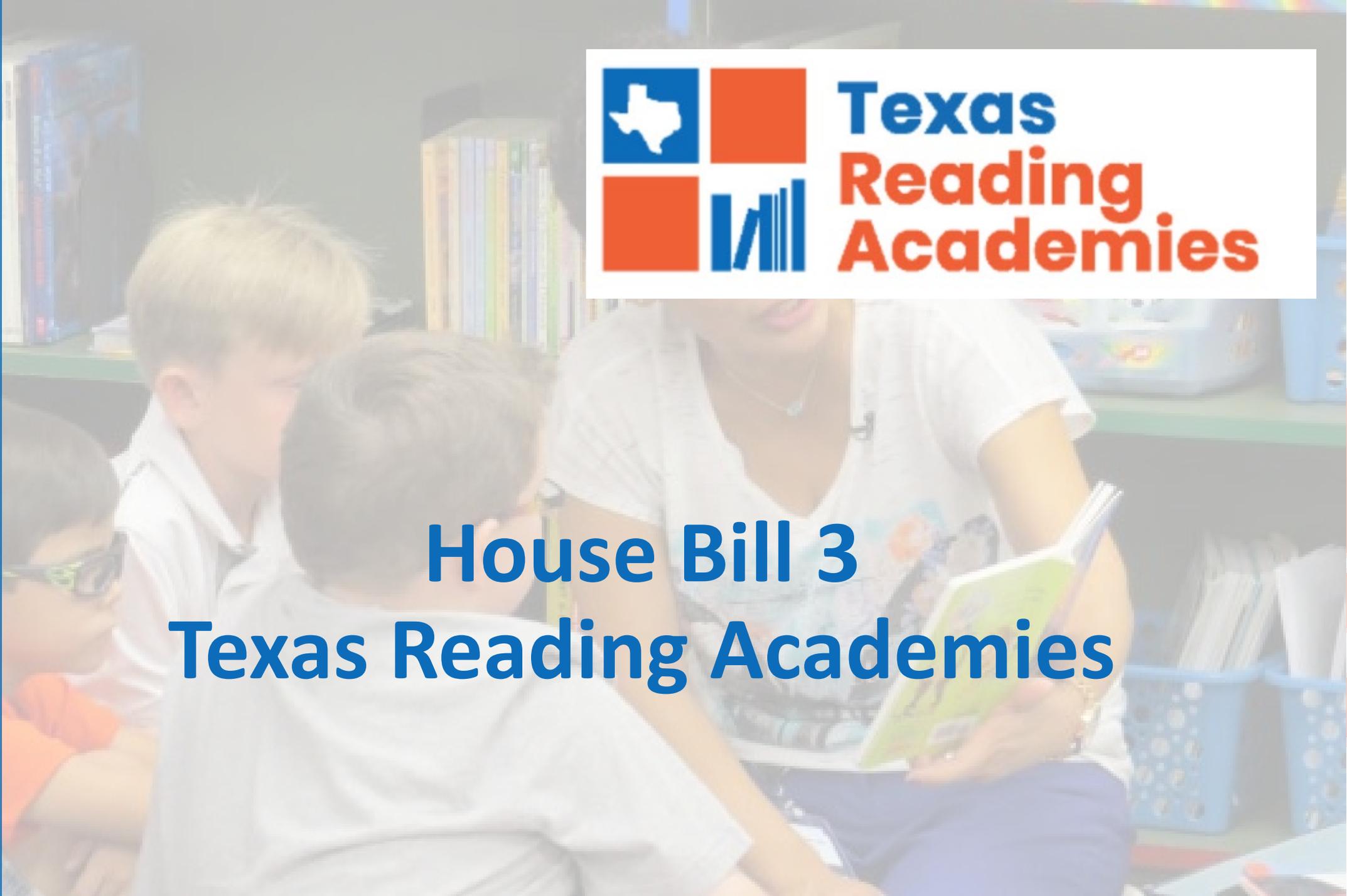




**Texas
Reading
Academies**

A photograph of a teacher sitting on the floor in a library, reading a book to a group of young students. The teacher is wearing a white t-shirt and blue pants. The students are also sitting on the floor, looking at the book. Bookshelves filled with books are visible in the background.

