Diagnosis and Correction of Reading Difficulties
READ 4223 Section x31
Summer2023

Contact Information
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Academic Interests/Specialization
Reading Assessment, Reading Motivation, Writing self-efficacy, and Vocabulary instruction

Textbook & Instructional Materials
Required:
Johns, J. L. (2017). Basic reading inventory (12thed). Dubuque, IA: Kendall/Hunt Publishing Company. ISBN: 9781524905620
Optional:
Erekson, J., Optiz, M.,& Schendel, R. (2020). Understanding, assessing, and teaching: A diagnostic approach (8thed). Boston: Allyn & Bacon.
Gingham, T. (2018). Teaching Texas: A complete and practical approach to understand applying the pedagogy and professional responsibilities (PPR) TExES(5th ed). Dubuque, IA: Kendall/Hunt Publishing Company. ISBN: 9781524946494

Course Description
To assess EC-3 students' reading ability in ten areas: oral language development, print concept and alphabetic knowledge,, phonological and phonemic awareness, phonics, fluency, vocabulary development, comprehension of literacy and informational texts, reading comprehension skills, and writing development.

Course Objectives
1. Students will demonstrate knowledge of informal assessment measures and will select and use various assessment instruments appropriate for children they are tutoring (ILA standard 7, PPR (f), STR standards, STR Competency 2, 13; EC-3 Competency 6, 7 8, 9, 14).
2. Students will demonstrate knowledge of how to use a child's literacy strengths to meet his/her literacy needs as the students plan and carry out

appropriate literacy lessons for the children they are tutoring(ILA standard 7, PPR (f), STR standards, STR competency 2, 13; EC-3 Competency 6, 7 8, 9, 14).

3. Students will demonstrate knowledge of reading and writing processes and will select appropriate literacy methods, strategies, and materials for the children they are tutoring (STR standards, PPR standards, EC-3 Competency 6, 7, 8, 9)

4. Students will analyze and interpret informal diagnostic data in order to develop tutoring lessons appropriate for the strengths and needs of the children they are tutoring(ILA standard 7, PPR (f), STR standards, STR competency 2, 13, EC-3 Competency 6, 7, 8, 9, 14).

5. Students will demonstrate knowledge of how to document and monitor children's literacy progress (ILA standard 7, PPR (f), STR standards, STR competency 2, 13, EC-3 Competency 6,7, 8, 9, 14).

6. Students will analyze and adjust their own instruction as needed to assist children to develop their literacy abilities (ILA standard 7, PPR (f), STR standards, STR competency 2, 13; EC-3 Competency 6, 7, 8, 9 14).

7. Students will demonstrate knowledge of a variety of reading teaching methods, reading and writing strategies, and materials to assist children with reading and writing including technology implementation plans (ILA standards 1-6, STR standards, EC-3 Content Standards and competencies, PPR standards; EC-3 Competency 6, 8, 9, 14).

8. Students will synthesize diagnostic data obtained from informal assessments, lesson plans, and lesson reflections in a case study report and presentation (ILA standard 7, PPR (f), STR standards, STR competency 2, 13; EC-3 Competency, 6, 8, 9, 14).

9. Students will engage with classroom teachers and parents by sharing their case study report about the children's learning progress (ILA standard 7, PPR (f), STR standards, STR competency 2, 13; EC-3 Competency 2).

Standards

The course learning objectives and framework are aligned with the International Literacy Association (2017) Standards for Literacy Professionals, the Science of Teaching Reading (STR) standards/ examination framework (competency 1-13), TExES PK-3 content standards/examination framework (competency 1-14), PPR standards, Texas Teacher Standard (TAC Chapter 149), and Chapter 110 Texas Essential Knowledge and Skills (TEKS) for Elementary English Language Arts and Reading. The detailed competency (or competencies) and standards for each assignment are listed below. The WCOE Conceptual Framework/Standards and TEKS Standards are listed on Appendix C and D.

International Literacy Association (2017) Standards for Literacy Professionals

Standard 1: Foundational Knowledge

Teacher candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

Standard 2: Curriculum and Instruction

Teacher candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

Standard 3: Assessment and Evaluation

Teacher candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

Standard 4: Diversity and Equity

Teacher candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Standard 5: Learners and the Literacy Environment

Teacher candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Standard 6: Professional Learning and Leadership

Teacher candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

Standard 7: Practicum/Clinical Experiences (for specialized literacy professionals only).Teacher candidates apply theory and best practice in multiple supervised practicum/clinical experiences.

Assignments: Journal Entry; Lesson plans & written reflections; Constructed response questions; Final tutoring report and presentation; case study analysis

PPR Standards

PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery: 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.

PPR Standards 19 §TAC 235.11 (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.

PPR Standards 19 §TAC 235.11(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. Assignments: Case Study Analysis; Final tutoring report & presentation; Teaching Strategy Notebook; Reflective Journals; Theory into Practice Project.

Science of Teaching Reading (STR) Standards
Standard 19 §TAC 235.101 (a) Early Childhood: PreK-Grade 3 standards: **t**he 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.
Assignments: Reflective Journals, Case Study Analysis

Standard 19 §TAC 235.101 (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) 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.
Assignments: Case Study Report Analysis; Teaching Strategy Notebook

Standard 19 §TAC 235.101 (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.

Assignments: Case Study Analysis; final tutoring report and presentation; lesson plans and written reflections

Technology Applications for All Teachers Standards
Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas and create products**:**
1.1k how to use innovative technology and electronic communication to create new knowledge**.**
Standard III. All teachers acquire, analyze, and manage content from digital resources**:**
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats.

Assignment: Case Study Analysis/Lesson plans & written reflections

EC-3 Content Standards

Standard 19 §TAC 235.13 (a) (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.

(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.

