I. Course Description

READ 3310: Survey of Reading is an online course that provides a comprehensive overview of the TEKS systems, theories of reading/SLA (Second Language Acquisition), ELL education, assessment, and related instructional strategies over a 16-week semester. The purpose of this course is to support teacher candidates as they learn about how EC-8 children, including diverse bi/multilingual and multidialectal children, become readers, writers, and thinkers, and how to design curriculum, instruction, and assessment for the creation of the developmentally appropriate, and equitable and inclusive conditions for learning. Topics include (1) the TEKS system, (2) theories, models, methods, and instructional practices for reading and teaching reading/literacies, (3) second language acquisition theories and instructional practices, (4) dual language processes and translanguaging pedagogy; (5) culturally and linguistically responsive pedagogy, (6) equitable classroom learning environments, (7) assessments, (8) professional responsibilities, and (9) technology integration into instruction. The candidate should expect a minimum of two hours of class preparation for each credit hour.

PRE-REQUISITES: Sophomore status required.

PCOE DIVERSITY STATEMENT:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives

READ 3310 is a course in which teacher candidates demonstrate and apply theoretical and pedagogical knowledge about reading/literacy theories, SLA theories, assessment tools, and practices. Teacher candidates will complete various reading/literacy-related assignments and research projects throughout the course. Each assignment is designed to reinforce the shared vision and purpose of the SFA College of Education. It is this philosophy and vision that help distinguish our graduates from those of other institutions. This Survey of Reading course will touch on the following Core Values of the Perkins College of Education:
Vision, Mission, and Values of the College of Education

The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

Mission Statement

The mission of SFA College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values

In the College of Education at SFA, we value and are committed to:

- Service that enriches the community;
- Openness to new ideas, to culturally diverse people, and to innovation and change;
- Collaboration and shared decision-making;
- Integrity, responsibility, diligence, and ethical behavior;
- Academic excellence through critical, reflective, and creative thinking; and
- Life-long learning.

Please follow this link to visit the SFASU College of Education Conceptual Framework: http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

Additionally, the James I. Perkins College of Education Diversity Statement can be found at the following link: http://coe.sfasu.edu/about-us/

As you progress through the program, you will continue to build upon the Perkins College of Education’s Conceptual Framework, Vision, Mission, Goals, and Core Values.

Program Learning Objectives (PLOs) & Student Learning Objectives (SLOs)

- **PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. (ACEI 1; InTASC 1; AMLE 1)
  - **SLO 1.1 Assessment – Discussion on Social Media** Candidates will analyze constructivist models of reading. (EC6 Texas ELA ST IV, XI; 4/8 Texas ELA ST II, VI) (EC6 Texas PPR ST I); T2.2s (ISTE 3c)
  - **ESL SLO 1.2 Assessment – Exam** Candidates will know the theoretical foundations of ESL education including Universal Grammar Theory by Chomsky, The Input Hypothesis theory by Krashen, the Conversation Theory, The Output Hypothesis theory by Swain, the Acculturation theory by Schumann. (ESL SLO 2.1; Texas ESL ST II; TESOL 2) (EC6 Texas PPR ST I, II)
  - **SLO 1.3 Assessment – Exam** Candidates will know that readers use different stances for reading (e.g., effferent and aesthetic) and understand how to teach readers to establish a purpose for reading a variety of texts. (EC6 Texas ELA ST VII; 4/8Texas ELA ST II) (EC6 Texas PPR ST I)
  - **ESL SLO 1.4 Assessment – ELL Writing Collection** Candidates will assess writing samples according to the TELPAS. (ESL SLO 3.2; Texas ESL ST IV & V; TESOL 3a, 3b, 3c) (EC6 Texas PPR ST I, II) (Texas PPR EC6 & 4/8 1.6k; TS EC6 2B(iii); T1.1s (ISTA 2a)
  - **Texas PPR SLO 1.5 Assessment – Exam** Candidates understand the importance of state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS). (Texas PPR EC6 1.7k, 9k, 10k, 12k, 13k, 14k, 19k, 3.13s; TS EC6 1A(iii), 1B (ii), 3A(i) & 4/8 1A(ii), 1B(iii), 1D(i); 2B(iii), 3A(i), 3A(ii), 3C(i)); T2.2s (ISTE 3c), T6.7s (ISTE 3d), T7.1k (ISTE 2b)
  - **Texas PPR SLO 1.6 Assessments – Discussion on Social Media & Visual** Candidates model/facilitate information and ideas effectively to students, parents, peers using a variety of digital age media and formats. (Texas PPR EC6 & 4/8 3.1s, 1.6s, 4.4s, 5.2k); T2.2s (ISTA 3b)
• PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; InTASC 4; AMLE 2; InTASC 4, 5, 6, 7, 8)
  o ESL 2.1 Assessments – Group Presentation and/or Exam Candidates will research and report evidence and research-based principles that support readers’ development within a balanced literacy curriculum framework, and these principles will include position statements from the International Literacy Association (ILA), the National Council for Teachers of English (NCTE), the Literacy Research Association (LRA), and the Teachers of English to Speakers of Other Languages (TESOL). (ELED) (EC6 Texas PPR ST I); T2.4s (ISTE 1d)
  o Texas ELAR SLO 2.2 Assessment – Exam Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (Texas ELAR EC6 7.1k, 2k, 4k, 9k, 22k, 23k, 12s, 14s & 4/8 4.1k, 2k, 7k)
  o Texas ELAR SLO 2.3 Assessment – Discussion Candidates understand how to interpret, analyze, evaluate, and produce. (ELAR EC6 ST 12); T2.2s (ISTE 1d)

• PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought-provoking, inquiry-based instruction to meet the needs of all learners. (ACEI 3; InTASC 2, 3, 5, 7, 8; AMLE 2)
  o SLO 3.2 Assessment – Exam Candidates will explore various types of text (including digital literacy, e-text) to support and promote individual reading development. (EC6 Texas ELA ST VII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I)
  o SLO 3.3 Assessment – Manual and Digital Assignment Candidates will know how to use readability formulas (including Fry’s, Flesch-Kincaid) to appropriately assess both written and digital texts for appropriateness of reading difficulty. (EC6 Texas ELA ST XII; 4/8 Texas ELA ST VII) (EC6 Texas PPR ST I); T3.1s (ISTE 3d)
  o SLO 3.4 Assessments – Exam (Craft a Comprehension Workshop Lesson Plan), a Digital Morning Meeting, & Anchor Chart Assignment Candidates will learn the characteristics of a Reading Workshop environment within a Language and Literacy block of instruction and how to maintain an authentic literacy classroom based on the learning and thinking of the students (including: literate environments, anchor charts, student thinking displayed). (EC6 Texas ELA ST IV, X; 4/8 Texas ELA ST II) (EC6 Texas PPR ST I); T1.1s (ISTE 2b), T2.2s (ISTE 5d), T2.4s (ISTE 3b), T3.1s (ISTE 1d)
  o ESL SLO 3.5 Assessments – Anchor Chart, Digital Morning Meeting, & Exam Candidates will know the factors that contribute to multilingual environments including intercultural communication, intercultural education, cross-cultural education, multicultural education, native culture, target culture, bicultural, ethnocentrism, stereotyping, and long-term intercultural empathy. (ESL SLO 2.3; Texas ESL ST II; TESOL 2.) (Texas PPR EC6 2.1k, 2k, 3k, 4k, 6k, 19k, 2.1s, 2s, 3s, 19s, 7.9s & 4/8 2.1k, 2k, 3k, 4k, 8k, 8k, 19k, 1s, 2s, 3s, 4.12s; CS EC6 1D; TS EC6 & 4/8 4A(i), 4A(ii), 4A(iii))
  o Texas ELAR SLO 3.6 Assessment – Exam Candidates understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (ELAR EC6 7.1k, 2k, 4k, 9k, 12k, 22k, 23k, 7.6s, 7s, 9s, 12s, 13s & 4/8 4.1k, 2k, 7k, 9s, 12s, 13s)

• PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children. (ACEI 4; InTASC 6; AMLE 4; InTASC 1, 2, 3, 5, 6, 8)
  o ESL SLO 4.1 Assessments – Discussion on Social Media & ESL Assessment Position Paper Candidate will analyze concerns involving the assessment of language acquisition including standards, competence performance issues, reliability, validity, summative, and formative evaluations. (ESL SLO 4.3; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II); T2.2s (ISTE 3c), T3.2s (ISTE 3d)
  o SLO 4.2 Assessments – ESL Assessment Position Paper & Exam Candidates will know informal and formal reading assessment measures and identify the appropriate measure assessment based on readers’ needs. (Texas PPR EC6 1.1k, 4.13s, & 4/8 1.11k, 4.13s; ELAR EC6 1.10s & 4/8 1.13s, 2.13s, 3.11s, 4.19s; T2.4s (ISTE 3b & 3c)
  o ESL SLO 4.3 Assessment – ESL Assessment Position Paper Candidate will examine current language assessment tools including American Council on the Teaching of Foreign Languages (ACTFL), Oral Proficiency Interview (OPI), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), Oral Language Proficiency Test (oral ITP), Stanford English Language Proficiency Test (Stanford ELP), English Language Development Assessment (ELDA), and Comprehensive English Language Learning Assessment (CALLA). (ESL SLO 4.4; Texas ESL ST VI; TESOL 4c) (EC6 Texas PPR ST I, II)

• PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children. (ACEI 5; InTASC 9, 10; AMLE 5; InTASC 9, 10)
  o ESL SLO 5.1 Assessment – Build a Personal Weebly Website Candidates will explore the concepts behind building a community of learners through parental involvement in relation to the ESL population including families as partners, home-school communication, family structures related to culture, educational backgrounds, and family literacy. (ESL SLO 5.2; Texas ESL ST VII; TESOL 5a, 5b) (EC6 Texas PPR ST III, IV) (Texas PPR EC6 1.1k, 4.13s, & 4/8 1.11k, 4.13s; ELAR EC6 1.10s & 4/8 1.13s, 2.13s, 3.11s, 4.19s; T2.4s (ISTE 3b & 3c)
  o SLO 5.2 Assessments – Discussion, Visual, & Exam Candidates will identify and utilize professional journals, online professional reading organizations, and current literature. (EC6 Texas ELA ST XII; 4/8 TEaES ELA ST VII; 4.20s; EC6 & 4/8 5.7k; Texas ELAR 4/8 3.11s; TS EC6 3A(iii)); T2.2s (ISTE 1d)

III. Course Assignments, Activities, Instructional Strategies, use of Technology

D2L Support –
• For D2L technical support, contact student support in the Office of Instructional Technology at d2l@sfasu.edu or 936-468-1919. If you need assistance after regular business hours, please use the Support – Live Chat on your D2L homepage.
• To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.
For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

Late work
Late work is NOT accepted except in the event of the death of an immediate family member, serious illness, and with proper documentation, or other circumstances may be considered at the discretion of your professor. Accepted late work for a grade must be completed within one week (7 days) following the return from being absent. See more detail in the Attendance Policy section below.

*** Please note, to ensure all content of the course is learned, all discussions/dropbox assignments/quizzes must be completed before you will be cleared to take the final exam.

PROFESSIONALISM
You are responsible for everything that is covered, distributed, or announced through this syllabus, course content, and weekly/frequent emails. You are expected to (a) show initiative and actively participate in virtual discussions, (b) have a professional demeanor that will reflect your future disposition as a teacher, and (c) participate in the virtual classroom environment. Work is to be professional and neat, and exemplify the quality expected of a future teacher. Correspondences, whether by e-mail, in-person (ECRC 201-D), and/or virtual are expected to be professional and polite.

DISCUSSIONS (will add up to 40 points)
1. Module 1: Introduce Yourself – Professional Weebly Website (3) - TCs (Teacher Candidates) will create a professional website as a tool for effective communication with parents/students and for their own professional learning. This electronic website will function as an electronic portfolio and will include teaching resources and assignments from this course, which will be valuable in the future for job interviews and for teaching.

2. Module 1: Setting Up for Success (2): TCs will write a brief statement regarding what their roles and responsibilities for this course stated in the syllabus and timeline.

3. Module 2: TEKS Learning Objective Family Newsletter (5) - TCs will design and write a lesson plan in the format of a Family Newsletter based on the knowledge and skills they gained from this module: (a) TEKS system, (b) curriculum standards, (c) curriculum alignment, (d) TEKS identification for lesson planning, and (e) English Language Proficiency (ELPS). Throughout this assignment, TCs will learn how to design and write a lesson plan and how to communicate their lesson with parents.

4. Module 5a: Digital Morning Meetings (5) - TCs will identify and synthesize the concept and the constructs related to the morning meeting, and design a lesson for morning meetings using various digital tools in order to promote the creation of a classroom community of learners.