**House Bill 3
Texas Reading Academies**

General Housekeeping

- This is a webinar – microphones will be put on mute and cameras will remain off.
- We will be recording this session live.
- All questions will be collected via the AskMe1 or AskMe2 chat.
- We will update the FAQs on TEA's Reading Academies webpage after the webinar series is complete.

Overview

1. The importance of Reading Academies
2. Current flexibility for Reading Academies implementation
3. Additional flexibility for Year 3 implementation (2022-23 school year)
4. Implementation decisions for success
5. Changes that are coming after Year 3

Why This Matters

- Approximately 65% of 4th & 8th grade students who participated in the 2019 NAEP Reading Assessment in Texas scored BELOW Proficient.
- Researchers agree that children develop skilled reading abilities when decoding and language comprehension abilities are strong
- Many educators are not prepared to provide evidence-based reading instruction, assess student learning, and adjust instruction based on specific needs



Texas Reading Results

As noted in the Texas Commission on Public School Finance report:

- Only 58% of Texas students currently come to school Kindergarten ready, and in 2018 **only 4 in 10 students met the state's 3rd grade reading standard.**
- Per the 2017 National Assessment of Education Progress ("NAEP"), also known as the Nation's Report Card, **Texas children rank 46th in the country in 4th grade reading proficiency**, a decline of five spots since their 2015 ranking.

In 2019, House Bill 3 established new requirements for Texas Reading Academies

Goal

To increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement

Texas Reading Academies are steeped in the Science of Teaching Reading (STR), which is educator application of evidence-based reading methods that best support development of skilled reading

Texas Reading Academies Content

- Science of Teaching Reading
- Establishing a Literacy Community
- Using Assessment Data to Inform Instruction
- Oral Language and Vocabulary
- Phonological Awareness
- Alphabet Knowledge, Print Concepts, and Handwriting
- Decoding, Encoding, and Word Study
- Reading Fluency
- Reading Comprehension
- Written Composition



In Statute

School districts and open-enrollment charter schools must ensure that not later than the 2022-2023 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a reading academy [TEC, §28.0062(2)(A)]

To date, nearly 90,000 teachers have completed or started Texas Reading Academies

Total Learners= 86,163

Administrators= 6,374

Biliteracy= 7,604

Dual Bilit= 2,337

Dual ELAR= 3,834

Dual Pathway= 6,849

ELAR= 59,165

Total Courses= 1,714

Administrator= 150

Biliteracy= 172

Dual Bilit= 92

Dual ELAR= 91

Dual Pathway= 158

ELAR= 1,051

Total Completions= 27,102

Administrator= 2,638

Biliteracy= 1,317

Dual Pathway= 6,920

ELAR= 16,227

As of March 9, 2022



Reflections

Participant testimonials

“ The most significant thing I have learned is the importance of strong and solid foundation in Phonological Awareness. In my case being a Kindergarten Bilingual teacher, my number one priority is to provide a targeted and direct instruction to create skilled and lifelong readers and writers. I have seeing firsthand how with more explicit and intentional instruction in PA, the better my bilingual students are able to transfer this knowledge when they begin to learn a second language. The Reading Academies have helped me to have deeper understanding of the foundational skills a student needs before becoming a skillful reader. ”

Rosa Ruiz

Kindergarten Bilingual Education Teacher

Participant testimonials



I have always been fascinated by the way the brain learns facts and logical reasoning. For this, I have to say that my favorite part has been Module 8B: Biliteracy Decoding, Encoding, and Word Study.

Learning the most important similarities and differences between Spanish and English allows us to build students’ knowledge, confidence and perseverance in both languages.

Chapter 4 “Spanish and English Syllable Division Patterns” has brought into light how one language can support the other and how each has to be taught.



Juan Alvarez
Kindergarten Bilingual Education Teacher

Participant testimonials

“ The most significant thing I have learned is how great the need is for better reading instruction across the board. The information has been informative and enriching.

I would tell colleagues that the Reading Academies is intense but is of good quality and that all teachers should be required to take it, as all teachers do teach reading even if it is only in their content area, vocabulary and rich language experiences are important for all learners.