Early Childhood: PK-3 Examination Framework TEST 292

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.*
A. Demonstrate knowledge of key theoretical foundations, curriculum and program models, and scientifically based research regarding the development and learning of students from birth to age 8 (e.g., Bruner, Piaget, and Vygotsky; Montessori, Reggio Emilia, constructivist, social-learning, and environmental theories) upon which developmentally appropriate practices in early childhood education are based.
Competency 002 (The Early Learning Process): *Understand the developmental processes and characteristics of learning of young children from birth to age 8.*
B. Demonstrate knowledge of the continuum of teaching strategies for promoting learning—from child-initiated activities to adult-guided instruction; methods to capitalize on incidental and spontaneous opportunities for teaching; and ways to use the environment, daily routines, and interactions to support learning and development (e.g., developmentally appropriate homework practices).
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.* A. Demonstrate knowledge of how to create meaningful, respectful, and reciprocal relationships for families and how to use family-centered strategies to promote effective, ongoing communication and involvement with families to support young children's learning and social skills and emotional development.

B. Apply knowledge of skills and strategies for working collaboratively and effectively with families, including families with linguistically and culturally diverse backgrounds, and of how to build positive relationships by advocating for families and by respecting and valuing families' preferences and goals.

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.*

B. Apply knowledge of strategies and principles for teaching and using problem-solving and conflict resolution skills and for providing individual and schoolwide positive behavioral interventions and supports (PBIS), including monitoring the

effectiveness of PBIS, as well as making modifications and adaptations to inter-ventions as needed.

C. Demonstrate knowledge of developmentally appropriate and effective individual and group management strategies, including best practices for teaching and supporting young children with additional behavioral needs and factors contributing to equitable and inequitable responses to behavior.

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.*

D. Apply knowledge of methods for creating a physical environment and instructional procedures that are linguistically and culturally responsive and meet the needs of all young children, including those with exceptionalities (e.g., disabilities, gifts, talents) and English learners (ELs).
F. Demonstrate knowledge of activities, practices, materials, and technology to support the integration of oral, written, graphic, kinesthetic, and tactile methods into the teaching of key concepts and vocabulary and to assess student learning.

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.*

B. Apply knowledge of effective methods for fostering students' active participa-tion and individual academic success in one-to-one, small-group, and large-group settings and for facilitating students' inclusion in various settings (e.g., ac-ademic, social).
C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to stu-dents' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
D. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from young children.

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.*

A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including

understanding of the benefits of primary and secondary languages and bilingualism to learning.

C. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.

D. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the 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.*

A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessment for evaluating young students across domains.

B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations, curriculum-based measures).

C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.

D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.

E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.

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.*

A. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.

B. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.

C. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.

D. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into students' development, strengths, needs, and learning.

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.*
A. Demonstrate knowledge of the Emergent Literacy – Writing domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5), including the development of the writing process (i.e., §110.2:10 and §110.3–7:11), as well as ways to scaffold and sequence skills and concepts to teach writing to young children.

B. Apply knowledge of developmentally appropriate strategies for fostering students' ability to listen and speak for various purposes (e.g., expressing needs, interacting with others, responding to experiences, developing concepts).

C. Demonstrate knowledge of strategies and technology for developing and reinforcing young children's language acquisition (e.g., oral language, listening comprehension, expressive and receptive vocabulary, pragmatic language skills).

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.*

A. Demonstrate the ability to analyze and interpret formative and summative observational and assessment data for a given student in order to select and accurately describe a significant strength or need that the student demonstrates related to a foundational English language arts, mathematics, or science skill or objective.
B. Demonstrate the ability to select and accurately describe a developmentally appropriate, effective instructional strategy, intervention, or enrichment to build on a student's identified strength or address a student's identified need in the foundational English language arts, mathematics, or science skill or objective.
C. Using sound reasoning and knowledge of foundational English language arts,

mathematics, or science skills, demonstrate the ability to explain the effective-
ness of the selected instructional strategy, intervention, or enrichment to build
on a student's identified strength and/or address a student's identified need.
D. Demonstrate the ability to select and accurately describe a developmentally
appropriate method of informal assessment to effectively monitor the student's
progress toward the identified learning skill or objective.
E. Demonstrate the ability to explain how the specific learning skill or objective in
foundational English language arts, mathematics, or science can be
integrated in other areas of the curriculum to support the generalization or
enrichment of the identified learning skill or objective.

Science of Teaching Reading (STR) Examination Framework TEST 293
Domain I: Reading Pedagogy
Competency 001: Foundations of the Science of Teaching Reading
Demonstrate knowledge of scientifically based reading research**.**
  A. Demonstrate knowledge of the Texas Prekindergarten guidelines related to
     reading and the Texas Essential Knowledge and Skills (TEKS) for English
     Language Arts and Reading (ELAR)**,** (Kindergarten through Grade 5.)
  B. Apply knowledge of the interconnected nature of listening, speaking,
     reading, writing, and thinking by planning reading instruction that reflects
     an integrated and recursive model of literacy**.**
  C. Demonstrate knowledge of the characteristics of students at various stages
     of reading development from learning to read, including emergent,
     beginning, and transitional and advanced in order to help inform
     instructional planning and management of reading instruction.
  D. Recognize that decoding and encoding skills are reciprocal and develop
     synchronously during the early stages of literacy development, and
     demonstrate knowledge of the characteristics of students at various stages
     of spelling development (e.g., pre-communicative or pre-phonetic, semi-
     phonetic, phonetic, transitional, conventional).
  E. Demonstrate knowledge of the interrelationships between the various
     components of reading and the importance of promoting young children's
     development of both foundational reading skills and various dimensions of
     reading comprehension at all stages of reading development.
  H. Demonstrate knowledge of key principles of research-based and evidence-
     based reading instruction, including basing instruction on the standards
     outlined in the Texas Prekindergarten Guidelines and the TEKS for ELAR
     (Kindergarten through Grade 5); making instructional decisions based on
     ongoing assessment results; designing and implementing developmentally
     appropriate, standards-driven instruction that reflects evidence-based best
     practices; and ensuring that reading instruction is systematic, sequential,
     explicit, and strategic and promotes the prevention of reading difficulties.

I. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students to inform instructional planning and engage all students in learning.

