responsible Practices: (A,C)

- STR (Test 293): Reading Pedagogy Comp. 001(D,J,K,L,M), Comp. 002(G), Comp. 003(H-L), Comp. 004(I,J), Comp. 005(J,K), Comp. 006(L,M), Comp. 007(J), Comp. 008(J), Comp. 009(M), Comp. 010(M) Comp. 011(H), Comp. 012(J)
- STR Standards: (c)(1-4)
- ILA Standard 4.1-4.4
- PK-Guidelines
- Kg, 1, 2, 3 TEKS
- TEXAS ELPS standards

Assignment/Module/Course Activities/Assessment

- Module covering:
 - M3 – Demonstrate Knowledge of Students and Student Learning
- Assignments/Key Assessments:
 - Reading and Video Assignments including Chpt. 3. Preschool for ELLs
 - Unit Stage 5 Cross-curricular and Differentiation
 - What are classrooms like for students with disabilities
 - Differentiated Instruction for Writing
 - Written Reflection of Video and Module Readings
 - Exam Chapter 3 Early Reading Instruction

Create safe, accessible, and engaging learning environments and instructional settings for all learners PK-6.

Standard or Competency

- INTASC: Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- PPR EC3 Standards :19 TAC235.11(b) (6) (c) (3) (e) (1-9)
- PPR EC6 Standards:19 TAC235.21(b) Instructional Planning and Delivery (4) (7) (9) (12) (c) Knowledge of Students and Student Learning (3)
- Teacher Standards: 19 TAC §149.1001 Standard 1(Instructional Planning) (B)(i); (C) (ii); (D) (i); (E) (ii) Standard 2 Knowledge of Students and Student Learning (B) (ii) Standard 4 (A) (i) (ii) (iii)
- STR (Test 292): Domain II, Comp. 004 (Social Skills, Emotional Development & Behavior Support):(C, D, E), Comp. 005 (The Instructional Setting):(A,B,C,D)
- STR (Test 293): Comps 1-12
- STR Standards: Reading Pedagogy (c)(1)
- EC-3 ContentStandards:19TAC 235:13(b)(3)(Learning Environment)
- EC-6 Core (Test 391): Standards: (b)(3)
- ILA Standard 5.1-5.5
- PK-Guidelines
- Kg, 1, 2, 3 TEKS
- TEXAS ELPS standards

Assignment/Module/Course Activities/Assessment

- Module covering:
 - M2 – Create a Safe, Accessible, and Engaging Learning Environment
- Assignments/Key Assessments:
 - Simple View of Reading
 - Document Aligning Ropes To
 - TEKS
 - Written Reflection of Video and Module Readings, including Chpt. 11
 - Exam Chapter 11 Effective Reading Instruction and Organization K-3

Demonstrate an understanding of the professional practices and responsibilities of the Early Childhood profession (including TX Educator's Code of Ethics.

Standard or Competency

- INTASC: Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- PPR EC3Standards: 19 TAC235.11(d)(3)) (g) Professional Practices and Responsibilities (1-5)
- PPR EC6Standards: 19 TAC235.21(b) Instructional Planning and Delivery (1) (4) (7) (9) (12) (c) Knowledge of Students and Student Learning (2) (3) (4)(5)
- Teacher Standards: 19 TAC §149.1001 Standard 1 (Instructional Planning) (A)(i) (B)(i) (ii) (iii); (C) (i) (ii); (E)(iii); (2) Knowledge of Students and Student Learning (B) (I) (ii) (iii) (f) Standard 5 (Data-Driven Practice) (D)(i) (4) Standard 6 (D) (i) (ii) (iii)
- ILA Standard 6.1-6.3
- PK-Guidelines
- Kg, 1, 2, 3 TEKS
- TEXAS ELPS standards

Assignment/Module/Course Activities/Assessment

- Module covering:
 - M2 Demonstrate ELAR Content Expertise
 - M5 TTESS Evaluation & Support System
 - M7 –Professional Practice and Responsibilities
- Assignments/Key Assessments:
 - TTESS Overview: Dimension 4 Q & A
 - Written Reflection of Video and Module Readings
 - Teacher Observation Form
 - [Texas Educator Code of Ethics](#)

Explain, analyze, and apply how developmentally appropriate practice relates to classroom practice (including research/evidence-

based practices and instruction/environment, alignment to PK guidelines and TEKS K-6).