I wish I had had it when I was a classroom teacher. I have used some of the handouts and graphics to help educate parents and teachers. ”

Melisa Simmons, M Ed., CALT

Reading Academies are intentionally designed to provide choice in implementation to meet local needs and priorities



Choice of **model**: comprehensive (in-person) or blended (in-person and asynchronous)



Choice of **Authorized Provider**



Choice between **local implementation** approach (district hires cohort leader) or direct service (Authorized Provider hires cohort leader)



Choice among five different **start dates** (launch months) each year



Choice of **individualizing the schedule** within an 11-month period (local implementation only)

Both state and local requirements identify individuals who must complete Texas Reading Academies

*Districts and charter schools have the authority to **require** Reading Academies.*

Districts (LEAs) continue to have authority to exempt art, health education, music, physical education, speech communication and theatre arts, or theatre teachers.

Required by HB 3	*Strongly encouraged*	
<ul style="list-style-type: none"> • K-3 general education classroom teachers • K-3 special education classroom teachers • Principals that have K-3 classrooms on their campus <p>General rule of thumb – “teacher of record”</p>	<ul style="list-style-type: none"> • Assistant Principals • Reading Interventionists • Literacy Coaches • Dyslexia teachers • Speech pathologists • Librarians • Full-time employees who tutor students in ELAR/SLAR • 4-5 teachers (all content areas) • District ELAR Coordinators 	<ul style="list-style-type: none"> • Pull out GT teachers • Part-time tutors • *Math interventionists • Hourly interventionists • *STEM teachers • Pull out TVI teachers • Superintendents • *Health, art, PE, and theatre teachers <p>* Participation would be rare</p>

Districts and charter schools choose between two models and select an authorized provider

Comprehensive Model

- Up to 60 participants
- Completed with a combination of Canvas modules and live sessions with extra coaching support
- Participants must achieve 80% mastery on all Canvas assignments (including checks for understandings and artifacts). They must attend live training sessions, participate in group discussions in-person, and demonstrate mastery of content during classroom observation by the cohort leader.
- Cohort leader documents and verifies attendance and completion of all requirements

Blended Model

- Up to 100 participants
- Modules are delivered online; a facilitator provides feedback through Canvas and additional office hours
- Participants must complete all modules and demonstrate proficiency on checks for understanding, discussions, and artifacts to receive credit
- Cohort leader affirms completion and at least 80% proficiency on artifacts

LEAs choose one of four reading academies pathways in which to enroll participants.

All four pathways build knowledge in the STR and the aligned evidence-based instructional practices that impact a student's literacy achievement

ELAR Pathway	Biliteracy Pathway	Admin Pathway	Dual Pathway
<p>For teachers with English-speaking students or English learners</p> <p>Led by an ELAR cohort leader</p>	<p>For teachers with bilingual students (applies to all four bilingual models)</p> <p>Led by a Biliteracy cohort leader</p>	<p>For campus and district administrators</p> <p>Led by an ELAR or Biliteracy cohort leader</p>	<p>For districts with both ELAR and Biliteracy teachers</p> <p>Led by a Biliteracy cohort leader</p>

HB 3 Added New Funding for Reading

Available Funding Sources

- Districts receive several new funding sources in HB 3 that can be used to support reading instruction, including paying for teacher attendance at reading academies
- For more information, watch the Early Childhood Education and Special Education and Dyslexia HB 3 in 30 videos on <https://tea.texas.gov/HB3/>
 - **Early Education Allotment:** additional 0.10 for each student in grades K-3 who is educationally disadvantaged or Limited English Proficient (LEP)
 - *A student who is both educationally disadvantaged and limited English proficiency generates a funding weight of 0.20*
 - **Dyslexia Allotment:** additional 0.10 for each eligible student with dyslexia or a related disorder who is receiving dyslexia services
 - **Basic Allotment Increase:** additional \$1020 per student in ADA.

Existing Funding Can Support Reading

Existing or Expanded Funding Available

- **Coordinated, Early Intervening Services (CEIS)** may also be used (See TEA website under Special Education Programs and Services)
- HB 3 further expanded additional funding streams. For more information visit <https://tea.texas.gov/HB3/>.
 - **Bilingual Education Allotment:** includes incentivized funding for two-way dual language program models including and additional 0.15 for LEP students and 0.05 for native English speaking students
 - **Compensatory Education (Comp Ed):** under HB 3, the formula for Comp Ed increases from 0.20 to a range of 0.225-0.275 per student based on the census block group of the student's home address

This list is not exhaustive. Many other funding sources support this work.

