Texas State Literacy Plan

The Texas State Literacy Plan was developed by a broad-based committee of educators from across the state. The TSLP Development Committee received input from teachers, administrators, university professors, and staff representing public schools, charter schools, education service centers, universities, and the Texas Education Agency. The Plan was vetted by a panel of august national literacy experts at two time points during development. It is the intent of the authors that the resulting document is dynamic and will change with use and input from educators across the state of Texas.

The Texas State Literacy Plan
Contents

Texas State Literacy Plan

Overview

The goal of the Texas State Literacy Plan is to ensure that every Texas child is strategically prepared for the literacy demands of college and/or career by high school graduation. To achieve this goal, the plan centers on the integration and alignment of early language and preliteracy skills for age 0 to school entry and on reading and writing instruction for students in grades K-12. Seventeen percent of all Texas students are English language learners, 92% of whom come from Spanish-speaking backgrounds. The Texas State Literacy Plan is sensitive to the diversity of students in the state. The plan streamlines and organizes initiatives and resources currently in place from age 0 through grade 12 and moves them into a focus for college and career readiness. Guiding principles of effective literacy practices at the state, district, site and classroom levels, and home or other service settings include:

Professional Learning Communities composed of leadership at the state, district, site, and teacher/service provider levels guide and support the implementation of the Texas State Literacy Plan.

Valid and reliable teacher-administered assessments, including the use of assessments in the first and second languages for English language learners (e.g., screening, diagnostic, progress monitoring), and independent assessments of outcomes are used to gather information. Data analysis informs all levels of decision-making. Obtaining accurate assessments of young children who are learning in two languages is enormously complex, and assessment measures must be sensitive to both maturational processes and the trajectory of second-language acquisition.

Prior to school entry, children's literacy-related development is supported through services and resources provided to families in various settings, which may include homes, preschools (e.g., Head Start, Title I, private) or childcare centers, pediatric clinics, public libraries, Preschool Programs for Children with Disabilities, and other community settings.

Systematic, explicit, and coherent instruction in reading and writing is provided following the Texas Essential Knowledge and Skills in English and Spanish; the English Language Proficiency Standards across all grade-levels and content areas; and the College and Career Readiness Standards for every school-age student, utilizing evidence-based instructional materials and practices. The Texas Prekindergarten Guidelines and the Early Learning Guidelines provide the frameworks informing instruction for children age 0 to school entry.

Differentiated instruction, based on identification and need, is provided to all students, including English language learners and other diverse learners, in a systematic framework including, but not limited to, a Response to

Intervention model, dyslexia services, bilingual/English as a Second Language programs, Gifted and Talented programs, and special education services.

Achievement goals are clearly defined and articulated at every age group.

Sustainability centers on continuously evaluating effectiveness by tracking progress toward literacy goals, developing leadership, monitoring and supporting teaching and learning, providing ongoing professional development, leveraging funding sources, and making decisions through the use of comprehensive data analysis.

Effective professional development should be intensive, job-embedded, ongoing, focused on teaching and learning of specific content, aligned to campus initiatives, collaborative, and based on student data.

Plan Framework

The Texas State Literacy Plan is organized into a framework of six essential components: **L**eadership, **A**ssessment, **S**tandards-based Instruction, **E**ffective Instructional Framework, **R**eporting and Accountability, and **S**ustainability **(LASERS)**. Increasing capacity at the state, district, campus, and classroom levels in these six areas is necessary to ensure the success of the next generation of college and career ready Texans.

Leadership

Assessment

Standards-based Instruction

Effective Instructional Framework

Reporting and Accountability

Sustainability

Leadership at the state, district/organization, campus/site, and classroom/provider levels is critical to the success of children in Texas. At every level, leadership teams form Professional Learning Communities that meet regularly to examine student performance data, determine what students need to be successful, and what adults need to learn to ensure that success. The teams create a plan of action for providing resources of time, materials, and professional development, implement the plan, and evaluate its results.

Assessment provides the foundation for student data, which in turn, guides decision-making at every level. Measures must be valid and inclusive of assessment in first and second languages for English language learners. Assessment should include both formal and informal measures. Formal assessment includes screening, diagnostic, progress monitoring, and outcome measures.

Standards-based Instruction founded on the Texas Essential Knowledge and Skills, in both English and Spanish, using evidence-based materials, is at the heart of core reading and writing for Texas students. Providing a solid foundation of instruction will prevent difficulties that require intensive intervention for most students.

Effective Instructional Framework is built on a Response to Intervention model for students who struggle with reading and writing, but also includes differentiated instruction for English language learners, students identified as gifted and talented, and as needing dyslexia or special education services.

Reporting and Accountability centers on the reporting required by the State of Texas, including student outcomes and teacher appraisal.

Sustainability is the ultimate key to ensuring all students leave our public schools as College and Career Ready Texans. Leveraging funding resources, continuous evaluation of implementation, monitoring and supporting teaching and learning, providing effective professional development, and focusing decision-making on data are necessary steps in assuring sustainability.

Action Steps

The Texas State Literacy Plan is composed of a set of key action steps for each component of the framework at each age/grade level grouping (Age 0 to School Entry, Kindergarten-Grade 5, and Grades 6-12). While actions at the district, regional, and state levels are necessary for the Texas State Literacy Plan to be a cohesive whole, the actions in this phase are designed to support implementation in classrooms at the site and by Campus- or Site-based Leadership Teams and lead to the development of a Comprehensive Literacy Program for the campus or site. Tools to support the implementation of the Texas State Literacy Plan include online Implementation Guides and the online Course.

Online Texas State Literacy Plan Implementation Guides

Online Implementation Guides for use by Campus- or Site-based Leadership Teams include at each age/grade level grouping:

- An Inventory of implementation status for each action step
- Indicators (descriptions and evidence) for each level of implementation

- An individualized Implementation Map that summarizes the results of the inventory for each campus

- Resources available to assist the campus or site in implementing the action step

Online Texas State Literacy Plan Course

The Course consists of 6 modules – 1 for each LASERS component. The course leads participants through the implementation of the action steps and results in the development of a comprehensive literacy program at each site and campus.

Literacy Lines

Integration and alignment of language development and literacy instruction along the continuum of age 0 through grade 12 is critical to the success of students and is best insured by coordination at the district level. Districts are encouraged to form Literacy Lines composed of feeder patterns of campuses and their early childhood pipeline partners who serve the age 0 to school age population in order to facilitate and ensure effective literacy development.

Project Share®

The Texas State Literacy Plan, including the Implementation Guides, Implementation Inventory, and Resources, are housed in the Project Share® platform. Project Share® also hosts online professional development modules to support districts and their Literacy Lines in the implementation of the Texas State Literacy Plan.

Campus Action Steps

for Age 0 to School Entry

*L*eadership

Summary Statement and Action Steps

Leadership Summary Statement for Age 0 to School Entry

All students, particularly those with the greatest need, reap benefits from the state's investment in high-quality early childhood programs. For children ages 0 to School Entry, it is necessary to take a broad, community-based definition of "leadership", as many children are not yet enrolled in a formal school program. In addition, while some children "at risk" for developmental problems because of poverty or disability-related issues attend programs run by a public school, many of these programs are operated outside the public education framework. For example, children may attend private preschools, family day care homes, or subsidized childcare centers. They often have contact with other community services and settings as well, such as libraries, children's museums, Early Intervention programs, and pediatric clinics. Thus, within the LASERS framework for this age group, in addition to school-based administrators and teachers, leadership may include childcare center directors, pediatricians and other primary healthcare providers, early intervention specialists, children's librarians, and others who are closely involved with overseeing young children's development and preparing them for literacy achievement. It is essential for these leaders to reach out to the families of young children through a variety of venues and in a variety of settings, with a clear and consistent message about the importance of promoting their children's language and pre-literacy development prior to reaching the age of formal schooling. Providing families with age-appropriate and linguistically and culturally sensitive information, local resources, and individualized learning opportunities (including resources available in multiple languages) increases the likelihood that they will follow through with implementing daily practices to support their children's learning. Providers with ongoing and trusting relationships with parents and children, such as pediatricians, therapists, and childcare directors and caregivers have particularly valuable opportunities to partner with families in working toward these goals.

Within more structured learning settings such as childcare centers Head Start and Early Head Start providers, and preschools, as well as in home-based and other community settings, leaders are responsible for facilitating the creation of a plan based on existing research data, guidelines, and best practices, to provide resources of funding, personnel, time, and professional development in order to effectively implement a literacy plan. For this age level, a "Literacy Plan" can best be thought of as a "Language and Pre-literacy Development" plan, as the focus is on developing the fundamental precursor skills that enable children to go on to become successful readers and writers. Community partnerships

among organizations and service providers are strongly encouraged in order to maximize the availability of services and provide consistency in promoting evidence-based strategies and practices. Educators and other providers must also address the needs of dual language learners who may be entering English-speaking environments for the first time while still developing proficiency in their first language. Leaders within their organizations set the tone for creating and sustaining a coherent and collaborative approach to meeting children's developmental needs (physical, emotional, social, and cognitive) in a holistic manner, while devoting particular, focused attention to their language and pre-literacy skills.

In an effort to broaden vertical alignment and ease transition for students across their entire school careers, the formation of vertical Professional Learning Communities (PLCs) among feeder-pattern childcare center directors, librarians, prekindergarten, elementary, middle, and high school leaders addresses the needs of students and the entire community. These PLCs could function as a community bulletin board to highlight resources and activities. Additionally, the PLCs could provide a conduit for the transmission of important student information at peak transition periods such as the beginning and end of the year.

Leadership Action Steps Age 0 to School Entry

Full Implementation of the Leadership Module will result in the completion of the core goals and actions steps of a data-informed, site-based Language and Pre-literacy Development (LPLD) Plan.

L1. Establish a site-based Language and Pre-Literacy Development (LPLD) leadership team to create and oversee the site-based LPLD Plan.

L2. Develop a site-based Language and Pre-Literacy Development (LPLD) Plan to ensure children enter kindergarten with the necessary foundational skills to begin formal literacy instruction.

L3. Ensure language and pre-literacy related programming and services address the needs of diverse learners (e.g., English language learners (ELLs)/Dual language learners (DLLs), children showing advanced developmental skills, children with identified disabilities or delays).

L4. Provide Professional Development (PD) training to ensure early childhood teachers/providers understand and implement the Language and Pre-Literacy Development (LPLD) Plan with fidelity.

L5. Provide resources (e.g., human, training, materials, planning time, instructional time, ongoing support) for teachers/providers to implement the Language and Pre-Literacy Development (LPLD) Plan.

L6. Establish an outreach system for parents/families and other stakeholders to provide relevant information and learning opportunities for Language and Pre-Literacy Development (LPLD).

L7. Provide instructional leadership and ongoing support for Language and Pre-Literacy Development (LPLD) to teachers/providers.

L8. Establish community partnerships among educational, healthcare, and community service providers to coordinate resources for early language and pre-literacy programming.

L9. Form an online Professional Learning Community (PLC) via Project Share — the Texas Education Agency's (TEA's) online Professional Development (PD) platform — to broaden the site's/program's vertical literacy instructional alignment and to ease children's transition within and between feeder-pattern schools/childcare centers.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the TSLP Inventory: https://tslp.austin.utexas.edu.