J. Demonstrate knowledge of key factors to consider in planning and delivering differentiated instruction and flexible grouping, including students' assessed strengths and needs in the area(s) of reading to be addressed in a lesson, the prerequisite knowledge and skills required for students to be able to benefit from instruction, the pacing of instruction, the complexity of the content or skills to be taught, and the scaffolds needed to support all students' learning.

P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support every student's development in reading, and ways to empower families to engage in at home with their child, and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills, and oral reading fluency

R. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support young children's reading development, reading engagement, and motivation to read.

S. Demonstrate knowledge of criteria for evaluating and selecting curricular resources and research-based strategies and best practices for teaching students how to select, view, and share books and other reading materials for independent reading.

Competency 002: Competency 002 -- Foundations of Reading Assessment

A. Demonstrate knowledge of the role of assessment in standards-based reading instruction, including basing reading assessment on relevant grade-level standards in the Texas Prekindergarten Guidelines or TEKS for ELAR, and using data from ongoing reading assessments to inform instruction, to plan differentiated instruction, and to adjust instructional planning and delivery to meet all students' reading needs.

B. Demonstrate knowledge of key assessment concepts and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties

C. Demonstrate understanding of the importance of using both code-based and meaning-based classroom reading assessments to inform instructional planning, and identify techniques for assessing decoding skills (e.g., using word lists to assess recognition of high-frequency

sight words; using word pattern surveys, etc.) and various dimension of reading comprehension (e.g., using oral retelling, using oral language and writing samples to analyze academic language and vocabulary development, etc.)

D. Demonstrate understanding of the importance of selecting and using texts for reading assessments that reflect a diversity of genres, cultures, perspectives, and time periods, including the diversity of the classroom, the school community, and society.

E. Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses and limitation of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.

F. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading inventories, phonics inventories, spelling inventories, retelling, running records, oral reading fluency measures, and use of rubrics of portfolio assessment of authentic reading tasks.

G. Demonstrate knowledge of the distinctions between group and individual classroom reading assessments and the characteristics, uses, and limitations of various formal and informal reading assessments (e.g., miscue analyses, informal reading inventories, phonics inventories, spelling inventories, retellings, running records, oral reading fluency measures, use of rubrics, portfolio assessment, and assessment of authentic reading tasks).

H. Demonstrate knowledge of strategies for using the results of assessment to guide students' independent reading, including conferencing with individual students about their interest, text selections, and response to specific texts.

I. Demonstrate knowledge of strategies for using the results of assessment (e.g., informal reading inventories, interest surveys or questionnaires) to guide students' independent reading, including conferencing with individual students about their interests, text selections, and responses to specific texts.

J. Demonstrate knowledge of various instructional technologies (e.g., hardware, software, applications) that may be used to support the assessment of reading development.

K. Demonstrate knowledge of strategies for differentiating reading assessments to ensure that they accurately assess all students' reading needs.

Assignments: Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections

Domain 2: Reading Development: Foundational Skills

Competency 003 (Oral Language Foundations of Reading Development)
    A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' oral language development, including their academic language development (e.g., knowledge and usage of sentences and grammatical structures of increasing complexity)
    B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and intervention.

Competency 004(Phonological and Phonemic Awareness) planning and delivery including differentiation strategies and interventions.

    A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness.
    B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 005 (Print Concept and Alphabet Knowledge)
    A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in print concepts and alphabet knowledge, including their understanding of the alphabetic principle.
    B. Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 006 (Phonics and Other Word Identification Skills)
    A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.
    B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills including related

spelling skills, and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 007 (Syllabication and Morphemic Analysis Skills)
  A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in phonics and other word identification skills, including related spelling skills.
  B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonics and other word identification skills including related spelling skills, and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 008 (Reading Fluency)
  A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading fluency.
  B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Assignments: Case Study Analysis; Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections

Domain 3: Reading Development: Comprehension

Competency 009 (Vocabulary Development)
  A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of vocabulary knowledge and skills in the context of authentic and meaningful reading.
  B. Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 010 (Comprehension Development)
  A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development in reading comprehension (e.g., inferring), including their development of reading comprehension strategies (e.g., self-monitoring).
  B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehensions strategies and trends in students' work that provide insights into possible

misconceptions and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 011 (Comprehension of Literary Texts)
  A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of literary texts.
  B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, and analysis of literary texts and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Competency 012 (Comprehension of Informational Texts)
  A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' reading comprehension and analysis of informational texts.
  B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, and analysis of informational texts and to use the results to inform instructional planning and delivery including differentiation strategies and interventions.

Assignments: Case Study Analysis; Teaching Strategy Notebook; Reflective Journals; Lesson plans & written reflections

Domain IV-Analysis and Response

Competency 13 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, development written response based on the data and information presented.
  A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.
  B. Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency (e.g., accuracy, rate, and prosody) and to support the analysis with specific, appropriate examples from the student's reading performance.
  C. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills.
  D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected

instructional strategy or intervention to address a student's identified need in foundational reading skills.

E. Demonstrate the ability to identify a significant need that a student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluate comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text) and to support the analysis with specific, appropriate examples from the students' reading performance.

F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.

Assignments: Constructed response questions; case study analysis;
Final tutoring report and presentation

Campus Carry Policy

Active Shooter:
Senate 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 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."

Campus Carry:
 Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at Campus Carry at MSU Texas.

Academic Honesty

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve.

Plagiarism Statement

Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation properly and you are not allowed to directly quote the textbook or any other books without proper citation.

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 (Student Handbook)

Attendance Policy

This course requires each MSU student to tutor EC-3 students who need to work on their reading skills over the course of eight sessions, even though it is a fully online course. Be professional and dependable while working with young children and parents. Be sure to read each Module carefully.

Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. You need to turn in all course assignments to D2L.

Key Assessments

Case Study tutoring report and case study tutoring report presentation.