Year 3 adjustments will make Reading Academies more flexible, more efficient, and more effective

More Flexible



Districts may allow certain teachers to attempt to demonstrate knowledge without completing modules first



Teachers who passed the STR exam will not have to complete all reading academies module content



Participants with extenuating circumstances will continue to have additional time to complete academies

More Efficient



Content will be streamlined to ensure actual seat time accurately reflects projected seat time



Cohort leaders will no longer be required to grade artifacts



Districts will be able to verify reading academies completion on the TEA website

More Effective



Authorized Providers will have more resources and recommendations for supporting the strong local implementation planning with districts



A demonstrated proficiency option will recognize knowledge and expertise some educators already possess

What we heard

Certain individuals already possess the requisite knowledge and expertise regarding the science of teaching reading that is addressed in the reading academies.

What we are doing

Beginning at the start of the 2022-23 school year, a demonstrated proficiency option will acknowledge the expertise that certain individuals already possess without having completed a full 12-module academy.

1. To be eligible, an individual must have a written recommendation from a district administrator.
2. An individual will be required to pass a prescreening exam (similar to the cohort leader exam).
3. An individual will be required to complete 3 artifacts (similar to the cohort leader artifacts).



Teachers who passed the STR exam may not have to complete all reading academies content

What we heard

Questions about requirements for individuals who have passed the new Science of Teaching Reading (STR) Exam

What we are doing

Beginning in the 2022-23 school year, a new pathway will allow teachers who passed the STR exam to complete a reading academy without having to complete all content in the full academy.

- We will identify the content from each of the 12 Texas reading Academies modules that these teachers will minimally need to complete (i.e., the instructional chapters, not the knowledge-building chapters).
- Content will represent a reduced number of hours from the complete academy.
- These teachers will still have to successfully complete the artifacts to earn HB 3 credit.

NOTE: Districts may require STR-certified teachers to complete the full Texas Reading Academies, if they so choose.



Participants with extenuating circumstances will continue to have support and additional time to complete academies

What we heard

Some teachers need additional time to complete an academy that they have already started.

What we have already done

At the participant level, an extenuating circumstances course currently exists for individuals who need additional time to complete an academy.

- Decisions regarding this option are made on a case-by-case basis.
- Based on a determined need, Authorized Providers submit requests to TEA for approval.

What we are doing

An entire cohort may be able to pause if the following conditions exist:

- A cohort leader is willing and available to support the cohort after the pause
- All participants in the cohort wish to pause
- A plan and schedule is established now for completion of the academy after the pause



Streamlined content will ensure actual seat time matches projected seat time

What we heard

Modules are taking longer to complete than the published estimated timeframes.

What we are doing

- Some content will become optional instead of required. For example, required Module 3 content will be decreased from three hours to one hour.
- Additional information will be moved to handouts and/or the participant notebook.
- Certain modules discussions and activities were streamlined to ensure estimated hours reflect learner experiences.



A centralized artifact scoring process will increase calibration and allow cohort leaders to support participants in other ways

What we heard

Moderated grading requires cohorts to operate within the same timeframes and limits the ability for individual adjustments when necessary.

Cohort leaders are spending more of their time grading artifacts than coaching teachers.

There are inconsistencies in the way graders score artifacts.

What we are doing

A single entity will be responsible for all artifact grading beginning in Year 3.

Cohort leaders will no longer be responsible for grading artifacts.

The proposed changes above will lead to increased calibration for scoring because graders will receive extensive training and supports (e.g., calibration training, artifact grading guides, learner submission checklists, moderated grading checkpoints, etc.)



Districts will be able to verify reading academies completion on the TEA website

What we heard

Administrators must be able to verify an individual's successful completion of a reading academy when hiring and determining teaching and campus leadership assignments.

What we are doing

In spring 2022, a searchable database on the TEA website will allow administrators to verify that an individual completed a reading academy.



Teachers need dedicated time and local support to successfully complete reading academies

What we heard

Teachers find it difficult to complete academies on their own time.

There are many competing priorities this school year.

What we are doing

We will be sharing best practices in district implementation

- Up to six modules can be completed in the summer to reduce the amount of content participants are required to complete during the school year.
- Intentional scheduling & pacing at the local level help participants to be successful.
- Local implementation support (e.g., through instructional coaches) helps teachers practice what they are learning.
- Stipends are a strong incentive for teachers.