Assessment

Summary Statement and Action Steps

Assessment Summary Statement for Age 0 to School Entry

As stated in the Texas Prekindergarten Guidelines (2008): *"The systematic monitoring of children's progress has an important role to play in revealing a child's prior knowledge, development of concepts, and ways of interacting with and understanding of the world."* (p. 25)

Assessment of children from Age 0 to School Entry should focus on the areas of development most likely to impact children's later literacy skills. More specifically, attaining accurate assessments of young children who are learning in two languages is enormously complex, and assessment measures must be sensitive to both maturational processes as well as the trajectory of second language acquisition. Formal assessments do not usually begin until children enter a formal education setting. Measurement tools will include valid and reliable measures to screen children for impairments or delays, to document children's ongoing progress in emerging language and pre-literacy skills, and to better understand and plan for the learning needs of each child. Use of universal screening and diagnostic assessments to identify children at risk for later reading difficulties and to provide differentiated instructional intervention along with ongoing progress monitoring are all critical elements of the Texas Literacy Plan, with the goal to have all children reading on or above grade level by the end of third grade. This includes referral and follow-up for children who do not meet criteria on screening measures.

The Texas Prekindergarten Guidelines contain specific information regarding an appropriate approach to assessment for preschool-age children. The focus of such assessment should always be on using information gathered to optimize the child's learning experiences and acquisition of literacy-related developmental skills. Assessment data can also be analyzed and considered at a program level to highlight areas in which children's learning needs are being met and areas that may need further attention or modification of approach. This also includes the appropriate use of the first language of the child and second language of the child to address interventions in the literacy skills. For example, the Texas School Ready! Program includes use of progress-monitoring assessments of children throughout the school year to guide instruction and document children's attainment of targeted skills.

As of this writing, the Texas Early Learning Council is in the process of developing Early Learning Guidelines for children ages 0-3, which will be aligned with the Texas Prekindergarten Guidelines and will include a section on assessment for these youngest children. As with preschool-age children, a combination of formal and informal methods of assessment of infants

and toddlers can be used to screen for delays, track progress, and ensure that learning environments (both in-home and out-of-home) are providing the necessary stimulation and support for children to advance in their skills within developmentally expected time frames. Assessments selected should be valid and reliable for the age group and should measure skills relevant to language and pre-literacy skills as identified by the National Early Literacy Panel and should provide immediate and meaningful data for the educator to revise, refine and personalize instruction for the child assessed, including:

- Developmental screening to include vision and hearing screening
- Oral language development including the appropriate use of the first language (L1) and second language (L2) to address pre-literacy skills and L1 Transfer in L2 acquisition
- Phonological awareness
- Alphabet knowledge
- Name writing

Note that skills are to be assessed only when age-appropriate. For instance, it would be inappropriate to measure the writing skills of an infant or the alphabet knowledge of a two-year-old. It is also important to consider the child's home language and to include multiple methods of assessment to obtain a full picture of each child's skills, particularly for children hearing and/or speaking a language other than English.

Assessment Action Steps Age 0 to School Entry

Full Implementation of the Assessment Module will result in the completion of an important component of the site-based LPLD Plan: an Assessment Plan.

A1. Create and maintain an Assessment Plan to screen and monitor children's progress and outcomes in development of language and pre-literacy skills.

A2. Implement standardized protocols for administering, scoring, and recording language and pre-literacy assessments.

A3. Implement procedures for disaggregating data (as applicable), and interpreting the meaning and implications of data.

A4. Implement a uniform system for securely storing assessment data and making data accessible to all appropriate service providers to support children's transition from level to level and between sites.

A5. Use universal screening procedures to screen hearing, vision, speech, and learning to identify children needing further assessment and/or intervention.

A6. Take timely action to make necessary adjustments when children do not achieve learning goals in a particular area.

A7. Implement protocols for summarizing and communicating assessment data to parents, district personnel, and state agencies (as appropriate).

A8. Use frequent progress monitoring to guide, inform, and adjust language and pre-literacy instruction for children's individual needs.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Summary Statement and Action Steps

Standards-based Instruction Summary Statement for Age 0 to School Entry

The development of children's literacy skills begins long before they are taught to identify alphabet letters or write their names. Receptive and expressive oral language lays a foundation for literacy development by equipping children with the vocabulary and sentence structure knowledge to participate in meaningful communicative exchanges with others. Attending to sounds in spoken words and being able to produce them is the first step toward phonological awareness, which in turn informs phonetic decoding and spelling skills. Oral language also provides the knowledge framework for understanding the content of text that is read, and for generating words and sentences to write.

Children must become familiar with books long before they are readers themselves — they need to know what a book is, learn how to handle and explore books, and have repeated, positive experiences of being read to by nurturing, familiar adults. Beginning in the toddler period, children's supervised exposure to drawing materials (e.g., large crayons, markers) gives them the opportunity to begin to develop the earliest stages of writing (e.g., scribbling, drawing). During the preschool years, additional skills, such as identifying letters and writing one's name, further prepare children for learning to read and write. Standards-based core instruction for age 0 to school entry therefore focuses on ensuring children are supported and stimulated in acquiring competence in oral language skills, and are exposed to books and reading on a daily basis within their environments, including appropriate use of the L1 and L2 to address preliteracy skills.

Prior to entering elementary school, children may experience a wide range of learning environments within and outside of the home. Some children have opportunities to participate in daily book reading and linguistically rich conversations with family members at home, while others may have no books available and experience minimal communicative exchanges with family members. Families vary greatly in their understanding of the important role parents play in supporting their children's learning, and in their skills for doing so. Outside the home, some children attend high-quality childcare or preschool programs where language and literacy-related experiences are plentiful and engaging, while others attend programs that do little to stimulate language development or nurture children's interest in books, reading, and writing. The latter is often due to childcare program licensing standards focused on basic safety and sanitation guidelines, rather than on specific instructional standards and practices.

Establishing guidelines for promoting children's language and preliteracy skills during the early childhood developmental period helps ensure all young Texans enter kindergarten with the foundational skills needed to achieve reading and writing proficiency. Guidelines clearly communicate what is expected of children at each age level. This better equips teachers, parents, and other service providers to know exactly what children need to learn at each age level. Attention also must be provided to include the appropriate use of the L1 and L2 for children in the trajectory of second-language acquisition. The guidelines encourage curriculum makers to take a comprehensive approach in helping children acquire proficiency in areas shown to predict later academic outcomes, including those identified by the National Early Literacy Panel report, "Developing Early Literacy Report of the National Early Literacy Panel: A Scientific Synthesis of Early Literacy Development and Implications for Intervention." Texas guidelines are (1) research and evidence based, (2) aligned with college and work expectations, and (3) rigorous. The State Advisory Council currently is developing statewide Early Learning Guidelines for children ages 0-3. Among state and national guidelines available now are:

- **Texas Prekindergarten Guidelines:** The Texas Prekindergarten Guidelines balance research-based teaching strategies and developmental research on how children learn most effectively. These guidelines are designed to help teachers deliver playful, well planned, and purposeful instruction that will jump-start school success and influence students' growth throughout their lives.

- **Texas Prekindergarten Guidelines Online Training** (http://ritter.tea.state.tx.us/prekindergarten_guide/index.htm): A web-based professional development tool that orients and introduces educators to the guidelines. Training includes video examples of child behaviors in five domains (social and emotional development, L1 and L2 language and communication, emergent literacy, reading and writing, and math) and provides instructional strategies teachers can use to support students. Also included are examples of integrated instruction with video examples of classroom interactions where several outcomes from the guidelines are combined.

- **National Literacy Initiatives**: Programs, such as Reach Out and Read, provide developmental milestones for young children in the areas of language and preliteracy, which can offer guidance in evaluating and selecting specific curricula.

Used together, these guidelines create a developmentally appropriate and stimulating curriculum to help our youngest Texans enter school prepared to benefit from their instruction. Cumulative, aligned standards are provided across age levels in the areas of receptive and expressive oral language, experience with books, preliteracy, and writing. The vertical alignment of standards facilitates parent and teacher support for learning

at the infant, toddler, and preschool levels. Research on the language and preliteracy development of children from bilingual environments guides parents and teachers in establishing appropriate expectations and in meeting their learning needs. Resources regarding the role and use of L1 in the trajectory of English language development, teaching for transfer, differentiated instruction, and inclusive classroom practices for children with special needs serve to guide teachers and parents in supporting the learning needs of children who may be ahead of or behind the expected trajectories for language and literacy development.

Standards-Based Instruction Action Steps Age 0 to School Entry

Full Implementation of the Standards-based Instruction Module ensures that consistent literacy expectations and standards guide instruction within the site-based LPLD Plan.

SB1. Use the Prekindergarten Guidelines, Early Learning Guidelines, and Developmental Milestones of Early Literacy as a base of knowledge to ensure children age 0 to School Entry are provided appropriate curricula to support their achievement of early language and pre-literacy skills.

SB2. Evaluate and select evidence-based language/pre-literacy curriculum for school-/center-based learning.

SB3. Analyze the selected Early Childhood/Prekindergarten core language/pre-literacy programs to identify their strengths and weaknesses. Determine necessary supplemental resources for areas of weakness in the selected curriculum/program.

SB4. Evaluate and select curricula/materials for parents to educate and support them in their role as their child's "first teacher."

SB5. Provide training to teachers/providers in implementing with fidelity the selected curriculum and any supplemental materials.

SB6. Provide training to parents on how to use the selected resource materials and/or interaction strategies with fidelity.

SB7. Determine appropriate sequence and pacing of classroom-based curriculum implementation to ensure children meet targeted goals within expected age ranges.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

*E*ffective Instructional Framework
Summary Statement and Action Steps

Effective Instructional Framework Summary Statement for Age 0 to School Entry

In 2009, The National Early Literacy Panel (NELP) released their report based on a meta-analysis of approximately 500 peer-reviewed articles regarding children birth to five, in order to establish which early skills and abilities were precursors of later literacy achievement. The NELP report identified key variables that correlated with later literacy, even when variables such as overall cognitive ability or socioeconomic status (SES) were considered (Developing Early Literacy, 2008). Instructional practices that enhance early literacy skills included code-focused interventions, shared-reading interventions, parent and home programs, preschool and kindergarten programs and language enhancement interventions. In classic studies that have been replicated, Huttenlocher (1991) found that there is a direct link between how much a child is spoken to and the amount of vocabulary that the child develops. Hart and Risley (1995) also found variation in children's cognitive and language abilities predicted by the amount of language input from parents to children. Combined with the NELP findings, it is clear that parents serve a pivotal role in the literacy development of children Age 0 to School Entry.

Instruction for such young children occurs through purposeful play, language- and literacy-rich environments, and in partnership with their parents. Because children ages 0 through School Entry are found in a variety of settings, their instruction must likewise be offered in a variety of settings including children's homes, childcare centers and schools. Instruction should include parents by teaching parents how to engage in interactive language and literacy activities with their children. Such activities focus on increasing oral language and familiarity with books via strategies such as shared reading, Dialogic Reading and other language-building activities (What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction, National Center for Family Literacy, 2009). Instruction of children models lessons of age-appropriate intensity (i.e., toddlers are not expected to sit for a 30-minute Circle Time) and age-appropriate content based on the NELP findings.

With regard to addressing the educational needs of children at the prekindergarten level, in 2003, the 78th Texas Legislature passed SB 76 requiring certain state agencies to coordinate early childhood services, Head Start, and after-school child care programs, combining funding, registration, and enrollment under the *Texas School Ready!*™ (TSR!™) Program. The TSR!™ School readiness framework is designed to improve resource-coordination efforts by streamlining public prekindergarten, Head Start, and child care resources, increasing program access by

eliminating program waiting lists, and incorporating children's social and emotional development with its focus on school readiness. As a result of SB 76, Governor Perry designated the Center for Improving the Readiness of Children for Learning and Education at the University of Texas Health Science Center at Houston as the State Center for Early Childhood Development (SCECD). SCECD monitors the implementation of the Texas School Ready!™ (TSR!™) program. TSR!™ Is an evidence-based classroom program that focuses on increasing children's school readiness through research-based curriculum, technology-driven progress monitoring, and teacher professional development with mentoring. The TSR!™ School Readiness program is equally appropriate and effective for child care, Head Start, and school district prekindergarten classrooms. By maximizing resources and focusing on school readiness and social skills, the TSR!™ program has demonstrated that participating children are better prepared for Kindergarten than their non-TSR!™ peers. Over 38,000 children are served in TSR!™ programs in numerous communities across Texas. The TSR!™ Program led to the development of a manual for community collaboration known as the *Community-based School Readiness Integration Partnerships: Promoting Sustainable Collaborations*.