Standard or Competency

- INTASC: Planning for Instruction- plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- INTASC: Content Knowledge -understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- INTASC: Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Teacher Standards: 19 TAC §149.1001 Standard 1(Instructional Planning) (A)(i);(B) (i); (D)(i); (E)(ii); Standard 2 Knowledge of Students and Student Learning (B) (i) (ii) (iii); Standard 5(Data-Driven Practice) (D)(i)
- PPR EC3 Standards: 19 TAC235.11:(b) Instructional Planning and Delivery (1-4)(8)(10-11)(13-14) (c)(2)(3) (4)(5) (d)(1)(3-8)
- PPR EC6Standards:19 TAC235.21(b) Instructional Planning and Delivery (1) (4) (7) (9) (12) (c) Knowledge of Students and Student Learning (2) (3) (4)(5)
- STR Standards: 19 TAC §235.15(b): b) Knowledge of Reading Development Components (1-10) (c) Reading Pedagogy (3)
- STR (Test 292): Domain V, Comp. 010 (Learning Across The Curriculum)(A,B,C,E,F,G,H), Comp. 011(B)
- STR (Test 293): Reading Pedagogy Comp. 001(E,G), Comp. 003(all), Comp. 004(all, Comp. 005(all), Comp. 006(all), Comp. 007(all), Comp. 008(all), Comp. 009(all), Comp. 010(all), Comp. 010(all), Comp. 012(all)
- EC-3 Content Standards:19TAC 235:13 (c)(d)(e)(f)(g)(h)(i)(Teaching across the curriculum)
- EC-6 Core Subjects: (c) (g) (h)(i) English Language Arts and Reading Standards (VII) (VIII) (IX) (XI) (XII)
- ILA Standard 2.1-2.4
- EC-6 Core (Test 391): Standard1-12
- Texas PK Guidelines
- Texas K-6 TEKS
- TEXAS ELPS standards

Assignment/Module/Course Activities/Assessment

- Module covering:
 - M1 Effective Reading Instruction M4 Language Arts Purposes
 - M5 Demonstrate Knowledge of content Area ELAR Classroom Instruction
 - M6 Data Driven Strategies
 - M8 The Writing Processing Emergent Literacy Unit Stages 1-5
- Assignments/Key Assessments:

- STR study Videos & Activities
- 10 hrs. of flashcards/study mode in Certify Teacher
- Pre and Post STR Exam
- M1: Deconstruction K-3 TEKS,
- M4: Chap. 13 Oral Language and Chpt. 14 Visual Language, Persuasion and Propaganda, Political Cartoon, Language Arts Purposes, Author's Purpose, Expository Text Structures, Viewing and Visually Representing
- M5: Chpt. 12 Effective Disciplinary Literacy Instruction Grades 4-8, Concept Mapping: Using Graphic Organizers in Content Areas.
- M6: Assessment and Evaluation,
- Assessment Module, Chpt. 10 Assessment
- M8 Writing Development, Chpt. 8 Writing
- Classroom Writing Activity Practice, Quick Writes, Writing Development Document, Writing Intro, in depth, in practice, Writing Strategies, Analyzing Writing Samples
- Collaborative lesson planning on Unit Stages.
- Reflection of Texas Lesson Study. Unit Stage 1: Objectives and pre-planning
- Unit Stage 2: Curricular Webs
- Unit Stage 3: Assessments
- Unit Stage 4 Literacy Centers,
- Culminating Activities, Lessons,
- Unit Stage 5 Cross-curricular and Differentiation
- EXAMS: Chpts: 12, 10, 8
- Written Reflection of Video and Module Readings

Demonstrate and apply an understanding of developmentally appropriate strategies, research/evidence-based assessments/ instructional practices (ELAR, Physical Education, Health Education, Fine Arts, and Science of Teaching Reading).