TEA and Authorized Provider support is essential to consistent high-quality statewide implementation

- Authorized providers will have **options** beyond the current six-to-11-month window to offer extended calendars and flexibility for extenuating circumstances
- Authorized providers will be expected to provide more **intentional support** for cohort leaders and districts to enhance the learner experience
- Additional **guidance documents** have been developed to increase consistency among authorized providers where necessary
- A **new ticketing system** has been established to address questions from across the state regarding reading academies

Successful implementation includes dedicated time and pacing to meet individual participant needs



Embedded 60 hours of dedicated time to complete Reading Academies into master PD calendar



Built dedicated time into their calendar for artifact support



Clearly communicated pacing timelines and deadlines



Planned for substitute teachers to cover classrooms so that teachers can complete Reading Academies during class time



Districts using the local implementation approach have embedded time for Reading Academies into master PD calendar

This district scheduled 60 hours specifically for Reading Academies modules during early release days and PD days, which were part of their district-wide PD calendar.

July 2021							August 2021							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				1	2	3		1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	
25	26	27	28	29	30	31	29	30	31					

September 2021							October 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						

November 2021							December 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

January 2022							February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28					
30	31												

March 2022							April 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30

May 2022							June 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		

Early Release Day for TX RA
2 hours of time

Professional Learning Full Day
for TX RA 8 hours of time

Professional Learning 1/2 day
for TX RA 4 hours of time





Districts have built in opportunities for cohort leaders to provide feedback on participants' draft artifacts

This district scheduled two "Artifact Review Meetings" in advance of the artifact submission deadline

When	Module	Topic	Hours
Together- Welcome Back Week	1	Intro to Reading Academies	1
August	2	Science of Teaching Reading	3
September	3	Establishing a Literacy Community	2
October/November	4	Using Data and Tiered Support (Artifact)	6
  November 8 10:30-11:30- Artifact Review Meeting if you are ready to begin this work. 			
December	5	Oral Language and Vocabulary	4
  December 9 11:30-12:30- Artifact Review Meeting if you did not attend in October. 			
January	6	Phonological Awareness	4
 DRAFT Artifact from Module 4 due to _____ no later than December 31 for feedback  prior to final submission to state graders by January 12.			
 Module 4 artifact due January 12 for state grading, no deadline exceptions. If your artifact grade falls below an 80% you will need to modify and resubmit. Deadline for resubmission is March 3rd. 			



Districts who clearly communicate deadlines support teachers in successfully completing Reading Academies requirements

This district clearly indicates deadlines in their schedule, and they include context and rationale for the deadlines.

When	Module	Topic	Hours
Together- Welcome Back Week	1	Intro to Reading Academies	1
August	2	Science of Teaching Reading	3
September	3	Establishing a Literacy Community	2
October/November	4	Using Data and Tiered Support (Artifact)	6
! November 8 10:30-11:30- Artifact Review Meeting if you are ready to begin this work. !			
December	5	Oral Language and Vocabulary	4
! December 9 11:30-12:30- Artifact Review Meeting if you did not attend in October. !			
January	6	Phonological Awareness	4
📅 DRAFT Artifact from Module 4 due to _____ no later than December 31 for feedback 📅 prior to final submission to state graders by January 12.			
📅 Module 4 artifact due January 12 for state grading, no deadline exceptions. If your artifact grade falls below an 80% you will need to modify and resubmit. Deadline for resubmission is March 3rd. 📅			



Districts have scheduled Reading Academies sessions during class time by leveraging substitutes

In this district, each campus selected a different day to hold class time sessions within a specified window. This allowed the district to minimize the number of substitutes needed on any given day.