Building on the success of the TSR!™ program, the Texas School Readiness Certification System allows early childhood education programs across Texas to be certified as Texas School Ready!™ by determining if the program is getting children ready for Kindergarten. The research-based system is a voluntary web-based application that examines early childhood education programs and instructional approaches in prekindergarten, and reading and social functioning of children in Kindergarten. Texas licensed child care, school district prekindergarten, and Head Start programs participate in the system. In the fall of 2007, 487 licensed child care, Head Start, and school district prekindergarten classrooms met the criteria for School Ready certification. There are currently 1765 Texas School Ready!™ certified classrooms for 2010-2011 in Texas.

Effective Instructional Framework Action Steps Age 0 to School Entry

Full Implementation of the Effective Instructional Framework Module builds a Response to Intervention foundation for the site-based LPLD Plan.

E1. Establish and implement a system for using data to inform instruction and set goals for all children.

E2. Strengthen instruction in language and pre-literacy skills through professional development and modeling of lessons for teachers and providers throughout the year.

E3. Respond to instructional needs of diverse learners, including English language learners/dual language learners, by scaffolding and differentiating instruction based on individual needs.

E4. Create a language- and literacy-rich environment both at home and in instructional/care-giver settings.

E5. Support bilingual/multilingual families in building their children's skills in their home language, as well as facilitating English language development.

E6. Implement daily schedules to permit additional instructional time (e.g., small group, individual) for children in need of extra reinforcement or accelerated learning opportunities.

E7. Communicate and collaborate regularly with other service providers, such as Early Childhood Intervention therapists, to address the needs of children with delays or disabilities.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Summary Statement and Action Steps

Reporting and Accountability Summary Statement for Age 0 to School Entry

State-level leaders and policies will support school districts, childcare programs, and other community organizations in effectively implementing the State Literacy Plan and tracking progress toward literacy goals. Currently the following tools and programs support reporting and accountability in Texas:

Texas School Ready!™ is a program that certifies preschool education classrooms that effectively prepared their students for kindergarten. It includes 12 certification standards, including two that document children's readiness skills once they enter kindergarten. Texas School Ready! is administered by the Texas State Center for Early Childhood Development. There are currently 1765 Texas School Ready!™ certified classrooms for 2010-2011 in Texas.

Child Find is a component of Individuals with Disabilities Education Act (IDEA) that requires all states to have a "comprehensive Child Find system" to assure that all children who are in need of early intervention or special education services are located, identified, and referred. Under IDEA, "eligible" children with disabilities, ages 3-21, are entitled to receive a free and appropriate public education. The public school program for young children, ages 3-5, is called the Preschool Program for Children with Disabilities. The child's individualized education plan, which outlines intervention goals, is created and periodically reviewed by the Admission, Review, and Dismissal committee.

Reporting and Accountability Action Steps Age 0 to School Entry

Full Implementation of the Reporting and Accountability Module provides accountability measures for the site-based LPLD Plan.

R1. Establish an accountability system for documenting each child's status and progress in achieving age-appropriate language and pre-literacy goals.

R2. Document screening results for early detection of delays or impairments, and make prompt referrals for additional assessment and intervention services as needed, in accordance with the Child Find system.

R3. Preschools and childcare programs serving prekindergarten students participate in the Texas School Ready! ™ Certification System to ensure prekindergarten programs effectively prepare children for elementary school entry.

R4. Ensure results of language and pre-literacy assessments of children age 3 to school entry are reported and promptly sent to receiving schools/childcare programs when children graduate, complete, or transfer.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.
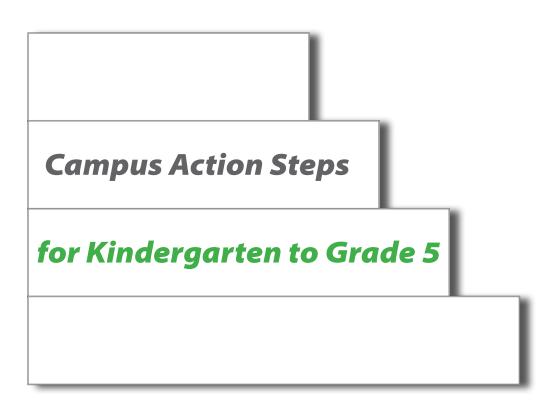
Summary Statement and Action Steps

Sustainability Summary Statement for Age 0 to School Entry

State-level leaders and policies will support school districts, childcare programs, and other community organizations in effectively implementing the state literacy plan & tracking progress toward literacy goals. Sustainability at the 0 to School Entry level includes training and ongoing support for teachers/caregivers as well as for parents. Within the childcare domain in particular, teacher turnover can be a serious challenge to long-term sustainability of quality within a program. With that in mind, teachers/caregivers must be provided with high quality preparation and professional development training as well as provision of ongoing professional development support and efforts to minimize turnover. In addition, parents are typically the most permanent and invested providers of stimulation and teaching for their young children. It is therefore essential to provide high quality, targeted training and coaching to parents so that they are well equipped to create and sustain a language- and literacy-rich environment for their children. Community partnerships between schools, childcare programs, libraries, healthcare clinics, and other service provider organizations additionally contribute to sustainability through ongoing communication, creative problem-solving, and integration within the community. Online resources for parents and professionals contribute to sustainability by providing continuity and continually updated resources that can be made widely available for free or minimal cost.

Sustainability Action Steps Age 0 to School Entry

Full Implementation of the Sustainability Module provides for continuous evaluation of the site-based LPLD Plan.

S1. Establish and implement a system for ongoing improvement and enhancement of the LPLD Plan.

S2. Leverage funding sources across programs.

S3. Use results of program evaluation data to plan for continuous program improvement in collaboration with community partners.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Campus Action Steps

for Kindergarten to Grade 5

Leadership Summary Statement for Grades K-5

Kindergarten to grade 5 campus-level leadership teams may include principals, instructional coaches, teachers, special education teachers, parents, and those who impact literacy achievement for elementary-age students. At each campus, the leadership team is responsible for facilitating the creation of a sustainable data-informed instructional plan based on the five components of reading, multiple sources of student and teacher data, best practices, the English Language Arts and Reading and Spanish Language Arts and Reading, English Language Proficiency Standards, Texas Essential Knowledge and Skills, and district guidelines. To serve as resource, a sample template is included on page 166. Successful leadership teams allocate resources of funding, personnel, time, and professional development not only to develop a campus-based literacy plan, but also to effectively communicate and implement their plan. School leaders support the implementation of the campus plan by incorporating the instructional plan's goals within the Teacher Appraisal System.

The primary responsibility of literacy leaders is to ensure the provision of rigorous, standards-based instruction to all K-5 students. This instruction should include the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This requires on-going, data-based professional development, including embedded coaching so teachers can carry out the targeted instructional goals defined by the instructional plan. Frequent progress monitoring and evaluation of goals results in a cyclic refining and redefining of literacy goals, and leads to improved Kindergarten to grade five student achievement in reading, spelling, and writing.

In grades Kindergarten to grade two, the use of universal screening and diagnostic data to identify students who may be at risk for reading difficulties, and to guide immediate, additional, small group targeted instruction for these students, is a top priority that cannot be over emphasized. Early intervention can minimize later reading difficulty and reduce the number of students who may experience long-term reading difficulties. Older children with reading difficulties require more time and increased intensity to bring them to grade level, which will place a greater burden on campus resources, both human and material. When grades K-2 intervention efforts are improved, time and resources can be applied to the acceleration of instruction for all students, including special populations. Consequently, these preventive efforts are one of the most important jobs of grades K-2 instructional leaders. The continued use of screening and diagnostic measures in grades 3-5 is vital to support data-

driven instruction to ensure students demonstrate mastery of objectives on outcome assessments.

In an effort to broaden vertical alignment and ease transition for students across their entire school career, the formation of vertical Professional Learning Communities (PLCs) among feeder-pattern childcare center directors, librarians, prekindergarten, elementary, middle, and high school leaders addresses the needs of students and the entire community. These PLCs could function as a community bulletin board to highlight resources and activities, and provide a conduit for the transmission of important student information at peak transition periods, such as the beginning of year and end of year.

Leadership Action Steps Kindergarten to Grade 5

Full Implementation of the Leadership Module will result in the completion of the core (goals and actions steps) of a campus-based Data-informed Instructional Plan (DIP).

L1. Establish a Campus-Based Leadership Team (CBLT) to create and oversee the campus-wide Data-informed Plan (DIP).

L2. Develop and monitor a campus-wide Data-informed Plan (DIP).

L3. Include a preventive reading model within the campus-wide Data-informed Plan (DIP) that identifies students in K-2 in need of immediate, intensive intervention.

L4. Provide data-informed Professional Development (PD) targeting the goals of the campus-wide Data-informed Plan (DIP).

L5. Allocate resources targeting the goals of the campus-wide Data-informed Plan (DIP).

L6. Establish a coaching model aimed at fulfilling the goals of the campus-wide Data-informed Plan (DIP).

L7. Provide ongoing instructional leadership on evidence-based literacy instruction.

L8. Align goals of the campus-wide Data-informed Plan (DIP) with approved Teacher Appraisal System [e.g., Professional Development and Appraisal System (e.g. PDAS)].

L9. Develop and maintain an outreach system for reporting campus/community programs and services that support the campus-wide Data-informed Plan (DIP) goals.

L10. Implement an online Professional Learning Community (PLC).

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Assessment

Summary Statement and Action Steps

Assessment Summary Statement for Grades K-5

Thoughtful use of data combined with effective delivery of instruction is essential for all students in grades K-5. Assessment data that evaluates the five components of reading forms the basis for goal setting in the instructional plan and for most instructional decision-making. In the elementary years, on-going assessments can support and guide appropriate, differentiated, and targeted instruction for all students, prescribe professional development for teachers, and determine the allocation of campus resources. Additional testing may be warranted to evaluate needs that may be served through special programs, including, but not limited to, dyslexia services, bilingual/English as a Second Language programs, Gifted and Talented programs, and special education services.

Attaining accurate assessments of students learning in two languages is enormously complex, as assessment measures must be sensitive to both maturational processes and the development of second-language acquisition. The trajectory of a student's school career and life can be significantly influenced through the selection, use, and analyses of assessment data in grades Kindergarten to grade 5.

Assessment data used for early identification and prevention of reading difficulties in grades K-2 can help minimize later reading difficulty, and optimize the number of students who will be college and career ready in middle and high school. Data-based goal setting and resource allocation for core instruction, intervention, and professional development result in an aligned, laser-like focus on the accomplishment of specific incremental and long-term literacy goals.

The Assessment Module leads campuses through the development of a Campus Assessment Plan for reading and writing, including universal screening, diagnostic and progress monitoring for reading, and outcome measures for reading and writing. Support for K-5 assessments follows.