Standard or Competency

- INTASC: Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Teacher Standards: 19 TAC §149.1001(b) (1) Standard 1(Instructional Planning) (B)(i); (C) (ii); (D) (i); (E) (ii) Standard 2 (C) (iii)
- PPR EC3Standards:19 TAC235.11(b) Instructional Planning and Delivery (b)(7) (d)(2)(5) (f)(3)
- PPR EC6Standards:19 TAC235.21(b) Instructional Planning and Delivery (4) (7) (9) (12)
- STR Standards 19 TAC §235.15: (b)(10) (c)(1-4)
- STR (Test 292): Domain III, Comp. 006 (Differentiating Strategies in Planning and Practice): (A,B,C,D), Comp.007 (Culturally Responsible Practices: (A,C)

- STR (Test 293): Reading Pedagogy Comp. 003(A,E,F), Comp. 004(A), Comp. 005(A), Comp. 006(A,H,I,J,K), Comp. 007(A,H,I,J), Comp. 008(A,F,G,H,I), Comp. 009(A,H,I,J,K,L), Comp. 010(A,H,J,K), Comp. 011(A,F,G,H), Comp. 012(A,G,H,I,J)
- ILA Standard 1.1-1.4
- EC-6 Core (Test 391): (c) (g) (h) (i)
- Texas PK Guidelines
- Texas K-6 TEKS
- TEXAS ELPS standards

Assignment/Module/Course Activities/Assessment

- Module covering:
 - M1 Effective Reading Instruction
 - M4 Language Arts Purposes
 - M5 Demonstrate Knowledge of content Area ELAR Classroom Instruction
 - M6 Data Driven Strategies
 - M8 The Writing Processing Emergent Literacy
- Assignments/Key Assessments:
 - M1: Deconstruction K-3 TEKS,
 - M4: Chap. 13 Oral Language and Chpt. 14 Visual Language, Persuasion and Propaganda, Political Cartoon, Language Arts Purposes, Author's Purpose, Expository Text Structures, Viewing and Visually Representing
 - M5: Chpt. 12 Effective Disciplinary Literacy Instruction Grades 4-8, Concept Mapping: Using Graphic Organizers in Content Areas.
 - M6: Assessment Module, Chpt. 10 Assessment
 - M8 Writing Development, Chpt. 8 Writing
 - Classroom Writing Activity Practice, Quick Writes, Writing Development Document, Writing Intro, in depth, in practice, Writing Strategies, Analyzing Writing Samples
 - Collaborative lesson planning on Unit Stages.
 - Reflection of Texas Lesson Study.
 - EXAMS: Chpts: 12, 10, 8
 - Written Reflection of Video and Module Readings

Analyze various methods of assessing development, learning, and behavior.

Standard or Competency

- INTASC: Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Teacher Standards: 19 TAC §149.1001(b)(5) (Data-Driven Practice) (A)(i)(ii) (C) (ii) (iii)
- PPR EC-3 Standards: 19 TAC 235.11(b)(12) (f)(1-3)
- PPR EC-6 Standards: 19 TAC 235.21(f) Data-Driven Practices (1)(3)
- STR (Test 292): Domain IV, Comp. 008 (Data Driven Practice): (A)

- STR (Test 293): Reading Pedagogy Comp. 001(P), Comp. 002(A-K), Comp. 003(B), Comp. 004(B), Comp. 005(B), Comp. 006(B) Comp. 007(B), Comp. 008(B), Comp. 009(B), Comp. 010(B), Comp. 011(B), Comp. 012(B)
- STR Standards:19 TAC 235.11(c)(2)(4)
- EC-6 Core Examination
- Framework-391(c)(d)(e)(f)(h)(i)
- ILA Standard 3.1-3.4

Assignment/Module/Course Activities/Assessment

- Module covering:
 - M6 Data Driven Practices
- Assignments/Key Assessments:
 - Assessing using Running Records Unit Stage 3: Assessments
 - Quick Reading Assessments
 - Chpt. 10 Assessments
 - Exam: Chpt. 10
 - Written Reflection of Video and Module Readings

Demonstrate an understanding of the role and importance of family in early learning and development.