Dates	Time	Content	Hours	Location
August 9 th Campus PL Day		Registration and Enrollment Kickoff – Module 1: Introduction	30 minutes	Individual Campuses
August 10 th District PL Day	8:00- 3:30	Module 2: Science of Teaching Reading Module 3: Establishing a Literacy Community	3 3	Clear Falls Commons
Window: Choose a date between August 30 th - September 30 th	8:30- 3:30	Module 4: Using Data to Inform Instruction	6	Individual campuses
October 11 th District PL Day	8:30- 3:30	Module 5: Oral Language and Vocabulary	6	Clusters meet at campus of choice
Window: Choose a date between October 12 th – November 4 th	8:30- 3:30	Module 6: Phonological Awareness ARTIFACT	6	Individual campuses
Cannot resume PL until Artifact 6 is submitted! Due Date: November 12 th				
Window: Choose a date between November 15 th - December 15 th	8:30- 3:30	Module 7: Pre-Reading Skills Module 8: Decoding, Encoding and Word Study	3 3	Individual campuses
January 4 th – District PL Day	8:30- 3:30	Module 8: Decoding, Encoding and Word Study continued	6	Clusters meet at campus of choice
Window: Choose a date between January 5 th – February 10 th	8:30- 3:30	Module 9: Fluency Module 10: Comprehension	3 3	Individual campuses

Successful implementation also includes a variety of supports and incentives for teachers



Differentiated supports for new teachers



For blended cohorts, incorporation of a variety of learning modalities and experiences (e.g., self-paced, in-person, discussion/debrief sessions, etc.)



Stipends to compensate for teachers' time



Districts have differentiated their supports for new teachers

This district provided new teachers with differentiated support by holding their sessions on separate days



JULY			SEPT	OCT	JAN	MAR
19	20	21	25	15	4	5
Science of Teaching Reading & Establishing a Literacy Community	Using Data to Inform Instruction & Tiered Levels of Support	Oral Language & Vocabulary	Phonological Awareness	Pre-Reading Skills & Decoding, Encoding & Word Study, Part I	Reading Fluency & Reading Comprehension, Part I	Written Composition, Part I
NEW TEACHER DATES:						
JULY 31	AUG. 28	SEPT. 11				

***2021-2022 STIPEND:** Teachers will be compensated in recognition of the additional time and commitment to professional growth and learning that must be dedicated to the Reading Academy: \$1,400 per teacher.



AFTER-SCHOOL SESSIONS

EDs will collaborate with cohort leaders to determine the schedule that works best for their feeder, within the specified window.

DECODING, ENCODING & WORD STUDY, PART II	COMPREHENSION, PART II	COMPOSITION, PART 2 PUTTING IT ALL TOGETHER
NOV - DEC	JAN - FEB	MAR - APR



Districts have leveraged the flexibility of the blended model to offer combinations of learning modalities and experiences

This district's schedule includes a combination of self-paced learning, collaborative discussions, and in-person sessions.

Activity	Date		Location
Deadline for completing Modules 1-3	8/25/21		TEA Learn
Facilitated Discussion for Modules 1-3	OPTION ONE	OPTION TWO	1: ESDC Bldg C Gym
	8/26/21, 3:30-5 PM	8/31/21, 3:30-5 PM	2: ESDC Texas Room
Deadline for completing Modules 4-5	9/22/21		TEA Learn
Facilitated Discussion for Modules 4-5	OPTION ONE	OPTION TWO	1: ESDC Bldg C Gym
	9/23/21, 3:30-5 PM	9/28/21, 3:30-5 PM	2: ESDC Texas Room
Deadline for completing Module 6	10/20/21		TEA Learn
Full-Day PD for Module 6 and Artifact	OPTION ONE	10/19/21, 8 AM-3:30 PM	ESDC Texas Room
	OPTION TWO	10/21/21, 8 AM-3:30 PM	
	OPTION THREE	10/26/21, 8 AM-3:30 PM	
Deadline for completing Module 7	11/15/21		TEA Learn
Facilitated Discussion for Module 7	OPTION ONE	OPTION TWO	1: ESDC Texas Room
	11/16/21, 3:30-5 PM	11/18/21, 3:30-5 PM	2: ESDC Bldg C Gym
MODULE 6 ARTIFACT FINAL SUBMISSION DUE	12/8/21		TEA Learn
Deadline for completing Module 8	1/19/22		TEA Learn
Facilitated Discussion for Module 8	OPTION ONE	OPTION TWO	ESDC Texas Room
	1/20/22, 3:30-5 PM	1/25/22, 3:30-5 PM	



Districts have proactively scheduled additional supports to increase implementation of evidence-based literacy practices

This district has scheduled a variety additional supports for learners, including office hours, topic-specific PLCs, and refresher courses