5. Module 5a: Building Community Within the ELL Population (5) - TCs will select one or two articles from the TESOL Journal website that align with their interests and are related to the education of English Language Learners (ELLs). They will then summarize the chosen article(s) and share what they have learned from them, highlighting any new insights gained. Additionally, TCs will engage in discussions by responding to their peers' comments and reflections on the articles.

6. Module 5b: Becoming a Culturally and Linguistically Responsive Educator (5) - TCs will summarize the concepts related to Culturally and Linguistically Responsive Pedagogy (CLRP), and explain how to implement CLRP in classrooms, schools, and communities.
7. **Module 6b: Reader’s Workshop Reflection (5)** – TCs will watch two exemplary teachers’ reading workshop videos and write what they learned from the teachers’ practices by answering five guided questions.

8. **Module 7a: Award Winning Book Family Newsletter (5)** – TCs will write a family newsletter that includes information about what and how to teach children’s literature in school with digital resources and lists of books that parents can use to support their children at home.

9. **Module 8: Action Research (5)** - TCs will conduct action research with one or two preK-12 teachers or administrators to explore the implementation of educational laws, such as CPS, ARD, FERPA, educator’s code ethics, and laws about ELLs, IEP, etc.

**DROPBOX ASSIGNMENTS: (will add up to 30 points)**

1. **Module 3a: ELL Assessment Position Paper (5)** - TCs will synthesize a summary of current knowledge related to the issues surrounding the testing and assessment of ELLs and write a position paper about it with potential suggestions about how ELLs should be assessed for the quality and equitable education of ELLs.

2. **Module 3b: ELL’s Writing Collection Analysis (5)** - TCs will evaluate ELLs’ English language proficiency according to ELPS guidelines by analyzing ELL students’ writing samples from content-areas such as ELAR, math, science, and social studies.

3. **Module 6b: Anchor Chart Examples (5)** – TCs will analyze anchor charts by comparing and contrasting good and bad examples of anchor charts.

4. **Module 6c: Reader’s Workshop Comprehension Lesson Plan (5)** – TCs will write a reader’s workshop lesson plan using the edTPA form. The edTPA-based readers’ workshop lesson plans is composed of (1) planning, (2) learning objectives, (3) ELPS, (4) mini-lesson, (5) worktime, (6) debrief, and (7) teacher planning analysis. The teacher planning analysis includes (a) central focus, (b) supporting student literacy learning, (c) academic language, and (d) monitoring student learning.

5. **Module 7c: Determining Readability (5)** – TCs will analyze their own writing using various readability tools such as Fry’s readability graphs, MS Word, and other Internet apps. TCs will analyze their writings quantitatively (e.g., numbers of syllables, words, sentences, and paragraphs) and qualitatively (e.g., structure, clarity, coherence, cohesion, levels of meaning and purpose, conventionality, etc.) in order for TCs to comprehend the meaning of text complexity and choose appropriate texts on their students’ grade level.

6. **Module 9: Translanguaging Pedagogy (5)** – TCs will understand what translanguaging is, why it is important to enact translanguaging pedagogy in our classroom practice and learn how to enact translanguaging pedagogy in their future classrooms.

**QUIZZES & COMPREHENSIVE FINAL EXAM: (will add up to 30 points)**

1. **Module 2: The TEKS System (5)**
2. **Module 4a: New Literacies of 21st Century Technology (5)**
3. **Module 4b: Foundations of ESL (5)**
4. **Module 7b: Digital Literacy and E-Books (5)**
5. **COMPREHENSIVE Final Exam (10)**
IV. Evaluation and Assessment (Grading):

Earned grades will be assigned at the end of the semester on the following basis:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>69 – 60%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

Please note, **there are extra credit options for this course.**

V. Course Timeline:

A separate course timeline is located at the end of this document.

VI. Required Textbook:

None – all required reading material is provided within the modules.

Live Text:

As of now, this course **DOES NOT have a LiveText assessment.**

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: (a) Course and program improvement, planning, and accreditation; (b) Instruction evaluation purposes; and (c) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII: Student Ethics and Other Policy Information:

Attendance Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, the failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Students with Disabilities:
To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity Policy 4.1:

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of intellectual honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to 1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; 2) the falsification or invention of any information, including citations, on an assigned exercise; and/or 3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are: 1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; 2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and 3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy http://www.sfasu.edu/policies/academic_integrity.asp.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Policy 5.5:

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six-course drop limit since the student is incurring an academic penalty.