Standard or Competency

- INTASC: Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- Teacher Standards: 19 TAC §149.1001(b) (2) Knowledge of Students and Student Learning (B) (iii)
- TTS: TAC (chpt. 149) Standard 6 (A) (i) (ii) (iii)
- PPR EC3Standards:19 TAC235.21(c)(2)(4) (e)(1) (g)(1-5)
- PPR EC6Standards:19 TAC235.21(c) Knowledge of Student and Student Learning (4)
- STR Standards: 19 TAC 235.11 (c)(4)
- EC-6 Core Examination Framework-391 (b)(2) 19TAC 228.30(7)
- ILA Standard 6.1-6.3, Standard 4.4

Assignment/Module/Course Activities/Assessment

- Module covering:
 - M2 Create a Safe, Accessible, and Engaging Learning Environment
 - Field Experience
 - Commissioners Initiative: Texas Lesson Plan Study in Collaboration with Region 9. Minilesson presentation, lesson plan collaboration for Unit Stages, and reflection of experience to TEA.
- Assignments/Key Assessments:
 - Collaborative learning on each stage of the required Units.
 - Written Reflection of Video and Module Readings

Analyze and understand the importance of fostering collaborations with families and other professionals to promote students' ability in all developmental areas (including formation of family collaboration plans).

Standard or Competency

- INTASC: Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- Teacher Standards: 19 TAC §149.1001(b) (2) Knowledge of Students and Student Learning (B) (iii)
- TTS: TAC (chpt. 149) Standard 6 (A) (i) (ii) (iii)
- PPR EC3 Standards: 19 TAC 235.21(d)(2)(3)(g)(1-5)
- PPR EC6 Standards: 19 TAC 235.21(c) Knowledge of Student and Student Learning (4)
- STR Standards: 19 TAC 235.11 (c)(4)
- EC-6 Core Examination Framework-391 (b)(2) 19TAC 228.30(7)
- ILA Standard 6.1-6.3, Standard 4.4

Assignment/Module/Course Activities/Assessment

- Module covering:
 - M2 Create a Safe, Accessible, and Engaging Learning Environment
 - Field Experience
 - Commissioners Initiative: Texas Lesson Plan Study in Collaboration with Region 9. Minilesson presentation, lesson plan collaboration for Unit Stages, and reflection of experience to TEA.
- Assignments/Key Assessments:
 - Collaborative learning on each stage of the required Units.
 - Written Reflection of Video and Module Readings

TEXES Preparation:

The Language Arts and Reading content preparation test and review for the EC-6 Core Subjects and Science of Teaching Reading STR certifications will be given during this block.

Course Objectives based upon the State Standards/ILA/INTASC:

The course objectives of the ELAR Block are based on the Standards for Reading Professionals developed by the Professional Standards and Ethics Committee of the International Literacy Association (ILA), Interstate New Teacher Assessment and Support Consortium (INTASC), and the Texas Educator Standards, EC-6 Core Subjects, PPR (EC-12), STR standards and TEXES test framework competencies.

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Texas Educator Standards (Chapter 149)

(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.
- B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
 - ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
 - iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
- C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
 - ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
 - iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
- D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
 - i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
 - ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

- iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
- E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
 - i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
 - ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
- F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
 - i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning.

Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

- A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
 - i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
- B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
- C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
- i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
 - ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
 - iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise.

Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

- 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 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.
 - ii) 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.
 - iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
- B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

- i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
- C) 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.
 - ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment.

Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

- A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
- i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
- B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
- i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
- i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

- iii) Teachers cultivate student ownership in developing classroom culture and norms.
- D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
 - i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - ii) Teachers maximize instructional time, including managing transitions.
 - iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice.

Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

- A) Teachers implement both formal and informal methods of measuring student progress.
 - i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
- B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
 - i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - iii) 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.

- C) Teachers regularly collect, review, and analyze data to monitor student progress.
 - i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
 - i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities.

Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

- A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
 - i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
 - ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
- B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
 - i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
 - ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

- C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
 - i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
- D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
 - i) 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).
 - ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
 - iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Pedagogy and Professional Responsibilities Standards, Early Childhood-Grade 6 (Rule 235.21)

(b) Instructional Planning and Delivery.

Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:

1. Develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
2. Effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
3. Connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
4. Plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
5. Use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
6. Differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;

7. Plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
8. Integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
9. Ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
10. Encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
11. Set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
12. Provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
13. Monitor and assess students' progress to ensure that their lessons meet students' needs;
14. Provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
15. Adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(c) Knowledge of Student and Student Learning.

Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:

1. Create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
2. Connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
3. Understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
4. Understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
5. Understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
6. Identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(d) Content Knowledge and Expertise.

Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must:

1. 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;
2. 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;
3. Keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;
4. Organize curriculum to facilitate student understanding of the subject matter;
5. Understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
6. Promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;
7. Teach both the key content knowledge and the key skills of the discipline; and
8. Make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(e) Learning Environment.

Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must:

1. Embrace students' backgrounds and experiences as an asset in their learning;
2. Maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
3. Establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;
4. Create a physical classroom set-up that is flexible and accommodates the different learning needs of students;
5. Implement behavior management systems to maintain an environment where all students can learn effectively;

6. Maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
7. Maximize instructional time, including managing transitions;
8. Manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
9. Communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(f) Data-Driven Practices.

Early Childhood-Grade 6 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must:

1. Gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
2. Analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
3. Design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(g) Professional Practices and Responsibilities.

Early Childhood-Grade 6 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood-Grade 6 classroom teachers must:

1. Reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
2. Seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
3. 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);
4. Communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and

5. Serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Technology Application Standards for All Teachers [19 TAC 228.30]

- Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
- Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- Standard III: All teachers acquire, analyze, and manage content from digital resources.
- Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills.
- Standard V: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.
- Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.
- Standard VII: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Test 293: Science of Teaching Reading

Domain I—Reading Pedagogy

- 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

- 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.

ILA Standards for Literacy Professionals:

Foundational Knowledge-Standard 1 (ILA):

Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of pre-K/primary literacy and language and the ways in which they interrelate. As a result, teacher candidates will:

- 1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of pre-K/primary/elementary reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence based instructional approaches that support that development
- 1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of pre-K/primary/elementary writing development and the writing process,

and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to the task.

- 1.3 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing
- 1.4 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning

Curriculum and Instruction-Standard 2 (ILA):

Candidates apply foundational knowledge to critically examine pre-K/primary literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent, integrated and motivating literacy program. As a result, teacher candidates will:

- 2.1 Candidates demonstrate the ability to critically examine pre-K/primary/elementary literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program.
- 2.2 Candidates plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for pre-K/ primary learners.
- 2.3 Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of pre-K/primary learners.
- 2.4 Candidates plan, modify, implement, and evaluate evidence based and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visually representing skills and processes of pre-K/ primary learners.

Assessment and Evaluation-Standard 3 (ILA):

Candidates understand, select, and use appropriate assessments to gather evidence on pre-K/primary students' language acquisition and literacy development for instructional and accountability purposes. As a result, teacher candidates will:

- 3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments.

- 3.2 Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.
- 3.3 Candidates use results of various assessment measures to inform and/or modify instruction.
- 3.4 Candidates use data in an ethical manner, interpret data to explain student progress

Diversity and Equity- Standard 4 (ILA):

Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction. As a result, teacher candidates will:

- 4.1 Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities.
- 4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity
- 4.3 Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials.
- 4.4 Candidates forge family, community, and school relationships to enhance students' literacy learning.

Learners and the Literacy Environment-Standard 5 (ILA):

Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies. As a result, teacher candidates will:

- 5.1 Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners.
- 5.2 Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment.
- 5.3 Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences.
- 5.4 Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning.

Professional Learning and Leadership-Standard 6 (ILA):

Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and

their families to enhance students' literacy learning. As a result, teacher candidates will:

- 6.1 Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources
- 6.2 Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.
- 6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.