Assignments

Clinical Experience: Tutoring Performance

a. During the summer semester, you will design and carry out 8 tutoring lessons, starting with Week 3. You need to work with two children and spend 45 minutes per each child. You can arrange your tutoring session according to your schedules. You also need to submit your tutoring hours to TK-20 system. Please let me know if you need any assistance to find
 tutorees. You need to video tape your tutoring sessions twice and upload to D2L. You need to ask for permission to video tape. Since the D2L has limited data, it will be better for you to create a link after videotaping, therefore, the instructor can easily access your videos.

b. You must finish the Child Protection Training before working with children. You do not need to do it again when you did the training for other courses. However, you need to submit your certification to D2L by June 12th.

Child Protection Training

https://training.msutexas.edu/?id=37a9bfea0a0008954a19954cef9a1aa5

c. You must have a lesson plan for each tutoring session. Take anecdotal notes during and after your tutoring sessions to record your observations of student engagement in reading and writing activities.

d. Demonstrate professionalism in your speech and action at all times when interacting with children and parents.

e. Write thoughtful reflective journal entries after each tutoring session.

f. See some lesson plan examples on D2L.

Double Entry Journal- (Group Project)

Each group needs three students. You will write a journal entry outside of class in response to each chapter's reading, which will be based on the Erekson, Opitz & Schendel textbook (Reading Diagnosis and Improvement 8th edition). The instructor will provide power point for each chapter. No need for the textbook. Each journal entry has two columns. On one side, you'll write at least 5 quotes that strike you during the reading; on the other side, you should write your personal responses to these quotes. The response can be related to your prior knowledge on this topic, other readings you have done, your own schooling/learning experiences, and/or how this quote makes you feel and why, etc. You need to turn in your journal entry after every 5 chapters (Due days are June 11, June 18, and July 7). An example of a Double Entry is listed on page number 27.

Teaching Resource Notebook (Group Project)

You need to create or compile a notebook of 30 teaching strategies that you could use to support EC-3students' literacy development. The strategies should be divided into the following categories: phonics and alphabetic recognition (5), phonological and phonemic awareness (5), fluency (5), vocabulary (5), reading comprehension strategies for narrative and expository texts (5), and writing process (5). Each entry should use the following format:

A. Heading: Name of strategy
B. Purpose: What will the students learn? Why do the routine?
C. Description of the procedures: How would you do this in a classroom or tell someone else how to do this?
D. Materials needed.
E. Activities that could extend the learning.
F. Reference: Where did you get this idea?

You may cross-reference strategies if you feel that they fit into more than one category, however each strategy will be counted only once. An example of a Teaching Strategy Notebook will be uploaded to D2L.

Lesson Plan (Individual Project)

The reason for conducting reading diagnosis is to ascertain one or two children's reading strengths and needs in order to adjust your instruction to benefit their learning. It also depends on the school needs such as the numbers of students who need to receive tutoring sessions. In order to learn how to diagnose the children's strengths and needs and how to adjust instruction, you will assess and

tutor two children. On the basis of your analysis of the data from the assessments you administer and from your observations, you will design and implement approximately seven, 60-90 minute tutoring sessions in which you will utilize the children's literacy strengths to improve their literacy needs. To conduct instructional sessions, you need to collect assessment data to assist you in planning for instruction. You will need to determine what data to collect and what instruction you must provide. You must make decisions about the reading strengths and needs of the children you are tutoring. You are to write a tutoring lesson plan for each tutoring session. The format of the lesson will be discussed in class, and a form for writing the lesson plan is provided.

There are two lesson plan formats listed in the syllabus (pp.28-29). Session#1 (pre-test) will be focused on using Basic Reading Inventor Assessment Textbook. After the tutoring session # 2, you will apply different strategies to meet each child's needs. Lesson plan is due after each tutoring session. The sessions 2-7 are a treatment period. This means that you not only provide a variety of strategies to meet the students' instructional needs, but also include some informal assessments such as taking observation notes, asking questions, etc. Assessment and instruction are always tied together during your tutoring sessions. The final session will be an overview to determine whether the students have made improvement, and it is more like a post-test. An example of lesson plan will be posted to the D2L.

Other Assessments

 (1) Interest Inventory
Several interest inventories are available. You will administer the one most appropriate for the child you are tutoring. Administer the interest inventory during the first tutoring session. Following the tutoring session (do not take tutoring time to analyze the form), summarize in your lesson plan what you learned about the child from the interest inventory. In the written lesson reflection, reflect on that information. How will it affect your tutoring?
(1) Garfield, Burke's, or the Metacognitive Reading Interview
You will be introduced to several reading interview forms during class. The objective of a reading interview is to discover how the child you are tutoring views reading. You will administer the most appropriate interview for the child you are tutoring. Administer the reading inventory during the first tutoring session. Following the tutoring session (do not take tutoring time to analyze the form), summarize in your lesson plans what you learned about the child's views of reading from the interview. In the written lesson reflection, reflect on that information. How will it affect your tutoring?
(2) Writing Sample
During one of the first tutoring sessions and during one of the last tutoring sessions (3 times), collect a writing sample from the children you are tutoring. Do not use tutoring time to do the analysis, use the form handed out in class to analyze each child's writing in terms of syntactic usage, semantic usage,

graphophonic usage, writing mechanics usage (capitalization, punctuation, spacing, and legibility/penmanship). In your lesson plan summarize what you learned about the children's writing from the writing sample. In the written lesson reflection, reflect on that information. How will it affect your tutoring? How can you help each child with writing during the tutoring lessons?

(3) Writing Interview
During one of the first tutoring sessions, administer the writing interview to the children you are tutoring. You may need to reword some of the items for younger children. In your lesson plan summarize what you learned about the children's views of writing from the writing interview. In the written lesson reflection, reflect on that information. How will it affect your tutoring? How can you help each child with writing during the tutoring lessons?

(4) Spelling Inventory
You will be introduced to more than one spelling inventory form during class. During one of the first tutoring sessions, administer the appropriate spelling inventory to the children you are tutoring. In your lesson plan summarize what you learned about their spelling from the spelling inventory. In the written lesson reflection, reflect on that information. How will it affect your tutoring? What are each child's spelling strengths? What are each child's spelling needs? What patterns do you see? How can you help the children with spelling during the tutoring lessons, or is spelling a strength on which you do not need to focus?