June 14, 2021	Cohort Launch	
June 16, 2021	Office Hours	8:00-4:00 open office hours via Zoom
July 7, 2021	Office Hours	8:00-4:00 open office hours via Zoom
July 14, 2021	Artifact 1 PLC	10:00-10:30 or 2:00-2:30 via Zoom
July 28, 2021	Artifact 1 Feedback Zooms	8:00-4:00 open office hours via Zoom
August 13-14, 2021	District PD Days	On Campus Support for RA participants
August 31, 2021	Artifact 1 PLC	8:00-4:00 via Zoom (30 minute sessions)
September 23, 2021	What is the Science of Teaching Reading? PLC	8:00-4:00 via Zoom (20 minute sessions)
October 8 and 11, 2021	District PD Days	On Campus Support for RA participants
October 21, 2021	Artifact 1 Feedback Zooms	8:00-4:00 open office hours via Zoom by appt
November 17, 2021	Office Hours	8:00-4:00 open office hours via Zoom
December 9, 2021	Artifact 1 Resubmission Refresher PLC	3:30-4:00; 6:00-6:30 for those who need to resubmit
December 16, 2021	Artifact 1 Resubmission Zoom	8:00-4:00 open office hours via Zoom for those who need personalized feedback with Artifact 1



Districts have offered stipends in recognition of the time and commitment required to complete Reading Academies

This district provided teachers a stipend to compensate for the time spent completing Reading Academies

JULY			SEPT	OCT	JAN	MAR
19	20	21	25	15	4	5
Science of Teaching Reading & Establishing a Literacy Community	Using Data to Inform Instruction & Tiered Levels of Support	Oral Language & Vocabulary	Phonological Awareness	Pre-Reading Skills & Decoding, Encoding & Word Study, Part I	Reading Fluency & Reading Comprehension, Part I	Written Composition, Part I
NEW TEACHER DATES:						
JULY 31	AUG. 28	SEPT. 11				



***2021-2022 STIPEND:** Teachers will be compensated in recognition of the additional time and commitment to professional growth and learning that must be dedicated to the Reading Academy: \$1,400 per teacher.

 **AFTER-SCHOOL SESSIONS**

EDs will collaborate with cohort leaders to determine the schedule that works best for their feeder, within the specified window.

DECODING, ENCODING & WORD STUDY, PART II	COMPREHENSION, PART II	COMPOSITION, PART 2 PUTTING IT ALL TOGETHER
NOV - DEC	JAN - FEB	MAR - APR

In summary, implementation support for participants is essential to successful completion of reading academies



Embed Reading Academies into the master PD calendar



Build dedicated time for artifact support into the calendar



Plan for substitute teachers to cover classrooms so that teachers can complete Reading Academies during class time



For blended cohorts, incorporate a variety of learning modalities and experiences



Differentiate supports for new teachers



Clearly communicate pacing timelines and deadlines



Provide teachers with stipends to compensate for their time



Beyond Year Three

TEA is exploring other opportunities to help districts meet the HB3 requirements beyond the 2022-2023 school year.

- Reading Academies completion will be made available on the SBEC Certificate Look Up

- Authorized Providers will have additional flexibility in order to best serve their customers

- EPP programs will be able to offer Texas Reading Academies to pre-service teachers

- Continued improvements will be made based on data



Reading academies will continue to be required beyond the 2022-2023 school year; however, districts will have until the end of the first year of placement to enroll new teachers.



In Statute

Each classroom teacher initially employed to teach kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade for the 2022-2023 school year or beyond must attend a reading academy by the end of their first year of placement in that grade level or campus [TEC, §28.0062(2)(B)].

Beyond Year 3 – Districts will be able to verify reading academies completion on the TEA website

What we heard

Administrators must be able to verify an individual's successful completion of a reading academy when hiring and determining teaching and campus leadership assignments.

What we are doing

Administrators will be able to confirm Reading Academies completion using the SBEC Certificate Look Up on the TEA website.