Diagnostic, Screening, And Progress-Monitoring Assessments

Grades K-3 Early Reading Instruments

In Texas, the Commissioner of Education is required to approve a list of grades K-2 assessment instruments for diagnosing reading skills and comprehension development. This list now has been expanded to include grade 3. The Texas Education Code specifically requires the Commissioner of Education to develop recommendations for administering screening and diagnostic instruments, training educators in administering the reading instruments, and applying the results of the instruments to the instructional program. The

Commissioner's List of Reading Instruments for Texas Public Schools and Charters also must provide instruments for students participating in bilingual education. Instruments on the list must be based on scientific research concerning reading skills and comprehension development. The instrument must provide universal screening to identify students at risk for reading difficulties, and evaluate phonological awareness, phonics, word reading, oral reading accuracy, fluency, and comprehension of text, including vocabulary. At the campus level, it is recommended all teachers use the same instrument. The reading assessment should be administered at kindergarten, grade 1, and grade 2 at the Beginning of Year, Middle of Year, and End of Year. School districts and charter schools are required to report the results of the reading instrument to the local Board of Education, to the Commissioner of Education, and to each student's parent(s) or guardian(s).

Outcome Assessments

Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR™)

In 2011-12, the (STAAR™) has replaced the Texas Assessment of knowledge and Skills, which is the criterion-referenced assessment program that was in place since 2003. STAAR™ includes the 12 end-of-course assessments mandated by SB 1031 in 2007 and the new grade 3-8 assessments mandated by House Bill 3 in 2009.

Grades K-12 Texas English Language Proficiency Assessment System

The Texas English Language Proficiency Assessment System (TELPAS) is designed to measure the annual progress English language learners make in learning academic English. It is administered each spring. The system measures English proficiency in listening, speaking, reading, and writing. TELPAS is aligned to the English Language Proficiency Standards, the part of Texas Essential Knowledge and Skills that outlines English language proficiency level descriptors and student expectations for English language learners, and that are required to be implemented as an integral part of each subject in the curriculum.

The assessment is administered in the following ways:

- Holistic ratings for listening, speaking, reading, and writing across content areas (grades K-1)

- Holistic ratings for listening, speaking, and writing across content areas (grades 2-12)

- Multiple-choice online reading assessment (grades 2-12)

Results are reported by language domain (e.g., listening, speaking, reading, and writing) at the proficiency levels of Beginning,

Intermediate, Advanced, and Advanced High. The emphasis, in both the English Language Proficiency Standards and the assessments, is on academic English proficiency that will allow students to be successful across all content areas. Student writing samples are taken from core subject areas and reading selections on multiple-choice tests that represent the type of academic reading students encounter at the corresponding grade levels. Results are used for state and federal accountability, as well as informing local decisions about instructional placement, services to students, and program effectiveness.

Assessment Action Steps Kindergarten to Grade 5

Full Implementation of the Assessment Module will result in the completion of an important component of the comprehensive, campus-based literacy program: a Campus Assessment Plan.
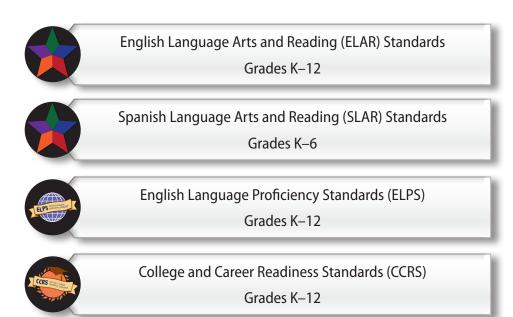
A1. Use an evidence-based universal screening to identify students who may be at risk for reading difficulties.

A2. Use evidence-based diagnostic assessments to determine instructional needs for students in Tier I, Tier II, and Tier III.

A3. Conduct benchmark assessments with all students to determine when students are responding/not responding to instruction and to adjust instruction as needed.

A4. Conduct frequent progress monitoring of identified at-risk students to determine those who are responding/not responding to intervention, adjusting provision of instruction as needed.

A5. Use outcome measures to evaluate individual student achievement and the effectiveness of the total reading instructional program.

A6. Create and maintain a Campus Assessment Plan for Reading and Writing by grade level.

A7. Communicate the Campus Assessment Plan to all administrators and instructional staff.

A8. Train instructional staff on the procedures for administering, recording, and scoring literacy assessments.

A9. Train instructional staff to disaggregate and interpret the meaning of data from assessments and other sources.

A10. Store assessment data securely and make data accessible to all appropriate personnel including those involved in supporting student transition from grade to grade and between sites.

A11. Summarize and communicate literacy data for parents, district personnel, and the state agency.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Kindergarten to Grade 5

Summary Statement and Action Steps

Standards-Based Instruction Summary Statement for Grades K-5

Standards-based literacy instruction helps to ensure students are college and career ready. Texas literacy standards are research- and evidence-based and clearly set forth in four sets of standards:

English Language Arts and Reading (ELAR) Standards

Grades K–12

Spanish Language Arts and Reading (SLAR) Standards

Grades K–6

English Language Proficiency Standards (ELPS)

Grades K–12

College and Career Readiness Standards (CCRS)

Grades K–12

These state standards guide curriculum developers to take a comprehensive approach to literacy development. Through a rigorous review process, literacy materials provided by the state are examined for inclusion of all state standards. Districts may adopt these materials from the conforming list through Proclamation 2010 and Proclamation 2011. In an increasingly mobile society, standards-based instruction provides continuity for students who change schools/districts during their school career.

Standards in grades K-5 clearly communicate what is expected of students at each grade level in the areas of Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions. Explicit guidance also is provided to include the appropriate use of the first language and second language for children in the trajectory of second-language acquisition. Through the implementation of the English Language Proficiency Standards with the Texas Essential Knowledge and Skills (TEKS), simultaneous development of language and mastery of standards occurs. Teachers of English language learners provide a language objective, along with a standards/content objective for every lesson. The clear articulation

of grade-level standards and English language proficiency level descriptors not only equips teachers to know exactly what students need to learn in the grade and language levels they are teaching, but also provides guidance concerning prior and future levels.

The grades K-5 reading standards include TEKS that provide opportunities for students to be read to and to read deeply in many domains about many topics. Deep analysis, including summarizing orally and in writing, is represented in the TEKS throughout the elementary grades during guided and independent reading and writing. As students progress through the grades, vigilance is exercised to ensure an incremental increase of text complexity for all students.

The Reading TEKS at kindergarten level further require students to acquire those skills that best predict later reading achievement, including the ability to produce the sounds letters represent, to name letters, and to complete simple phonemic awareness tasks (e.g., initial consonant matching, sound blending, and sound segmentation). Instruction of complex word work, including phonics and spelling, continues through grade 5. Writing expectations — how students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail — are clearly articulated throughout the K-5 English Language Arts and Reading/Spanish Language Arts and Reading TEKS.

Standards-Based Instruction Action Steps Kindergarten to Grade 5

Full Implementation of the Standards-based Instruction Module ensures that consistent literacy expectations and standards guide instruction within the comprehensive, campus-based literacy program.

SB1. Provide PD to ensure instructional staff understand current state standards and instructional implications for: Prekindergarten Guidelines (K teachers); English Language Arts and Reading/Spanish Language Arts and Reading TEKS; English Language Proficiency Standards; and the College and Career Readiness Standards.

SB2. Analyze literacy core program(s)/curriculum(s) to determine how current state literacy standards are addressed and identify supplemental materials for any standards that are not included or that need enhancement.

SB3. Determine appropriate sequence and pacing of grade-level English Language Arts and Reading/Spanish Language Arts and Reading TEKS within the literacy core program(s)/curriculum(s).

SB4. Utilize an integrated literacy core program/curriculum composed of the additional supplemental materials identified in SB2 and the pacing guide(s) developed in SB3.

SB5. Develop and implement a school-wide, systematic approach to incorporate academic vocabulary (words that influence achievement) across all content areas.

SB6. Develop and implement a school-wide, systematic approach to incorporate writing across all content areas.

SB7. Develop and implement a school-wide, systematic approach to provide multiple opportunities for students to read independently at their instructional level and/or independent level in various genres with teacher support and monitoring.

SB8. Develop a school- wide, systematic approach to support family literacy meetings including bilingual/multilingual families /in building their children's language skills in their home language to facilitate the development of English-language acquisition.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

*E*ffective Instructional Framework
Summary Statement and Action Steps

Effective Instructional Framework Summary Statement for Grades K-5

The Texas State Literacy Plan includes the implementation of a Response to Intervention (RtI) framework for literacy instruction. RtI is an instructional approach that provides all students with the instruction they need for learning success. The goal of RtI is to intervene early — when students begin to struggle with learning — to prevent them from falling behind and developing learning difficulties.

RtI is a comprehensive school-wide framework that meets the needs of all students by:

- Delivering assessment-driven, differentiated literacy instruction to all students, including, but not limited to, students in need of acceleration and/or intervention.
- Focusing on literacy instruction that uses scientific, research-based materials.
- Fostering motivation and engagement through authentic assignments and relevant content.
- Facilitating instructional experiences that engage all students and include speaking, listening, reading, and writing across the content areas.

Following administration and analysis of assessments, teachers provide instruction based on data by:

- Identifying struggling students through universal screening and providing additional support to close achievement gaps.
- Using diagnostic assessment to identify and address areas of instructional need across all tiers through differentiation.
- Monitoring progress of struggling students on a regular basis and adjusting instruction.
- Reviewing student outcome data to evaluate instruction and program effectiveness.

Instruction provided to students is characterized by:

- A systematic scope and sequence that includes all five components of reading instruction.
- Explicit, academic language with teaching and modeling.
- Multiple opportunities for guided and independent practice with immediate corrective and positive feedback.
- Active student engagement.
- The provision of instructional scaffolding.

Within the implementation of the instructional framework, careful consideration must be given to the idea that planning and delivery of appropriate instruction to students who are learning in two languages is enormously complex, and must be sensitive to both maturational processes and the trajectory of second-language acquisition (Ballantyne, K.G., Sanderman, A.R. & McLaughlin, N., 2008).

Effective Instructional Framework Action Steps Kindergarten to Grade 5

Full Implementation of the Effective Instructional Framework Module builds a Response to Intervention foundation for the comprehensive, campus-based literacy program.

E1. Provide a minimum 90 minutes of daily, uninterrupted Tier I literacy instruction for all students.

E2. Provide effective literacy instruction, which increases motivation and student engagement.

E3. Strengthen instructional capacity through professional development based on campus data and derived from confirmed research.

E4. Screen all students for reading and writing problems in order to identify at-risk students.

E5. Schedule and provide additional targeted and intensive daily Tier II evidence-based intervention instruction for identified students (those who met Tier II entry criteria).

E6. Schedule and provide more intensive daily Tier III evidence-based intervention instruction for students who do not respond adequately to Tier II instruction.

E7. Schedule and provide evidence-based instruction to enhance achievement for diverse populations, including English language learners, gifted and talented, special education, at risk, and dyslexic students.

E8. Implement a systematic approach for using data to inform instruction and set goals for each student in each tier of support within the RtI instructional framework.

E9. Provide a regularly scheduled time for providers of Tier I, Tier II, and Tier III instruction to communicate and collaborate on instructional decisions.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

R*eporting and Accountability*

Summary Statement and Action Steps

Reporting and Accountability Summary Statement for Grades K-5

Since 2002 under No Child Left Behind, states are required to annually assess reading performance of students in grades 3-8. Holding states and districts accountable for increasing performance and narrowing achievement gaps among subpopulations is correlated with schools undertaking efforts to increase the effectiveness of schooling. In 2004, the Individuals with Disabilities Education Act (IDEA), which governs the provision of special education services in U.S. public schools, was reauthorized. Noteworthy in the reauthorization was the emphasis on early intervention services and specific provisions allowing districts to adopt service delivery models that focus on the child's Response to Intervention (RtI). These models (a) screen all children for academic and behavioral problems; (b) monitor the progress of children at risk for difficulties in these areas; and (c) provide increasingly intense interventions based on the response to progress-monitoring assessments (Vaughn & Fuchs, 2003; Fletcher & Vaughn, 2009). All of these accountability systems can impact learning if they motivate schools to devote more resources in an area in which they would not otherwise do so.