(5) Informal Reading Inventory (IRI) and Miscue (Reading Error) Analysis
     Summary Sheets
Administer the various parts of the Johns Informal Reading Inventory. This includes the word lists and oral reading passages. You will only administer the silent reading passages and listening passages if the children you are tutoring are a certain age level. Each part of the inventory provides specific information about the children's reading ability. After administering the IRI, score each part and complete the appropriate summary forms. Following the tutoring session, analyze the information from the forms (do not take tutoring time to do your analysis). Provide a brief summary of the information from each part of the IRI in your lesson plan for that tutoring session. In the written lesson reflection, reflect on that information. How will the IRI information affect your tutoring? What is each child's reading level? What are their reading strengths—word ID or comprehension? What are their reading needs? What patterns do you see in their reading? How can you help each child with reading during the tutoring lessons?

(6) Tutoring Session Running (Reading Error) Records
The running (error) record should be completed on a familiar reading—a 100 to 150 word passage that each child read during the prior tutoring session. In order to administer the running record, you will need a copy of the material the children read. You will mark any miscues as they read. Analyze the reading miscues after the tutoring session. Do not take session time to complete your analysis of the reading. In your lesson plan summarize what you learned about

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each child's reading from the running record. For example, what is your interpretation of the miscue analysis? What patterns do you see in the children's reading? In the written lesson reflection, reflect on that information. How will it affect your tutoring? What are their reading strengths? What are their reading needs? Have the children's reading levels changed? If so, why do you think they changed? If not, why didn't they change? Based on information from the running record, how can you help the children with reading during the tutoring lessons?

Written Reflections (Individual Project)
Following each tutoring lesson, you will write a 1-1 ½ page written reflection of the lesson—what went well, what went wrong, why did it go well, why didn't it go well, what might you have done differently, and so on. You also need to analyze the results of any assessments you administered during the lesson and write up your final tutoring report by the end of the semester. Written reflections are due with the typed lesson (double-spaced, 12 font, Times New Roman) in the class on Monday so that I can give you feedback before the next tutoring session. A reflective indicator includes: (a) things that worked;(b) things that did not work;(c) things to be done differently;(d) plans for future lessons; (e) strengths and weaknesses of the child;(f) anything that stands out/unique/interesting;(g) reasons for lesson activity development; materials selections; (h) student progress in strategy use; (i) request for support of instructional materials and teaching strategies/activities. An example of a reflection will be posted on the D2L.

Case Study Tutoring Report (Individual Project)
Directions: You will write and submit a final case study assessment report that includes the following sections and the content indicated. Please use the section headings in bold print below in your paper. Reports will be graded according to the attached rubric.

I. Background Information (1 paragraph) STR DI, 001, J
Introduce the student by summarizing the student's background and interest information. Include the student's name, age, grade level, ethnicity, and school name. Include any other relevant information such as retention information, if the student has an IEP or receives any special services at school, etc. Summarize what you learned about the student from the attitude survey or interest inventory or other tools you used to get to know the child. Also summarize what you learned from the parent information sheet about the student's background (family, culture, education, linguistic, developmental issues, etc.). End by introducing the assessment process and transition to the assessment and results section below.

II.Assessments and Results STR, DI, 002 B, G, H

Phonological and Phonemic Awareness (2 paragraphs) STR DII, 004, A&B

1. Begin with an introduction of the assessment: what is the name, what is its purpose, what does it assess, how you administered it, etc. Then summarize the student's scores on the phonics assessment. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to phonics. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.

Print Concepts and Alphabet Knowledge (2 paragraphs) STR DII, 005, A&D

1. Begin with an introduction of the assessment: what is the name, what is its purpose, what does it assess, how you administered it, etc. Then summarize the student's scores on the phonics assessment. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to print concepts and alphabet knowledge. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.

Phonics (2 paragraphs) STR DII, 005, A&B

1. Begin with an introduction of the assessment: what is the name, what is its purpose, what does it assess, how you administered it, etc. Then summarize the student's scores on the phonics assessment. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to phonics. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.

Reading Accuracy STR, DII, 008, F, Reading Comprehension STR, DIII, 010, A&B, Fluency STR, DII, 008 A, B,H, I (5 paragraphs)

1. Begin with an introduction of the assessment. What **is** the name, what is its purpose, what does it assess, how you administered it, etc. Explain the assessed components (accuracy, comprehension, fluency) and the types of texts read (literary and informational).

2, 3, 4 Then, provide a written summary of the student's Independent, Instructional, and Frustration reading levels - each in a separate paragraph. For each reading level paragraph, begin by stating the level and then describing what this level of reading means and why it is important. Then, summarize the student's scores for accuracy, fluency, and comprehension and explain the connection to the reading level. Remember to discuss the student's listening comprehension score on grade level text.

5. In the final paragraph, describe the student's strengths and areas of need related to reading accuracy, fluency, and comprehension. Be sure to discuss the student's *stage of reading development* and include characteristics of that level as well. Then discuss the instructional areas for accuracy, fluency, and comprehension that will be your starting places for tutoring, including the first focus strategy for each (accuracy, fluency, and comprehension) and why each strategy is appropriate for this student's needs.

Spelling (2 paragraphs) STR DII, 005, A&B

1. Begin with an introduction of the assessment: what is the name, what is its purpose, what does it assess, how you administered it, etc. Then summarize the student's scores on the spelling assessment and discuss the student's stage of spelling development. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to spelling. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.

Writing

1. Begin with an introduction of the assessment – what did you do and why? Then summarize the student's performance and discuss the student's stage of writing development. Explain what this information means and why it is important.

