



Reading Academies Pathways

Prior to enrolling a teacher in Reading Academies, the district determines which pathway aligns most closely with the teacher's role. Each pathway provides specialized content divided into 12 modules aligned to the Science of Teaching Reading (STR).

The ELAR or Bilingual pathway can be completed in 60 hours. The Administrator pathway can be completed in 42 hours.

ELAR Pathway

Builds content knowledge in STR and the aligned evidence-based instructional practices that impact a student's literacy achievement within the English language. This pathway also supports students learning English as a second language. May be led by a certified ELAR or bilingual cohort leader.

Who should enroll? educators, including classroom teachers, specialists, special education teachers, administrators

Bilingual Pathway*

Builds teacher knowledge and skills on STR for Spanish-English bilingual classrooms. Participants master Spanish and English evidenced-based literacy pedagogy, cross-linguistic connections, and knowledge to support student literacy achievement in both languages. This path supports all four [Texas Bilingual Education models](#). May only be led by a certified bilingual cohort leader.

Who should enroll? Spanish-English bilingual educators (including classroom teachers, specialists, special education teachers) and Spanish-proficient administrators leading campuses with Spanish-English bilingual programming

* Some districts may offer an ELAR + Bilingual option with access to all 24 modules included in both pathways. At least one cohort leader must be bilingual certified.

Administrator Pathway

This pathway is for campus or district administrators only. Builds content knowledge and skills in STR by using information from the ELAR and Bilingual pathways filtered through a campus leader's lens. Participants complete differentiated artifacts focused on identifying campus-level patterns and applying data-driven instructional change using Reading Academies concepts. May be led by a certified ELAR or bilingual cohort leader.

Who should enroll? campus principals, assistant principals, district-level leaders



After selecting a pathway, the district must choose between the comprehensive or blended model and select an authorized provider.

Comprehensive Model

A comprehensive cohort includes **30–60 participants**. This model is completed with a combination of **pre-work in Canvas and live sessions** with extra coaching support.

To pass Reading Academies, learners must complete the pre- and post-test; complete pre-work (CFUs and discussion posts) and artifacts; attend live training sessions; and demonstrate mastery of Reading Academies content during classroom observation by the cohort leader.

The cohort leader documents and verifies attendance and completion of all requirements, and the participant receives a digital certificate verifying completion.



Blended Model

A blended cohort includes **50–100 participants**. Training modules are **delivered online**, and a facilitator provides feedback through Canvas and additional office hours.

Learners must complete all 12 modules and demonstrate proficiency on checks for understanding (CFUs), discussions, and artifacts to receive credit.

The cohort leader affirms completion and at least 80% proficiency (including scores from inter raters) on artifacts. Once requirements have been met, the participant receives a digital certificate verifying completion.