Diagnostic, Screening, and Progress Monitoring Assessments

Grades K-3 Early Reading Instruments

Texas, since 1996, has required schools to administer early reading assessments to students in grades K-2 to diagnose reading development and comprehension. By doing so, the state has incentivized schools to attend to literacy when students enter their buildings. Every four years, early reading assessments are reviewed and those that meet specified criteria are placed on the Commissioner's List of Early Reading Assessments. Schools must choose their K-3 early reading assessment from this list.

Consolidated Report

K-2 reporting is based on End of Year results obtained from the Early Reading Assessment selected from the Commissioner's List.

Outcome Assessments

Grades 3-8 State of Texas Assessments of Academic Readiness

For grades 3-12, Texas has established a rigorous accountability system to increase literacy success for all students through the campus rating system based on the TAKS. Currently, the annual campus rating is based on overall student performance at the campus level, including the performance of each student group.

A unique feature of the Texas accountability system is that each student group (e.g., African American, Hispanic, White, Economically Disadvantaged) must meet the established criterion overall, and also within each subsection of the TAKS. Under the current accountability system, it is impossible for a campus to ignore any student subpopulation.

Tools and Programs

The following tools and programs support accountability in Texas:

Texas Accountability Rating System for Public Schools and Districts

The **Texas Education Agency** Accountability Rating System rates all public schools, charter schools, and school districts in the state. The criteria are the same for schools and districts, and are discussed below. Based on how the campus or district performs, they will receive one of four possible rankings: Exemplary (highest possible ranking), Recognized, Academically Acceptable, or Academically Unacceptable (lowest possible ranking). In rare instances, the category, *Not Rated: Other* will be used.

Ratings Criteria

Ratings for a campus/district are based on each of the following criteria:

- **Performance on TAKS*** — In grades 3-12, overall campus/district performance includes students who successfully meet standards on their respective subsections of TAKS (Reading/English Language Arts, Mathematics, Writing, Science, and/or Social Studies). In addition, each student group (e.g., African American, Hispanic, White, Economically Disadvantaged) must successfully perform as a group on the assessment as a whole and also within each subsection (provided there are enough students to meet "minimum size" requirements).
  Note:

  - All TAKS-Modified and TAKS-Alternate results are combined with TAKS and TAKS (Accommodated) results and used for ratings in 2011.

  - STAAR™/End of Course Exams — Texas is transitioning to a new state assessment system during the 2011-2012 school year.

- **English language learners Progress Indicator** — Percentage of all students who meet set criteria for progress. This criterion only applies to Exemplary and Recognized ratings determinations.

- **Completion Rate** — Percentage of all students, as well as percentage of each student group (listed above), who have completed or who are continuing their education four years after entering high school. This criterion applies only to high schools and districts with high schools.

- **Dropout Rate** — Percentage of all students, as well as percentage of each student group (listed above), who have dropped out of school. At this time, the criterion applies to students who were in grades 7-8 during the 2009-2010 school year.

Teacher Appraisal

The Professional Development and Appraisal System (PDAS) is an approved instrument for appraising Texas public school teachers and identifying areas that would benefit from instructional staff development. Cornerstones of the process include a minimum of one 45-minute classroom observation and the completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-Centered Instruction adopted in 1997 and revised in 2004 by the State Board for Educator Certification.

Student Assessment Data Portal

The TEA will establish a secure Student Assessment Data Portal for use by school districts, teachers, parents, students, and public institutions of higher education. The system will be required to permit comparisons of student performance at the classroom level, and to enable teachers to readily access student assessment data for use in developing strategies for improving student performance.

Reporting and Accountability Action Steps Kindergarten to Grade 5

Full Implementation of the Reporting and Accountability Module provides accountability measures for the comprehensive, campus-based literacy program.

R1. Set college and career expectations for each Texas student based on English Language Arts and Reading/Spanish Language Arts and Reading TEKS and the College and Career Readiness Standards at various ages and grades.

R2. Provide a systematic approach to measure student progress toward the achievement of English Language Arts and Reading/ Spanish Language Arts and Reading TEKS and the College and Career Readiness Standards.

R3. Integrate the comprehensive literacy program with approved Teacher Appraisal System to support the improvement of literacy teaching and learning.

R4. Examine the annual results of the Accountability Excellence Indicator System — including performance on state assessments, English language progress indicators, and completion and dropout rates — to determine needs for changing the action steps within the comprehensive literacy program to increase student achievement.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Kindergarten to Grade 5

Sustainability

Summary Statement and Action Steps

Sustainability Summary Statement for Grades K-5

The purpose of the Texas State Literacy Plan is to provide campuses and classrooms with tools and guidance on critical steps a campus can take to create a comprehensive, data-informed instructional plan. The instructional plan guides implementation of a strong Response to Intervention model and ensures literacy success and achievement for all students. Continuous evaluation of progress toward these goals is vital. It is recommended campuses revisit the Implementation Status Ratings for each Action Step at the following intervals: Beginning of Year, Middle of Year, and End of Year.

Sustainability requires a systematic approach to:

- Continuously evaluate effectiveness by tracking progress toward literacy goals.

- Develop and maintain leadership and instructional capacity.

- Monitor and support teaching and learning.

- Provide ongoing professional development at the teacher level based on student performance data.

- Inform decision-making through the use of comprehensive data analysis and usable reporting formats.
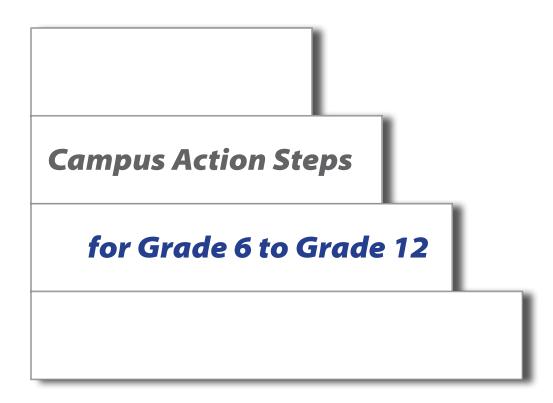
- Leverage funding sources.

Sustainability Action Steps Kindergarten to Grade 5

Full Implementation of the Sustainability Module provides for continuous evaluation of the comprehensive, campus-based literacy program.

S1. Establish a continuous evaluation system of the comprehensive literacy program implementation by tracking progress toward literacy goals at Beginning of Year, Middle of Year, and End of Year.

S2. Develop a systematic plan to build and maintain leadership and instructional capacity to implement and support the comprehensive literacy program.

S3. Develop a systematic approach to monitor effectiveness of teaching and learning.

S4. Provide ongoing, evidence based professional development to all instructional staff based on needs identified by data analysis.

S5. Inform decision-making regarding the instructional plan through the use of comprehensive and meaningful data analysis and reporting.

S6. Leverage funding sources across programs for continuous school improvement and implementation of the comprehensive literacy program.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Campus Action Steps

for Grade 6 to Grade 12

*L*eadership

Summary Statement and Action Steps

Leadership Summary Statement for Grades 6-12

Campus-based leadership teams within the grade 6-12 LASERS framework include principals, instructional coaches, teachers, special educators, parents, and those who impact literacy achievement for middle and high school students. At each campus, the leadership team is responsible for facilitating the creation of a sustainable instructional plan based on multiple sources of student and teacher data, best practices, the English and Spanish Language Arts and Reading, the English Language Proficiency Standards, Texas Essential Knowledge and Skills, and district guidelines.

Successful leadership teams allocate resources of funding, personnel, time, and professional development not only to develop a campus-based comprehensive literacy program, but also to effectively communicate and implement their program. School leaders support the implementation of the campus program by incorporating instructional plan goals within the Teacher Appraisal System.

In an effort to broaden vertical alignment and ease transition for students across their entire school career, the formation of vertical Professional Learning Communities (PLCs) among feeder-pattern childcare center directors, librarians, prekindergarten, elementary, middle, and high school leaders addresses the needs of students and the entire community. These PLCs could function as a community bulletin board to highlight resources and activities, and provide a conduit for the transmission of important student information at peak transition periods, such as the beginning of year and end of year.

Leadership Action Steps Grades 6-12

Full Implementation of the Leadership Module will result in the completion of the core (goals and actions steps) of a campus-based Data-informed Plan (DIP).

L1. Establish a Campus-Based Leadership Team (CBLT) to create and oversee the campus-based Data-informed Plan (DIP).

L2. Develop and monitor a campus-based Data-informed Plan (DIP).

L3. Include a Response to Intervention model within the campus-wide Data-informed Plan (DIP) that identifies students in grades 6-12 who are in need of immediate, intensive intervention.

L4. Provide data-informed Professional Development (PD) targeting the goals of campus-wide Data-informed Plan (DIP).

L5. Allocate, prioritize, and provide resources—including human (e.g., interventionist), materials, scheduled planning time, and uninterrupted instructional time—of the Data-informed Plan (DIP).

L6. Establish a coaching model aimed at fulfilling the goals of the Data-informed Plan (DIP).

L7. Provide ongoing instructional leadership on evidence-based literacy instruction.

L8. Align goals of the campus-wide Data-informed Plan (DIP) with approved Teacher Appraisal System (e.g., Professional Development and Appraisal System [PDAS]).

L9. Develop and maintain an outreach system for reporting campus/community programs and services that support the campus-wide Data-informed Plan (DIP).

L10. Implement an online Professional Learning Community (PLC).

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

A ssessment

Summary Statement and Action Steps

Assessment Summary Statement for Grades 6-12

For students in grades 6-12, ongoing assessment informs instruction and provides teachers guidance for meeting the needs of all students. The four major types of assessment at the secondary level are screening, diagnostic, progress monitoring, and outcomes, which should include both formative and summative assessment. Using universal screening to identify students at risk of reading difficulties and diagnostic assessments to determine instructional focus, allows teachers to provide appropriate differentiated instruction and instructional interventions. Teachers administer assessments to adjust instruction and ensure students are on track to meet graduation and post-secondary college and career goals. Additional testing may be warranted to screen for needs that may be served through special programs, including, but not limited to, dyslexia services, bilingual/English as a Second Language programs, Gifted and Talented programs, and special education services.

Assessment in Texas for grades 6-12 includes:

Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR™)

In the 2011-2012 school year, the (STAAR™) will be implemented in reading and writing. The majority of the new STAAR™ assessment will test content studied that year, instead of testing content studied over a period of time. By focusing on the Texas Essential Knowledge and Skills that are most critical to assess, STAAR™ will better measure the academic performance of students as they progress through their education. These assessments are more rigorous than the current Texas Assessment of Knowledge and Skills and place greater emphasis on alignment to college and career readiness. STAAR™ assessments in reading will be administered in grades 3-8 and writing in grades 4 and 7. Additional formats of the STAAR assessment (M: Modified and Alt: Alternate) may be available as needed.

Grades 9-12 End of Course Exam

In 2011-2012, students who enter grade 9 will take End of Course High School Assessments for English I, II, and III.

Grades 6-8 Texas Middle School Fluency Assessment

The Texas Middle School Fluency Assessment is a diagnostic and progress-monitoring instrument for students determined to be at risk of not performing at proficient levels on grades 6-8 state reading assessments.

Grades K-12 Texas English Language Proficiency Assessment System

The Texas English Language Proficiency Assessment System (TELPAS) is designed to measure the annual progress English language learners (ELLs) make in learning academic English. Administered each spring, the system measures English proficiency in listening, speaking, reading, and writing. TELPAS is aligned to the English Language Proficiency Standards (ELPS), the part of TEKS that outlines English language proficiency level descriptors and student expectations for ELLs, and that are required to be implemented as an integral part of each subject in the curriculum.