Student Code of Conduct Policy 10.4:

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct that violates the Student Code of Conduct.
The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **On-campus Resources:**
  - SFASU Counseling Services
    3rd Floor Rusk Building
    936-468-2401
  - SFASU Human Services Counseling Clinic
    Human Services Room 202
    936-468-1041

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

### IX. Code of Ethnic for Texas Educators

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward the realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

### Texas Certification/Licensing:

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

References


# READ 3310-503 Tentative Timetable

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments (Total Possible Points)</th>
<th>Due in D2L by 11:59 PM</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>• Introduction to READ 3310&lt;br&gt;• Module 1: Setting Up for Success&lt;br&gt;• Module 2: The TEKS System</td>
<td>• Discussion: Introduce Yourself - Professional Weebly Website (3)&lt;br&gt;• Discussion: Setting Up for Success (2)&lt;br&gt;• Discussion: TEKS Learning Objective Family Newsletter with Resources (5)&lt;br&gt;• Quiz: The TEKS System (5)</td>
<td>Sunday 7/9</td>
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<td><strong>Week 2</strong></td>
<td>• Module 3: Things to Consider When Planning Lessons&lt;br&gt;○ 3a: Assessments&lt;br&gt;○ 3b: ELLs in Education&lt;br&gt;• Module 4: Who Has Influenced Reading Instruction?&lt;br&gt;○ 4a: Pioneers of English Language Arts&lt;br&gt;○ 4b: Pioneers of ESL Language Arts&lt;br&gt;• Module 5: Creating a Classroom Community&lt;br&gt; ○ 5a: Creating a Classroom Community</td>
<td>• Dropbox: Position Paper about Assessing ELLs (5)&lt;br&gt;• Dropbox: ELLs’ Writing Analysis (5)&lt;br&gt;• Quiz: New Literacies of 21st Century Technology (5)&lt;br&gt;• Quiz: Foundations of ESL (5)&lt;br&gt;• Discussion: Digital Morning Meeting Lesson (5)</td>
<td>Sunday 7/16</td>
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<td><strong>Week 3</strong></td>
<td>• Module 5: Creating a Classroom Community&lt;br&gt; ○ 5b: Culturally and Linguistically Responsive Pedagogy&lt;br&gt;• Module 6: What is a Literate Environment:&lt;br&gt; ○ 6a: Reading Zone&lt;br&gt; ○ 6b: Anchor Charts&lt;br&gt; ○ 6c: Reader’s Workshop</td>
<td>• Discussion: Building Community within the ELL Population (5)&lt;br&gt;• Discussion: Writing a paper about “Becoming a Culturally and Linguistically Responsive Educator” (5)&lt;br&gt;• Discussion: Reader’s Workshop Reflection (5)&lt;br&gt;• Dropbox: Anchor Chart Example (5)&lt;br&gt;• Dropbox: Reader’s Workshop Comprehension Lesson Plan (5)</td>
<td>Sunday 7/23</td>
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<td><strong>Week 4</strong></td>
<td>• Module 7: Types of Text&lt;br&gt; ○ 7a: Awards &amp; Genres&lt;br&gt; ○ 7b: Digital Literacy&lt;br&gt; ○ 7c: Readability&lt;br&gt;• Module 8: Professional Responsibilities&lt;br&gt;• Module 9: Translanguaging Pedagogy</td>
<td>• Discussion: Award Winning Book Family Newsletter (5)&lt;br&gt;• Quiz: Digital Literacy and E-Readers (5)&lt;br&gt;• Dropbox: Determining Readability (5)&lt;br&gt;• Discussion: Action Research (5)&lt;br&gt;• Dropbox: Translanguaging Pedagogy (5)</td>
<td>Sunday 7/30</td>
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<td><strong>Week 5</strong></td>
<td>************ Comprehensive Final Exam (10) **********&lt;br&gt;• Complete missing assignments to be eligible to take the final exam.&lt;br&gt;• Monday (7/31/2023) --- available until Thursday (8/3/2023) 11:59 PM.</td>
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<td>Thursday 8/3</td>
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**READ 3310-503**