Beyond Year 3 – Educator Preparation Programs (EPP) programs will be able to offer Texas Reading Academies to pre-service teachers

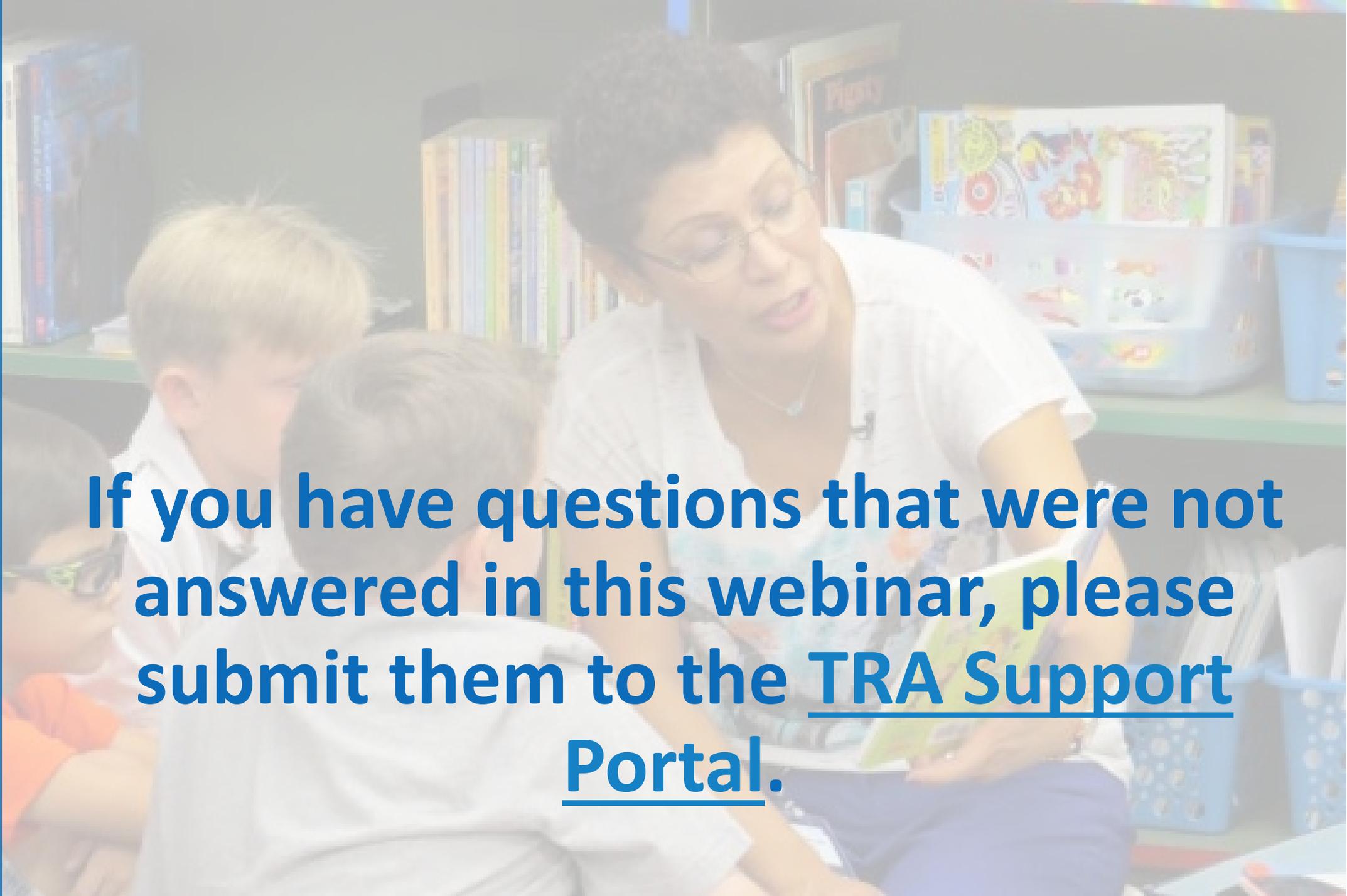
What we heard

Districts would benefit from being able to hire educators who already completed Texas Reading Academies as part of their Educator Preparation Programs (EPPs).

What we are doing

We will create an opt-in program for EPPs to become Texas Reading Academies authorized providers.

- EPP will be able to identify staff as cohort leaders for purposes of reading academies.
- Pre-service teachers would complete the same artifacts as in-service teachers to demonstrate mastery and get credit for HB 3 reading academies.

A photograph of a teacher with short dark hair and glasses, wearing a white shirt, sitting on the floor and reading a book to a group of young students in a library or classroom. The background shows bookshelves filled with books and blue storage bins.

If you have questions that were not answered in this webinar, please submit them to the [TRA Support Portal](#).