ELAR & Science of Teaching Reading (TEXES Core Subjects EC-6)

Standards

1. Oral Language 1: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
2. Literacy Development and Practice 4: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
3. Reading Comprehension 7: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.
4. Development of Written Communication 8: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication. (A-I)
5. Writing Conventions 9: Teachers understand how young students use writing conventions and how to help students develop those conventions.
6. Research and Inquiry Skills 11: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
7. Viewing and Representing 12: Teachers understand how to interpret, analyze, evaluate and produce.

Pedagogy and Professional Responsibilities Standards, Early Childhood: Prekindergarten-Grade 3

Standards

Early Childhood: Prekindergarten-Grade 3 pedagogy and professional responsibilities (PPR) standards.

The PPR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Commissioner's Teacher Standards in 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).

Instructional Planning and Delivery. Early Childhood: Prekindergarten-Grade 3

Classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.

Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

1. develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
2. effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
3. connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
4. plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
5. differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
6. plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
7. integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
8. ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
9. encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
10. set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
11. provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;

12. monitor and assess students' progress to ensure that their lessons meet students' needs;
13. provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
14. adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(c) Knowledge of Student and Student Learning. Early Childhood: Prekindergarten-Grade 3

Classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

1. create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
2. connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
3. understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
4. understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
5. understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
6. identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(d) Content Knowledge and Expertise. Early Childhood: Prekindergarten Grade 3

Classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

1. 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;
2. 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;

3. keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;
4. organize curriculum to facilitate student understanding of the subject matter;
5. understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;
6. promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;
7. teach both the key content knowledge and the key skills of the discipline; and
8. make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(e) Learning Environment. Early Childhood: Prekindergarten-Grade 3

Classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

1. embrace students' backgrounds and experiences as an asset in their learning;
2. maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
3. establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;
4. create a physical classroom set-up that is flexible and accommodates the different learning needs of students;
5. implement behavior management systems to maintain an environment where all students can learn effectively;
6. maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
7. maximize instructional time, including managing transitions;
8. manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
9. communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(f) Data-Driven Practices. Early Childhood: Prekindergarten-Grade 3

Classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

1. gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
2. analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
3. design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(g) Professional Practices and Responsibilities. Early Childhood: Prekindergarten-Grade 3

Classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

1. reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
2. seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
3. 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);
4. communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and
5. serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Content Standards, Early Childhood: Prekindergarten-Grade 3
[Standards](#)

(a) Early Childhood: Prekindergarten-Grade 3 Content Standards.

The content standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the content knowledge required to teach early

learners. The standards address content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment. The standards align with the Texas Prekindergarten Guidelines, Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading), Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics), Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science), Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education), Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education), Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts), and The National Association for the Education of Young Children Professional Preparation Standards.

(b) Child Development. The Early Childhood: Prekindergarten-Grade 3

Classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

1. know and understand young children's characteristics and needs, from birth through age 8;
2. know and understand the multiple influences on early development and learning; and
3. use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

(c) English Language Arts and Reading. The Early Childhood: Prekindergarten-Grade 3

Classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(d) Mathematics. The Early Childhood: Prekindergarten-Grade 3

Classroom teachers demonstrate understanding of Kindergarten-Grade 5 Mathematics TEKS, with an emphasis on Kindergarten-Grade 3, and Mathematics Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and

instructional practices to promote students' development of grade-level skills.