2. In the second paragraph, describe the student's strengths and areas of need related to writing. Then discuss the instructional area that will be your starting place for tutoring, including the first focus strategy and why that strategy is appropriate for this student's needs.
3. **A detailed rubric will be uploaded to D2L.**

Case Study tutoring Report Presentation (Video with Power Point) (Individual Project)

In order to assist you in preparing your presentation, keep detailed and accurate notes and information from each assessment and tutoring session. Your lesson plans will also provide you with valuable information as you prepare your presentation. Plan to describe two instructional strategies that you have used with your tutoring student during the semester. Your presentation will include a complete explanation of the strategies with PowerPoint visual aids. An evaluation criterion is listed on page 30-31. Please upload your power point to D2L

Comprehensive Case Study Portfolio Folder But not for grading

On the first day of tutoring, begin to collect and store in a folder the materials from each tutoring session. Materials should be arranged chronologically with the most recent materials on top. The folder will include the original assessments,

copies of your lesson plans, and copies of your written reflections. The folder and its contents will become part of the reading clinic files.

Constructed Response Case Study Analysis Project (Individual Project)
You will review two comprehensive case studies. You need to write comprehensive teaching plans and strategies for the two cases. Plan teaching strategies and resources that will help the students in each of the two cases to make progress and overcome reading challenges. The two case studies will be uploaded to D2L.

It is very important that you complete all tutoring lesson plans, assessments, and written reflections in a timely manner in order to prepare for the next tutoring lesson; therefore, late work will not be accepted. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Grades are determined by weighing the course requirements in the following manner.

Table 1
If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile you will lose 100 points for your final grade. Grades are determined by weighing the course requirements in the following manner.

Assignment	Points
Participation/Tutoring Performance	100
Double Entry Journal	150
Teaching Strategy Notebook	100
Lesson Plans	160
Written Reflections	160
Case Study Tutoring Report	130
Case Study Tutoring Report Presentation	100
Constructed Response Case Study Analysis	100
Total	1000

Table 2 Total points for final grade

Grade	Points
A (Mastery)	900 to 1000
B (Proficiency)	800 to 899
D (Developing)	600 to 799
F(Failure)	599 or Below

Course Schedule

** **Indicates due dates**

Module	Assignments	Assignment Due
Week 1: (June 5 to June 9)	(a) Review the course syllabus (b) Grouping-each group needs three students based on his/her last name in alphabetical order. (c) Read Chapters1-5 in Erekson, Opitz & Schendel textbook- Power Point.	** Submit your double entry journal 1# (Chapter 1-5) on June 11th by 11:59pm.
Week 2: (June 12 to June 16)	(a) Child Protection Training https://training.msutexas.edu/?id=37a9bfea0a0008954a19954cef9a1aa5 (b) Read Basic Reading Inventory and review a video- How to use the Basic Reading Inventory to diagnose students' reading challenges. (c) Review a tutoring chart- How to use the Basic Reading Inventory for both pre-test and posttest and other assessment tools. (d) Read Chapters 6-10 in Erekson, Opitz & Schendel textbook- Power Point. (e) Work on teaching resource notebook with your team.	** (a) Child Protection Training Due on June 12th by 11:59pm. ** (b) Review a Basic Reading Inventory's video link before June 17th. The link can only be kept eight days due to the copyright issue. ** (c) Submit your teaching resource notebook on June 17th by 11:59pm. ** (d) Submit your double entry journal 2# (Chapter 6-10) on June 18th by 11:59pm.

Week 3: (June 19 to June 23)	(a)Tutoring sessions	**Submit your lesson plan and written reflection after each tutoring session.
Week 4: (June 16 to June 30)	(a) Tutoring sessions (b) Wrap up your tutoring sessions. (c) Case Study Tutoring Report Instruction and rubric (d) Two Constructive Response Case Study Analysis (e) STR Training Video	** Submit your lesson plan and written reflection after each tutoring session. ** Review Case Study Tutoring Report Instruction and rubric ** Two Constructive Response Case Study Analysis ** Review STR Training Video
Week 5: (July 3 to July 7)	(a) Read Chapters11-14 - Erekson, Opitz & Schendel textbook- Power Point (b) Case Study tutoring Report-writing instruction and example (c) Writing your case study tutoring report/ presentation- Individual Activity (d) Writing Constructed Response Case Study Analysis Project-Individual activity	** (a) Submit Case study tutoring report and presentation on July 5th by 11:59pm. ** (b) Submit Constructed Response Case Study Analysis Project on July 6th by 11:59pm. ** (c) Submit your double entry journal 2# (Chapter 6-10) on July 7th by 11:59pm.

1) "A broad definition is that reading is a dynamic, complex act that involves the bringing to and the getting of meaning from the printed page. This definition implies that readers bring their backgrounds, their experiences, as well as their emotions, into play." Reading Diagnosis and Improvement, pg. 6.

2) "Many times the 'pull-out' program becomes the complete reading program for readers with severe reading problems, and rather than spending more time, the students spend less time in reading." Reading Diagnosis and Improvement, pg. 10.

3) "A diagnostic-reading and improvement program can help to stop the 'failure cycle'. If children continually have reading difficulties, they begin to see themselves as failures; their self-concept is destroyed. The more they perceive themselves as failures, the more they fail." Reading Diagnosis and Improvement, pg. 11-12.

4) "Some educators are disturbed by the term diagnosis because it seems to connote illness or disease, and they do not like the analogies that are often made between medicine and education." Reading Diagnosis and Improvement, pg. 5

5) "Early diagnosis is essential in order to ameliorate reading problems from the start." Reading Diagnosis and Improvement, pg. 6.

1) I agree. I believe the more background knowledge, experiences, and emotions students bring into the classroom, the better readers they will become. They will be able to relate and understand more topics the teacher introduces to the class.

2) I think students with reading problems should receive extra help, but I think the students should spend as much time in their reading class listening, observing, and reading with good readers. Students learn much by others' example.

3) If I am failing at something, it's hard for me to continue trying at it. We need to discover each student's ability level and make sure every student finds success at reading, or they will give up and always hate to read. Once they have success at reading, we can build on it and challenge it.

4) This is a ridiculous statement to me. If reading difficulties are not diagnosed, the student may develop a real medical illness like depression. We need to be positive to help students and parents see that diagnosis will lead to a better reader.

5) I agree the earlier we can diagnose a reading problem, the faster we can solve the problem. As students become older, the more demand for understanding content comes into play. If the student is having problems reading, they definitely are having problems comprehending content.