The assessment is administered in the following ways:

- Holistic ratings for listening, speaking, reading, and writing across content areas (grades K-1)

- Holistic ratings for listening, speaking, and writing across content areas (grades 2-12)

- Multiple-choice online reading assessment (grades 2-12)

Results are reported by language domain (e.g., listening, speaking, reading, writing) at the proficiency levels of Beginning, Intermediate, Advanced, and Advanced High. The emphasis, in both the ELPS and in the assessments, is on academic English proficiency that will allow students to be successful across all content areas. Student writing samples are taken from core subject areas and reading selections on multiple-choice tests that represent the type of academic reading students encounter at the corresponding grade levels. Results are used for state and federal accountability, as well as informing local decisions about instructional placement, services to students, and program effectiveness.

Assessment Action Steps Kindergarten to Grade 5

Full Implementation of the Assessment Module will result in the completion of an important component of the comprehensive, campus-based literacy program: a Campus Assessment Plan.

A1. Create and maintain a campus-wide Literacy Assessment Plan for reading and writing across different genres and content areas.

A2. Implement procedures for disaggregating data, and interpreting the meaning and implications of grade-level and content-area data.

A3. Implement standardized protocols for administering, recording, and scoring (when applicable) assessments.

A4. Implement a uniform system for securely storing assessment data and making data accessible to all appropriate personnel involved in supporting student transition from grade to grade and between sites.

A5. Implement protocols for using evidence-based diagnostic assessments to inform instruction in Tier I (disciplinary literacy with embedded-strategy instruction) and in Tiers II and Tier III (intervention).

A6. Implement procedures for conducting frequent progress monitoring to determine when "at-risk" students are responding/not responding to instruction and/or intervention, and make appropriate changes to instruction.

A7. Implement a campus process for communicating literacy assessment data to parents and district personnel.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Grade 6 to Grade 12

*S*tandards-Based Instruction
Summary Statement and Action Steps

Standards-Based Instruction Summary Statement for Grades 6-12

Standards-based literacy instruction helps to ensure students are college and career ready. Texas literacy standards are research- and evidence-based and clearly set forth in four sets of standards:

English Language Arts and Reading (ELAR) Standards

Grades K–12

Spanish Language Arts and Reading (SLAR) Standards

Grades K–6

English Language Proficiency Standards (ELPS)

Grades K–12

College and Career Readiness Standards (CCRS)

Grades K–12

These standards guide curriculum developers to take a comprehensive approach to literacy development. Through a rigorous review process, literacy materials provided by the state are examined for inclusion of all state standards. Districts may adopt these materials from the conforming list through Proclamation 2010 and Proclamation 2011. In an increasingly mobile society, standards-based instruction provides continuity for students who change schools/districts during their school career.

Standards in grades 6-12 clearly communicate what is expected of students at each grade level in the areas of Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions. Explicit guidance also is provided to include the appropriate use of the first language and second language for children in the trajectory of second-language acquisition. Through the implementation of the ELPS with the TEKS, simultaneous development of language and mastery of standards occurs. Teachers of English language learners provide a language objective along with a standards/content objective for every lesson. The clear articulation of grade-level standards and the English language proficiency level descriptors not only equips teachers to know exactly what students need to learn in the grade and language levels they are teaching, but also provides guidance concerning prior and future levels.

Standards-Based Instruction Action Steps Grades 6-12

Full Implementation of the Standards-based Instruction Module ensures that consistent literacy expectations and standards guide instruction within the comprehensive, campus-based literacy program.

SB1. Provide professional development to ensure instructional staff understands current state standards for the English Language Arts and Reading/Spanish Language Arts and Reading Texas Essential Knowledge and Skills, English Language Proficiency Standards, College and Career Readiness Standards, and Cross-Disciplinary Standards.

SB2. Use the state standards for English Language Arts and Reading to ensure instructional staff provide a common curriculum to all students and support student transition from grade to grade.

SB3. Evaluate and select instructional materials for core instruction and supplemental materials that address standards and identified student needs — including English language learner, Gifted and Talented, special education, at risk, and dyslexia — with a focus on age-appropriate texts.

SB4. Determine appropriate sequence and pacing to ensure students meet or exceed grade-level standards by End of Year.

SB5. Implement integrated and coherent instruction based on current state standards for English Language Arts and Reading/ Spanish Language Arts and Reading Texas Essential Knowledge and Skills, English Language Proficiency Standards, College and Career Readiness Standards, and Cross-Disciplinary Standards.

SB6. Provide professional development for all instructional staff on disciplinary literacy comprehension strategies and their implications for content-area instruction.

SB7. Incorporate writing across all content areas and electives to build student literacy and reinforce literacy applications across the curriculum.

SB8. Develop campus-wide system for teaching academic vocabulary or words that influence achievement in multiple disciplines.

SB9. Provide multiple opportunities for students to read independently at their instructional and/or independent level in various genres, with teacher support and monitoring.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Effective Instructional Framework
Summary Statement and Action Steps

Effective Instructional Framework Summary Statement for Grades 6-12

The Texas State Literacy Plan includes the implementation of a Response to Intervention (RtI) instructional framework for literacy instruction.

RtI is a comprehensive schoolwide framework that meets the needs of all students by:

- Delivering assessment-driven, differentiated instruction to all students, including, but not limited to, students in need of acceleration and/or intervention.

- Focusing on literacy instruction that uses scientific, research-based materials.

- Fostering motivation and engagement through authentic assignments and relevant content.

- Facilitating instructional experiences that engage all students and include speaking, listening, reading, and writing across the content areas regularly.

Following administration and analysis of assessment, teachers provide instruction based on data by:

- Identifying struggling students through multiple assessment measures and providing additional support to close achievement gaps.

- Using diagnostic assessment to identify and address areas of instructional need across all tiers through differentiation.

- Monitoring progress of all students on a regular basis and adjusting instruction.

- Reviewing student outcome data to evaluate effectiveness of classroom instruction and intervention programs.

RtI is an instructional approach that provides all students with the instruction they need for learning success. The goal of RtI is to intervene early — when students begin to struggle with learning — to prevent them from falling behind and developing learning difficulties. Options for providing intervention at middle and high school include:

- English electives, such as Reading I, II, III, and Practical Writing

- Supplemental services, such as extended day, extended year, credit recovery, and online courses

- Flexible scheduling and additional time

- Special Education Services
- ESL classes
- Assistive technology
- Instructional technology
- Accommodations and modifications
- Options for advanced learners, such as GT, advanced placement, and International Baccalaureate

Within the implementation of the instructional framework, careful consideration must be given to the idea that planning and delivery of appropriate instruction to students who are learning in two languages is enormously complex, and must be sensitive to both maturational processes and the trajectory of second-language acquisition (Ballantyne, K.G., Sanderman, A.R. & McLaughlin, N., 2008).

Effective Instructional Framework Action Steps Grades 6-12

Full Implementation of the Effective Instructional Framework Module builds a Response to Intervention foundation for the comprehensive, campus-based literacy program.

E1. Implement a comprehensive framework of instruction that includes Disciplinary Literacy (advanced literacy instruction), the Response to Intervention model, evidence-based materials, literacy standards, and assessment.

E2. Implement a systematic approach for using data to inform instruction and set goals for each student in each tier of support within the Disciplinary Literacy/Response to Intervention instructional framework.

E3. Strengthen instructional capacity through professional development that is relevant, based on confirmed research, and addresses local/school-based issues. Professional development may be differentiated based on instructional staff expertise.

E4. Increase student motivation and sustained engagement through quality instruction by:

- Recognizing learners need access to valued knowledge within various content areas and that the knowledge they bring to learning is valued.

- Teaching students to read, write, inquire, and reason within each discipline.

- Providing differentiated support, additional time, and specialized curriculum as needed.

E5. Use evidence-based strategies to enhance achievement for diverse student populations, including English language learners, Gifted and Talented, special education, at risk, and dyslexic students.

E6. Involve student leadership in the development and articulation of the Texas State Literacy Plan goals. Adolescent students can be powerful facilitators if they understand and are engaged in new initiatives.

E7. Provide differentiated literacy instruction for students in Tier I that includes:

- Differentiated small group instruction
- Explicit instruction in vocabulary and comprehension strategies
- Systematic instruction
- Modeling and scaffolding for new skills and review of skills.

E8. Provide entry/exit criteria for each level of instruction in Tier II and Tier III.

E9. Schedule and provide additional targeted and intensive literacy instruction for students in Tier II. Allocate an appropriate amount of time for Tier II instruction based on student need, school resources, Individualized Education Plan requirements, and other pertinent factors.

E10. Provide additional targeted and intensive literacy instruction for students in Tier III. Allocate an appropriate amount of time for Tier III instruction based on student need, campus resources, Individualized Education Plan requirements, and other pertinent factors.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Reporting and Accountability Summary Statement for Grades 6-12

Since 2002, under No Child Left Behind states are required to annually assess reading performance of students in grades 3-8. Holding states and districts accountable for increasing performance and narrowing achievement gaps among subpopulations is correlated with schools undertaking efforts to increase the effectiveness of schooling. In 2004, the Individuals with Disabilities Education Act (IDEA), which governs the provision of special education services in U.S. public schools, was reauthorized. Noteworthy in the reauthorization was the emphasis on early intervention services and specific provisions allowing districts to adopt service delivery models that focus on the child's Response to Intervention (RtI). These models (a) screen all children for academic and behavioral problems, (b) monitor the progress of children at risk for difficulties in these areas, and (c) provide increasingly intense interventions based on the response to progress-monitoring assessments (Vaughn &Fuchs, 2003; Fletcher & Vaughn, 2009). All of these accountability systems can impact learning if they motivate schools to devote more resources in an area which they would not otherwise do so.

The following tools and programs support accountability in Texas:

Outcome Assessments

Grades 3-8 State of Texas Assessments of Academic Readiness

For grades 3-12, Texas has established a rigorous accountability system to increase literacy success for all students through the campus rating system based on the Texas Assessment of Knowledge and Skills (TAKS). Currently, the annual campus rating is based on overall student performance at the campus level, including the performance of each student group. A unique feature of the Texas accountability system is each student group (e.g., African American, Hispanic, White, Economically Disadvantaged) must meet the established criterion overall; and also, within each subsection of the TAKS. Under the current accountability system, it is impossible for a campus to ignore any student subpopulation.

Texas Accountability Rating System for Public Schools and Districts

The Texas Education Agency (TEA) Accountability Rating System rates all public schools, charter schools, and school districts in the state. The criteria are the same for schools and districts, and are discussed below. Based on how the campus or district performs, they will receive one of four possible rankings: Exemplary

(highest possible ranking), Recognized, Academically Acceptable, or Academically Unacceptable (lowest possible ranking). In rare instances, the category, *Not Rated: Other* will be used.

Ratings for a campus/district are based on each of the following criteria:

- Performance on TAKS* — In grades 3-12, overall campus/district performance includes students who successfully meet standards on their respective subsections of TAKS (Reading/English Language Arts, Mathematics, Writing, Science, and/or Social Studies). In addition, each student group (e.g., African American, Hispanic, White, economically disadvantaged) must successfully perform as a group on the assessment as a whole; and, within each subsection (provided there are enough students to meet "minimum size" requirements).
  Note:

  - All TAKS-Modified and TAKS-Alternate results are combined with TAKS and TAKS (Accommodated) results and used for ratings in 2011.

  - STAAR™/End of Course Exams — Texas is transitioning to a new state assessment system during the 2011-2012 school year.

- English language learners Progress Indicator — Percentage of all students who meet set criteria for progress. This criterion only applies to Exemplary and Recognized ratings determination.

- **Completion Rate** — Percentage of all students, as well as percentage of each student group (listed above), who have completed or who are continuing their education four years after entering high school. This criterion applies to only to high schools and districts including high schools.