(e) Science. The Early Childhood: Prekindergarten-Grade 3

Classroom teachers demonstrate understanding of Kindergarten-Grade 5 Science TEKS, with an emphasis on Kindergarten-Grade 3, and Science Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(f) Social Studies. The Early Childhood: Prekindergarten-Grade 3

Classroom teachers demonstrate understanding of Kindergarten-Grade 5 Social Studies TEKS, with an emphasis on Kindergarten-Grade 3, and Social Studies Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(g) Fine Arts, including Theatre, Art, and Music. The Early Childhood: Prekindergarten-Grade 3

Classroom teachers demonstrate understanding of Kindergarten-Grade 5 Theatre, Art, and Music TEKS, with an emphasis on Kindergarten-Grade 3, and Fine Arts Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(h) Health Education. The Early Childhood: Prekindergarten-Grade 3

Classroom teachers demonstrate understanding of Kindergarten-Grade 5 Health Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(i) Physical Education. The Early Childhood: Prekindergarten-Grade 3

Classroom teachers demonstrate understanding of Kindergarten-Grade 5 Physical Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development Texas Prekindergarten Guidelines and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

Science of Teaching Reading Standards

Standards

(a) Science of Teaching Reading (STR) Standards.

The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:

1. Early Childhood: Prekindergarten-Grade 3;
2. Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
3. Core Subjects with Science of Teaching Reading: Grades 4-8;
4. English Language Arts and Reading with Science of Teaching Reading: Grades 4-8; and
5. English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.

(b) Knowledge of Reading Development Components.

Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

1. oral language development;
2. print awareness and alphabet knowledge;
3. phonological and phonemic awareness;
4. phonics (decoding and encoding);
5. reading fluency;
6. vocabulary development;
7. syllabication and morphemic analysis;
8. comprehension of literary text;
9. comprehension of informational text; and
10. beginning strategies and reading comprehension skills.

(c) Reading Pedagogy.

Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

1. providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
2. implementing both formal and informal methods of measuring student progress in early reading development;
3. implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
4. acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Test 292: Science of Teaching Reading
[Competencies](#)

DOMAIN I—CHILD DEVELOPMENT

- Competency 001 (Foundations of Child Development): Understand foundational concepts of early childhood development from birth to age 8 and factors that influence student development.
- Competency 002 (The Early Learning Process): Understand the developmental processes and characteristics of learning of young children from birth to age 8.
- Competency 003 (Family Engagement): Understand the role and importance of the family in supporting the learning and development of young children from prekindergarten to grade 3.

DOMAIN II—THE INSTRUCTIONAL SETTING

- Competency 004 (Social Skills, Emotional Development, and Behavior Support): Understand how to create positive environments and relationships that help develop interpersonal skills, autonomy, and initiative to explore and learn in young children from prekindergarten to grade 3.
- Competency 005 (The Instructional Setting): Understand how to create positive learning environments that promote the development and learning of young children in prekindergarten to grade 3.

DOMAIN III—EDUCATING ALL LEARNERS

- Competency 006 (Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally appropriate

strategies and practices to effectively teach and engage young children from prekindergarten to grade 3.

- Competency 007 (Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage young children from prekindergarten to grade 3 across all content areas.

DOMAIN IV—DATA-DRIVEN PRACTICE AND FORMAL/INFORMAL ASSESSMENT

- Competency 008 (Developmentally Appropriate Assessment and Practice): Understand the types, selection, and uses of developmentally appropriate assessments and assessment practices to effectively support young children's learning in prekindergarten to grade 3.
- Competency 009 (Progress Monitoring and Data-Driven Instructional Practice): Understand how to design, implement, and evaluate learning experiences and instruction in order to promote development and learning of all students in prekindergarten to grade 3.

DOMAIN V—LEARNING ACROSS THE CURRICULUM

- Competency 010 (English Language Arts and Social Studies): Understand the foundational principles, concepts, and methods in English language arts and social studies to provide developmentally appropriate instruction for students in prekindergarten to grade 3.
- Competency 011 (Mathematics): Understand foundational principles, concepts, and methods in mathematics to provide developmentally appropriate instruction for students in prekindergarten to grade 3.
- Competency 012 (Science and Technology Applications): Understand the foundational principles, concepts, and methods of teaching science and technology applications to provide developmentally appropriate instruction to students in prekindergarten to grade 3.
- Competency 013 (Fine Arts, Physical Education, and Health): Understand foundational skills, concepts, and methods to provide developmentally appropriate instruction for fine arts, physical education, and health to students in prekindergarten to grade 3.

DOMAIN VI—ANALYSIS AND RESPONSE

- Competency 014 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design developmentally appropriate instruction.