READ 4223: Lesson Plan Format (Pre/Post Test) - **First Section and Last Section**

Date: _____

Tutor's Name: _____ Child's Name _____

Grade Level: _____ Session #:_____ Date: _____

Independent Level: _____ Instructional Level: ____ ___Frustration Level: _____

Lesson Objective

Procedures
  A. Getting-to-know-you activity

  B. Interest/motivation Assessment: Interest inventories or teacher prepared questions

  C. Reading Assessment (Informal)

      ✓ Oral reading assessment

      ✓ Reading Inventory to check the word identification and fluency

      ✓ Reading comprehension assessment. Use retelling checklist and comprehension questions

      ✓ Vocabulary assessment through observation and use Basic Reading Inventory

  D. Writing Activities

      ✓ Teaching sentence structures and making word games for writing purpose- etc.

  E. Assessment/Evaluation of Learning (Assessment methods or tools to be used, e.g. observation notes, interest inventory, checklist, rubrics, student writing samples, etc.)

  F. Materials (books and other instructional materials)

  G. Analysis of Results for each section- you may keep each section's results until your final report

READ 4223: Lesson Plan Format (Instructional Practice): from the session through the seventh session

Date: _____

Tutor's Name: _____   Child's Name: _____

Grade Level: _____   Session #:_____   Date: _____

Independent Level: _____   Instructional Level: ___ __Frustration Level: _____

Lesson Objective:

Teaching Procedures
   A. Your lessons should cover these following areas, but not all in a single lesson.

   ✓ Reading activities

   ✓ Writing activities

   ✓ Fluency activities

   ✓ Comprehension activities

   ✓ Phonic activities

   ✓ Vocabulary activities

   B. Assessment/Evaluation of Learning (Assessment methods or tools to be used, e.g. observation notes, checklist, rubrics, student writing samples, etc.)

   C. Materials (books and other instructional materials)

   D. Analysis of Results for each section

READ 4223: Case Study Tutoring Report Presentation Rubric (100 points)

STR ELA/Reading, STR comp.13	Quality Item	Improvement Needed (1)	Developing (2)	Proficient (3)	Accomplished (4)
STR comp.13	1. Identifies purpose of each strategy, using Power Point Software.	Does not identify the instructional purpose of either strategy or does not use Power Point Software.	a) identifies instructional purposes of only one strategy, OR b) partially identifies purpose for both strategies	Clearly identifies in detail using Power Point Software, the instructional purpose of each strategy (comprehension or word ID etc, and why used).	Thoughtfully identifies in detail using Power Point Software, the instructional purpose of each strategy (comprehension or word ID etc, and why used).
STR comp.13	2. Identifies tutored student general background, strengths and needs, using Power Point, Software.	Does not identify tutored student strengths and needs, OR does not use Power Point Software.	a) identifies tutored students' strengths or needs but not both, or b) Partially identifies tutored students' strengths and needs.	Clearly identifies tutored student general background, detailed strengths and needs using Power Point Software.	Thoughtfully identifies tutored student general background, detailed strengths and needs using Power Point Software.
STR. Comp.13	3. Describes and demonstrates two strategies with props or scanned images	Does not Explain or demonstrate how to use the instructional strategies or no props or scanned	a) Explanation or demonstration is clear for only one strategy or b) Partially describes and demonstrates	Completely explains and demonstrates with props or scanned images, how to use each instructional strategy.	Thoughtfully and skillfully explains and demonstrates with props or scanned images, how to use each instructional strategy.

		images are used.	strategies with props or scanned images.		
STR. Comp.13	4. Evaluates effectiveness of each strategy for tutored student's learning, considering strengths, needs, diversity factors, etc., using Power Point Software.	Does not evaluate effectiveness of strategies for student's learning OR does not use Power Point Software.	a) Provides evaluation of effectiveness of only one strategy, or b) Provides partial evaluation of effectiveness of strategies for student's learning.	Completely evaluates, using Power Point Software, the effectiveness of both strategies for student's learning considering strengths, needs, diversity, factors, etc.	Deeply and thoughtful evaluates, using power point software, the effectiveness of both strategies for student's learning considering, strengths, needs, diversity, factors, etc.
	5. Presentation length (Audience questions may run overtime)	Presentation is 0 to 4 minutes	Presentation is 5 to 7 minutes or over 15 minutes.	Presentation is 8 to 10 minutes (Questions may run overtime.)	Presentation is 12 to 15 minutes.

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
Students will demonstrate knowledge of informal assessment measures and will select and use various assessment instruments appropriate for children they are tutoring.	ILA 2017 standard 3: Assessment and Evaluation; Standard 7: Practicum/Clinical Experiences PPR Standard (f) Data-Driven Practice STR Standard (c) Reading Pedagogy (1) (2) (3) (4), STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14 InTASC standards: 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. TAC Standard Five (TAC Chapter 149)-Data Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (D) (i) (ii),	Journal Entry Lesson plan and writing reflection Case study tutoring Report Clinical Tutoring Experiences Course Reading Materials
Students will demonstrate knowledge of how to use a child's literacy strengths to meet his/her literacy needs as the students plan and carry out appropriate literacy lessons for the children they are tutoring.	ILA 2017 Standard 2: Curriculum and Instruction STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14 PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students. InTASC Standards: 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 Standards: Application of Content - understand how to connect concepts and use differing perspectives to	Journal Entry Lesson plan and writing reflection Case Study tutoring Report

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. TAC Standard 2 (TAC Chapter 149)- Knowledge of students and student learning (A) (i) (ii)(iii) (B) (i) (ii) (iii) (C) (i) (ii) (ii), STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) and (c) Reading Pedagogy (1) (2) (3) (4), STR test 293 Competency 001-012 EC test 292 Competency 6,7, 8, 9, 14	Clinical Tutoring Experiences Course Reading Materials
Students will demonstrate knowledge of reading and writing processes and will select appropriate literacy methods, strategies, and materials for the children they are tutoring.	ILA 2017 Standard 1: Foundational Knowledge, Standard 2: Curriculum and Instruction PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students. InTASC Standards: 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 Standards: 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.	Lesson plan and writing reflection Clinical Tutoring Experiences Journal Entry