- **Dropout Rate** — Percentage of all students, as well as percentage of each student group (listed above), who have dropped out of school. At this time, the criterion applies to students who were in grades 7-8 during the 2009-2010 school year.

Teacher Appraisal

Professional Development and Appraisal System (PDAS)

PDAS is an approved instrument for appraising Texas public school teachers and identifying areas that would benefit from staff development. Cornerstones of the process include a minimum of one 45-minute classroom observation and the completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learning-Centered Instruction adopted in 1997 and revised in 2004 by the State Board for Educator Certification.

Student Assessment Data Portal

The TEA will establish a secure Student Assessment Data Portal for use by school districts, teachers, parents, students, and public institutions of higher education. The system is required to permit comparisons of student performance at the classroom level, and to enable teachers to readily access student assessment data for use in developing strategies for improving student performance.

Reporting and Accountability Action Steps Grades 6-12

Full Implementation of the Reporting and Accountability Module provides accountability measures for the comprehensive, campus-based literacy program.

R1. Set expectations for each student based on the description of a College and Career Ready Texan in various grades and content areas.

R2. Provide a systemic approach to measure student progress and achievement toward the achievement of College and Career Readiness Standards.

R3. Integrate comprehensive literacy program elements with teacher accountability to support the improvement of literacy teaching and learning across disciplines.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Sustainability
Summary Statement and Action Steps

Sustainability Summary Statement for Grades 6-12

Sustaining effective implementation of a literacy plan is vital for student success across all content areas. Sustainability requires a systematic approach to:

- Continuously evaluate effectiveness by tracking progress toward literacy goals
- Develop leadership
- Monitor and support teaching and learning
- Provide ongoing professional development at the teacher level based on standards determined by data analysis
- Inform decision-making through the use of comprehensive data analysis
- Leverage funding sources

Sustainability and implementation of the Texas State Literacy Plan will be supported and guided through membership in various online Professional Learning Communities.

Sustainability Action Steps Grades 6-12

Full Implementation of the Sustainability Module provides for continuous evaluation of the comprehensive, campus-based literacy program.

S1. Continuously evaluate implementation of the comprehensive literacy program with support and guidance from the Texas State Literacy Plan by tracking progress toward literacy goals at regular intervals.

S2. Develop a systematic plan to build and maintain leadership and instructional capacity in order to implement and support the comprehensive literacy program.

S3. Develop a systematic approach to monitor effectiveness of teaching and learning.

S4. Involve leadership from multiple disciplines in the development and monitoring of the comprehensive literacy program.

S5. Inform decision-making regarding the comprehensive literacy program through the use of comprehensive data analysis.

S6. Leverage funding sources across programs.

To determine your implementation status and to receive a customized Implementation Map on these action steps, refer to the Texas State Literacy Plan (TSLP) Inventory: https://tslp.austin.utexas.edu.

Texas State Literacy Plan

Appendix: Texas Initiatives for Reading and Writing Initiatives

- **Texas Early Education Model (TEEM):** A partnership among Texas Education Agency (TEA), the Children's Learning Institute at the University of Texas Health Science Center at Houston, public schools, and private childcare programs for prekindergarten education in language and preliteracy development. Critical components for replicating the success of TEEM are a high-quality curriculum and instructional materials, intensive and purposeful teacher training followed by mentoring, student progress monitoring to inform classroom instructional practices, and monitoring and evaluation activities that include student performance.

- **Texas School Ready!™:** Certification for prekindergarten service providers who implement effective prekindergarten instructional models.

- **Prekindergarten Guidelines:** The 2008 Texas Prekindergarten Guidelines balance research-based teaching strategies and developmental research on how children learn most effectively. These guidelines are designed to help teachers deliver playful, well planned, and purposeful instruction that will jump-start school success and influence students' growth throughout their lives.

- **The Texas Prekindergarten Guidelines Online Training (http://ritter.tea.state.tx.us/prekindergarten_guide/index.htm):** A web-based professional development tool that orients and introduces educators to the guidelines. Training includes video examples of child behaviors in five domains (social and emotional development, L1 and L2 language and communication, emergent literacy, reading and writing, and math), and provides instructional strategies teachers can use to support students. Also included are examples of integrated instruction with video examples of classroom interactions where several outcomes from the guidelines are combined.

- **Student Success Initiatives:**

  - **Teacher Reading Academies:** Beginning in 1999, Texas teachers in kindergarten through third grade classrooms attended four-day academies, providing them with the tools for evidence-based instruction and intervention. In 2002, those academies were introduced in an online format and offered for continuing education credit. In 2009, the Online Teacher

Reading Academies were updated and extended through grade 5 and now include an administrative overview. The academies were developed through a partnership of the TEA, the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin, and Education Service Center, Region 13, continuing in partnership with the Institute for Public School Initiatives at the University of Texas at Austin.

- **Accelerated Reading Instruction (ARI):** Originated by Senate Bill (SB) 4 of the 76th Texas Legislature, ARI provides immediate, targeted instruction for students identified as struggling in reading

- **Texas Reading First Initiative:** This statewide program was part of the federal Reading First Initiative established through the No Child Left Behind Act of 2001. The federal initiative was designed to help states and local schools implement findings of scientifically based reading research, with the goal that all students achieve reading mastery by the end of grade 3. Funds were dedicated to help states, local districts, and schools significantly reduce reading achievement gaps by establishing research-based, comprehensive reading instruction in grades K-3. The federal initiative also was designed to provide professional development for teachers to implement scientifically based reading programs; to ensure accountability through ongoing, valid and reliable screening, diagnostic, and progress monitoring assessments; and to provide technical assistance to Local Education Agencies and campuses.

- **Texas Adolescent Literacy Academies (TALA):** In 2008 and 2009, Texas teachers for grades 6-8 had the opportunity to receive professional development in scientifically based reading instruction for adolescents through TALA. Now available online, the academies aim to prepare middle school teachers to design appropriate instruction for all students, including those struggling with reading due to limited English proficiency, learning disabilities, dyslexia, and other risk factors for reading difficulties. Included in the academies are a set of training modules on cross-disciplinary vocabulary and comprehension strategies, a diagnostic and progress-monitoring instrument, and guidance for intensive interventions targeting the needs of struggling adolescent readers.

- **Texas Essential Knowledge and Skills (TEKS):** In May 2008, the State Board of Education adopted new state standards, the TEKS for English and Spanish Language Arts and Reading. The TEA — in partnership with the Children's Learning Institute at the University of Texas, Health Science Center at Houston; the Institute for Public School Initiatives at the University of Texas at Austin; the Vaughn Gross Center for Reading and Language Arts at the University of

Texas at Austin; and the Education Service Centers—developed and implemented statewide professional development in the new standards.

- **End of Course Success for English I, II, and III and ESOL I and II:** The 80th Legislature mandated End of Course **(EOC)** assessments for freshman, sophomore, and junior English courses and for freshman and sophomore English for Speakers of Other Languages. The TEA—in partnership with the Institute for Public School Initiatives at the University of Texas at Austin; the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin; and Education Service Centers—developed and implemented statewide professional development in the instruction and strategies necessary for student success at the end of each course.

- **English Language Proficiency Standards:** These standards address the English language proficiency level descriptors and student expectations for English language learners.

- **College and Career Readiness Standards (CCRS):** The purpose of the CCRS initiative is to identify and define the competencies and skills graduating high school students must possess in order to be successful in higher education and beyond.

- **Higher Education Collaborative for Reading First:** In 2003, Texas provided ongoing professional development and collaborative opportunities for teacher educators who are preparing elementary teachers. Funded through Reading First, this unique initiative involved more than 140 institutions of higher education in integrating evidence-based research and instruction in preservice programs.

- **Faculty Collaborative for College and Career Readiness:** In 2008, the Texas Higher Education Coordinating Board, through the state legislature, created the College and Career Readiness Initiative: Faculty Collaborative. The English/Language Arts Faculty Collaborative is managed through the Meadows Center for Preventing Educational Risk at the University of Texas at Austin. The English/Language Arts Collaborative also supports disciplinary literacy in science, mathematics, and social studies.

Appendices

Texas State Literacy Plan

Glossary

AAP: American Academy of Pediatrics

ARD - Admission, Review, and Dismissal — Committee that meets to discuss a student's educational placement into, out of, or continuing in a special education setting.

ARI - Accelerated Reading Instruction

ASHA - American Speech-Language-Hearing Association

academically engaged - students participating in activities/instruction in a meaningful way and understanding the tasks in which they are involved

accuracy: reading words in text with no errors (part of fluency)

affix: refers to prefixes and suffixes

after reading comprehension strategies: strategies that require the reader to actively transform key information in text that has been read (e.g., summarizing, retelling)

aligned materials: student materials (texts, activities, manipulatives, homework, etc.) that reinforce classroom instruction of specific skills in reading

alliteration: repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta)

alphabetic principle: understanding that spoken words are decomposed into phonemes, and that the letters in written words represent the phonemes in spoken words when spoken words are represented in text

analogy: comparing two sets of words to show some common similarity between the sets (e.g., cat is to kitten: as dog is to _____?)

antonym: a word opposite in meaning to another word

assessment: Using data to determine abilities and knowledge about a particular topic. A distinction should be drawn between a test, which is just a tool used in assessment, and assessment.

automaticity: reading without conscious effort or attention to decoding

BOY: Beginning of Year

basal reader: A kind of book that is used to teach reading. It is based on an approach in which words are used as a whole. The words are used over and over in each succeeding lesson. New words are added regularly.

background knowledge: forming connections between the text and the information and experiences of the reader

base word: unit of meaning that can stand alone as a whole word (e.g., friend, pig)

before reading comprehension strategies: strategies employed to emphasize the importance of preparing students to read text (e.g., activate prior knowledge, set a purpose for reading)

blending: combining parts of a spoken word into a whole representation of the word (e.g., /p/ /oo/ /l/ blended together to form the word POOL)

Bloom's Taxonomy: system for categorizing levels of abstraction of questions that commonly occur in educational settings. Includes the following competencies: knowledge, comprehension, application, analysis, synthesis, and evaluation

CCRS: College and Career Readiness Standards

CDC: Centers for Disease Control and Prevention

CIRCLE: Center for Improving the Readiness of Children for Learning and Education

CLD: Cultural and Linguistic Diversity

CLI: Children's Learning Institute

CNAT: Campus Needs Assessment Tool

chunked-text: continuous text that has been separated into meaningful phrases often with the use of single and double slash marks (/ and //) with the intent of giving opportunities to practice reading phrases fluently

chunking: strategy for breaking words or sentences into manageable parts (e.g., /yes /ter/ day or When the sun appeared after the storm, / the newly fallen snow /shimmered like diamonds)

coaching: process of supporting teachers in implementing new classroom practices by providing new content and information, modeling related teaching strategies and offering on-going feedback as teachers master new practices

cognates: words that are related to each other by virtue of being derived from a common origin (e.g., 'decisive' and 'decision')

concept/definition mapping: provides a visual framework for organizing conceptual information in the process of defining a word or concept

comprehension: awareness of one's understanding of text being read

consonant blend: two or more consecutive consonants which retain their individual sounds (e.g., /bl/ in block; /str/ in string)

connected text: words that are linked (as opposed to words in a list) as in sentences, phrases, and paragraphs

context clue: using words or sentences around an unfamiliar word to help clarify its meaning

continuous sounds: a sound that can be held for several seconds without distortion (e.g., /m/, /s/)

core instruction: Instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period.

core reading program: initial instructional tool used by teachers for literacy instruction using the five components of reading (phonics, phonemic awareness, fluency, comprehension, and vocabulary)

criterion-referenced assessment: This is a type of assessment in which a child's score is compared against a predetermined criterion score to determine if the child is performing acceptably or unacceptably. Rather than comparing the child's performance against the performance of her peers (as would be the case with a norm-referenced assessment), the criterion or "acceptable score" is set by the author of the assessment. Each child's score, then, is either above or below the criterion score.

cumulative: instruction that builds upon previously learned concepts

DAP: Developmentally Appropriate Practice

DEC: Division for Early Childhood

DLL: Dual Language Learners

decodable texts: texts which do not contain irregular words and usually designed to reinforce certain "rules" that have previously been taught in phonics lessons

decodable words: words that contain phonic elements that were previously taught

decoding: using knowledge of the conventions of spelling-sound relationships and knowledge about pronunciation of irregular words to derive a pronunciation of written words

derivational affixation: process of adding affixes to roots or bases in order to vary function or modify

diagnostic: tests that can be used to measure a variety of reading, language, or cognitive skills

diagnostic measures: means to determine student needs

dialogic reading: interactive, shared picture book reading practice designed to enhance young children's language and literacy skills

diagraph: a group of two successive letters whose phonetic value is a single sound (e.g., EA in BREAD, CH in CHAT, or NG in SING)

diphthong: a gliding monosyllabic speech sound that starts at or near the articulatory position for one vowel and moves to or toward the position of

another (e.g., oy in TOY or ou in OUT)

differentiated instruction: matching instruction to meet the different needs of learners in a given classroom

direct instruction: teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved

during reading comprehension strategies: strategies that help students engage the meanings of a text (e.g., asking questions at critical junctures; modeling the thought process used to make inferences; constructing mental imagery)

ECI: Early Childhood Intervention — Evaluates children ages 0-3 for disabilities and delays, and provides services to eligible children.

