

Reading Academies Pathways

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

The ELAR, Biliteracy, or Dual Blended 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 biliteracy cohort leader.

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

Biliteracy 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 biliteracy 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

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 Biliteracy 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 biliteracy cohort leader.

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

Science of Teaching Reading Pathway

Teachers with a Science of Teaching Reading certificate are still required to participate in the Texas Reading Academies. TEA is in the process of designing an STR-certified pathway that would reduce the number of required content hours; however, completion of all artifacts to demonstrate proficiency will still be required for HB 3 credit. If they wish to do so, districts may still require STR-certified teachers to complete the full Texas Reading Academies course.

Dual Blended Pathway (ELAR and Biliteracy)

This option allows a district to enroll all participants together in one course. Participants choose to complete either 12 ELAR modules or 12 Biliteracy modules with artifacts in Spanish (participants may not mix ELAR and Biliteracy modules).

This pathway has some course structure differences: The cohort may be facilitated by a **biliteracy-certified cohort leader (preferred)** or by an **ELAR-certified cohort leader** responsible for ELAR participants **and a biliteracy-certified support cohort leader** to facilitate and grade all biliteracy participants.

Participants have access to all 12 ELAR and 12 Biliteracy modules in Canvas at once, but modules still must be completed in correct order and real-time data on module progression cannot be collected. The cohort leader must monitor participants individually.

Who should enroll? educators, principals, or administrators; ideal for local education agencies with a small number of ELAR and biliteracy K–3 teachers

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 **Canvas modules and live sessions** with extra coaching support.

To pass Reading Academies, participants must complete the pre- and post-tests; complete CFUs and artifacts; attend in-person training sessions (including live discussions); 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.

Participants must complete all 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** on artifacts. Once requirements have been met, the participant receives a digital certificate verifying completion.