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	TAC Standard 1 (TAC Chapter 149)- Instructional Planning and delivery: (A) (i) (ii)(iii) (B) (i) (ii) (iii) (C) (i) (ii) (ii),(D) (i) (ii) (ii); Standard 3: Content Knowledge and Expertise (A) (i) (ii)(iii) (B) (ii) (iii) (C) (i) STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) and (c) Reading Pedagogy (1) (2) (3) (4) STR test 293 Competency 001-012 STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14	Course Reading Materials Teaching Strategy Notebook
Students will analyze and interpret informal diagnostic data in order to develop tutoring lessons appropriate for the strengths and needs of the children they are tutoring.	ILA 2017 standard 3: Assessment and Evaluation; Standard 7: Practicum/Clinical Experiences PPR Standard (f) Data-Driven Practice STR Standard (c) Reading Pedagogy (1) (2) (3) (4), STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14 InTASC standards: 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. TAC Standard Five (TAC Chapter 149)- Data Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (D) (i) (ii),	Lesson plan and writing reflection Clinical Tutoring Experiences Course Reading Materials
Students will demonstrate knowledge of how to document and	ILA 2017 standard 3: Assessment and Evaluation; Standard 7: Practicum/Clinical Experiences PPR Standard (f) Data-Driven Practice	Lesson plan and writing reflection

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
monitor children's literacy progress.	STR Standard (c) Reading Pedagogy (1) (2) (3) (4), STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14 InTASC standards: 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. TAC Standard Five (TAC Chapter 149)- Data Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (D) (i) (ii),	Case Study tutoring Report Clinical Tutoring Experiences
Students will analyze and adjust their own instruction as needed to assist children to develop their literacy abilities.	ILA 2017 standard 1: Foundational Knowledge, 3: Assessment and Evaluation; PPR Standard (f) Data-Driven Practice STR Standard (c) Reading Pedagogy (1) (2) (3) (4), STR test 293 Competency 001-012 STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14 InTASC Standards: Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. InTASC Standards: 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. TAC Standard 2 (TAC Chapter 149)- Knowledge of Student and Student Learning: Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (ii) (iii).	Lesson plan and writing reflection Case study tutoring Report Clinical Tutoring Experiences Teaching Strategy Notebook

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	Standard 3(Content Knowledge and Expertise) (A) (i) (ii) (iii) (B) (ii) (iii) (C) (i) TAC Standard 5 (TAC Chapter 149)- Data Driven Practice (A) (i) (ii) (B) (i) (ii) (iii) (C) (i) (D) (i) (ii),	
Students will demonstrate knowledge of a variety of reading teaching methods, reading and writing strategies, and materials to assist children with reading and writing including technology implementation plans.	ILA 2017 Standard 1: Foundational Knowledge, Standard 2: Curriculum and Instruction PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students. InTASC Standards: 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 Standards: 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. TAC Standard 1 (TAC Chapter 149)- Instructional Planning and delivery: (A) (i) (ii)(iii) (B) (i) (ii) (iii) (C) (i) (ii) (ii),(D) (i) (ii) (ii); Standard 3: Content Knowledge and Expertise (A) (i) (ii)(iii) (B) (ii) (iii) (C) (i)	Journal Entry Lesson plan and writing reflection Case Study tutoring Report Clinical Tutoring Experiences Course Reading Materials Teaching Strategy Notebook

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) and (c) Reading Pedagogy (1) (2) (3) (4) STR test 293 Competency 001-012 EC test 292 Competency 6,7, 8, 9, 14 EC-3 Content standards (b) child development, (c) English language Arts and reading	
Students will synthesize diagnostic data obtained from informal assessments, lesson plans, and lesson reflections in a case study report and presentation.	ILA 2017 Standard 1: Foundational Knowledge, Standard 2: Curriculum and Instruction, Standard 3: Assessment and Evaluation , PPR Standards 19 TAC §235.11 (b) Instructional planning and delivery(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students. InTASC Standards: 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 Standards: 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. 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	Case Study tutoring Report Case Study tutoring Report Presentation

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Course Activities/Assessment
	TAC Standard 1 (TAC Chapter 149)- Instructional Planning and delivery: (A) (i) (ii)(iii) (B) (i) (ii) (iii) (C) (i) (ii) (ii),(D) (i) (ii) (ii); Standard 3: Content Knowledge and Expertise (A) (i) (ii)(iii) (B) (ii) (iii) (C) (i) STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) and (c) Reading Pedagogy (1) (2) (3) (4) STR test 293 Competency 001-012 EC test 292 Competency 6,7, 8, 9, 14	Journal Entry Lesson plan and writing reflection
Students will engage with classroom teachers and parents by sharing their case study report about the children's learning progress.	PPR Standards 19 TAC §235.11(c): Work to ensure a high level of learning-social-emotional development, and achievement outcomes for all students. 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. TAC Standard 6 (TAC Chapter 149)- Professional Practices and Responsibilities (A) (i) (B) (i) STR Standard (b) Reading Development (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) and (c) Reading Pedagogy (1) (2) (3) (4) STR test 293 Competency 001-012 STR test 293 Competency 2, 13; EC test 292 Competency 6,7, 8, 9, 14	Lesson plan and writing reflection Case Study tutoring Report Case Study tutoring Report Presentation

Appendix B: WCOE Conceptual Framework/ 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 implements 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 adapts 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.

Appendix C: Texas Essential Knowledge and Skills

§110.2   English Language Arts and Reading, Kindergarten

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors,* 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is

meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.

(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

 (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

 (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

§110.3   English Language Arts and Reading, Grade 1

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors,* 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

§110.4   English Language Arts and Reading, Grade 2

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors,* 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts

 (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes

§110.5   English Language Arts and Reading, Grade 3

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized

when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors,* 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Appendix D: **Texas Teacher Standard (TAC Chapter 149)**

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.

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(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.

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.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(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.

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.

(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.

(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.

(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.

(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).

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

(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.

(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.

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