EIS: Early Intervention Services

ELA: English Language Arts
English Language Arts and Reading

ELLs: English language learners

ELPS: English Language Proficiency Standards

EOC: End of Course

EOY: End of Year

ESC: Education Service Center — There are 20 regional ESCs in Texas.

ESL: English as a Second Language

ESOL: English for Speakers of Other Languages

elision: omission of a part of a spoken word -- to be more efficient, people sometimes say "IDANO" instead of "I do not know," or a person may say "N" instead of "AND" (as in "bread 'n' butter")

emergent literacy: the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing

empirical research: refers to scientifically based research that applies rigorous, systematic, and objective procedures to obtain valid knowledge

explicit instruction: a visible instructional approach which involves direct instruction with language that is concise, specific and related to the objective and includes a high level of teacher/student interaction

expository text: text written to explain and convey information about a specific topic

expressive language: language that is spoken

extrinsic phonics: phonics taught as a supplemental learning aid rather than as an integral part of the program of reading instruction

Appendices

FAPE: Free and Appropriate Public Education

FCRR: Florida Center for Reading Research

fidelity: degree to which instruction follows the intent and design of a program

five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension

flexible grouping: grouping students according to shared instructional needs and abilities and regrouping as their instructional needs change

fluency: ability to read text quickly, accurately, and with proper expression

fluency probe: assessment for measuring fluency, usually a timed oral reading passage at the student's instructional reading level

fluent reader: fast, smooth, effortless and automatic reading of text (can be silent reading or not) with attention focused on the meaning of the text

formative assessment: provides information needed to adjust teaching and learning throughout the instructional process

frustrational reading level: level at which a reader reads at less than a 90% accuracy (i.e., no more than one error per 10 words read)

function word: a word which does not have lexical meaning, which primarily serves to express a grammatical relationship (e.g. AND, OF, OR, THE)

GT: Gifted and Talented

grade equivalent scores: In a norm-referenced assessment, individual student's scores are reported relative to those of the norming population. This can be done in a variety of ways, but one way is to report the average grade of students who received the same score as the individual child. Thus, an individual child's score is described as being the same as students that are in higher, the same, or lower grades than that student (e.g. a student in 2nd grade my earn the same score that an average fourth grade student does, suggesting that this student is quite advanced).

grapheme: a unit (a letter or letters) of a writing system that represents one phoneme; a single symbol that has one phonemic correspondent within any particular word

graphophonemic: refers to the sound relationship between the orthography (symbols) and phonology (sounds) of a language

graphic organizers: visual framework or structure for capturing the main points of what is being read, which may include concepts, ideas, events, vocabulary, or generalizations

guided oral reading: instructional support including immediate corrective feedback as students read orally

guided practice: students practice newly learned skills with the teacher providing prompts and feedback

HPL: Houston Public Library

Hanen Centre: Canadian charitable organization that provides parents, caregivers, early childhood educators, and speech-language pathologists the knowledge and training they need to help preschool children develop language, social, and literacy skills, including children with or at risk of language delays and those with developmental challenges.

high-frequency irregular words: words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been)

high-frequency words: small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry)

Home Language Survey: Required to count students whose families speak a language other than English at home. It also helps to identify students who need to be addressed for English language proficiency.

homonym: word which is spelled and pronounced identically to another word, but which has a different meaning. (e.g., a swimming POOL versus a POOL table)

homograph: words that are spelled the same but have different origins and meanings and may or may not be pronounced the same (e.g., can as in a metal container/can as in able to).

homophone: word which is spelled differently from another word, but which is pronounced identically (e.g., hoarse versus horse; or two versus, to, versus, too)

immediate corrective feedback: when an error occurs, the teacher immediately attends to it by scaffolding instruction (i.e., gradual release of responsibility)

implicit instruction: The opposite of explicit instruction. Students discover skills and concepts instead of being explicitly taught. For example, the teacher writes a list of words on the board that begin with the letter "m" (mud, milk, meal, and mattress) and asks the students how the words are similar. The teacher elicits from the students that the letter "m" stands for the sound you hear at the beginning of the words.

idiom: phrase, construction, or expression that is understood in a given language (e.g., "to kick the bucket" means "to die," or "to throw in the towel" means "to give up" or "to stop")

independent reading level: the level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read)

informal assessment: does not follow prescribed rules for administration

and scoring and has not undergone technical scrutiny for reliability and validity (e.g., teacher-made tests, end-of-unit tests, and running records are all examples of informal assessment)

informational text: non-fiction books, also referred to as expository text, that contain facts and information

intrinsic phonics: phonics taught implicitly in the context of authentic reading activities

instructional reading level: the level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read)

intervention program: instruction that is intended for flexible use as part of differentiated instruction and/or more intensive instruction to meet student learning needs in one or more of the specific areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension)

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Plan

IES: Institute of Education Sciences

ILD: Instructional Leadership Development

IPSI: Institute for Public School Initiatives

ISD: Independent School District

LCC: Licensed Childcare Center

LCC: Local Campus Coach

LEP: Limited English Proficiency

LEA: Local Education Agency

LIP: Literacy Instructional Plan

L1: First language of the child

L2: Second language of the child

language comprehension: This term should refer to understanding language in any of its forms, but in the vernacular, it has come to be synonymous with listening comprehension. When people use the term "language comprehension," they are typically not referring to sign language, written language, semaphore or smoke signals. Typically, the term is reserved for describing spoken language.

latent: Something which is present but invisible, or inactive but capable of becoming active or visible, so a child may have latent knowledge of a concept, meaning the child understands the concept, but has not had an opportunity to demonstrate that understanding.

learning communities: group in which educators commit to ongoing

learning experiences with a deliberate intent to transform teaching and learning

letter-sound correspondence: matching oral sound to its corresponding letter or group of letters

lexical: refers to the words or the vocabulary of a language as distinguished from its grammar and construction

lexicon: often called the "mental dictionary," the lexicon is a representation of all knowledge a person has about individual words

linked: clear connection among the objectives of what is taught within and across reading components (e.g., students learn some common letter sounds during phonics instruction, then read words that use those same letter sounds to practice fluency and develop vocabulary)

listening comprehension: understanding speech

MOY: Middle of Year

metacognition: an awareness of one's own thinking processes and how they work

metaphor: figure of speech in which a word or phrase is used in place of a more literal description (e.g., rather than saying somebody is happy, one might say that person is "on cloud nine" or "walking on air")

modeling: teacher overtly demonstrates a strategy, skill, or concept that students will be learning

morpheme: the smallest meaningful unit of language

morphemic analysis: analysis of words formed by adding prefixes, suffixes or other meaningful word units to a base word

multisyllabic words: words with more than one syllable

NAEP: National Assessment of Educational Progress

NAEYC: National Association for the Education of Young Children

NCFL: National Center for Family Literacy

NELP: National Early Literacy Panel

NRTAC: National Reading Technical Assistance Center

narrative text: text which conveys a story or which relates events or dialog

Norm-referenced assessment: This is the type of assessment that allows an individual child's score to be compared against the scores of other children who have previously taken the same assessment. With a norm-referenced assessment, the child's raw score can be converted into a comparative score such as a percentile rank or stanine contrast with criterion referenced assessment.

OTRA: Online Teacher Reading Academy

Appendices

objectives: measurable statements detailing the desired accomplishments of a program

onset and rime: In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is "s" and the rime is "at". In the word flip, the onset is "fl" and the rime is "ip").

onset: the part of the syllable that precedes the vowel of a syllable (e.g., the onset of the word PILL is /p/)

oral language: spoken language

outcome measures: measure of the result of a system

PALS: Peer-Assisted Literacy Strategies

PBS: Public Broadcasting Service

PD: Professional Development

PDAS: Professional Development and Appraisal System

PLC: Professional Learning Community — Group in which educators commit to ongoing learning experiences with a deliberate intent to transform teaching and learning at their school or within their district.

PPCD: Preschool Program for Children with Disabilities

pacing: The pace of a lesson should move briskly, but not so fast as to rush students beyond their ability to answer correctly. The purposes for a fast pace are to help students pay close attention to the material being presented, and provide students more practice time which increases the opportunity for greater student achievement, keeps students actively engaged, and reduces behavior management problems by keeping students on-task. (wordy)

pedagogy: how instruction is carried out or the method and practice of teaching

phoneme: smallest unit of speech that serves to distinguish one utterance from another (e.g. PAT and FAT are distinguished by the initial phoneme)

phoneme isolation: recognizing individual sounds in a word (e.g., /p/ is the first sound in pan)

phoneme manipulation: adding, deleting, and substituting sounds in words (e.g., add /b/ to oat to make boat; delete /p/ in pat to make at; substitute /o/ for /a/ in pat to make pot)

phonemic awareness: subset of phonological awareness; the knowledge that spoken words consist of a sequence of individual sounds, and the understanding that phonemes are rearranged and substituted to create new words

phonograms: succession of letters that represent the same phonological

unit in different words (e.g., IGHT in FLIGHT, MIGHT and TIGHT)

phonics: letter-sound relationships and generalized principles that describe spelling-sound relationships in a language (e.g. vowels in CVCs are short)

phonetic writing: a system that uses a unique symbol to represent each phone (sound) of the language or dialect, such as the International Phonetic Alphabet (IPA)

phonological awareness: the understanding that speech is composed of sub-parts -- sentences are comprised of words, words are comprised of syllables, syllables are comprised of onsets and rimes, and can be further broken down to phonemes

prefix: a morpheme that precedes a root and that contributes to or modifies the meaning of a word as "re" in reprint

prior knowledge: refers to schema, the knowledge and experience that readers bring to the text

prosody: reading with expression, proper intonation, and phrasing

progress monitoring: on-going approach to gathering data about a child's progress in mastering literacy skills

Project Share®: statewide system of online professional development

ROR: Reach Out and Read — Evidence-based nonprofit organization that promotes early literacy and school readiness by partnering with doctors nationwide.

RPTE: Reading Proficiency Test in English

RtI: Response to Intervention

rate: speed at which a person reads

readability level: refers to independent, instructional, and frustrational levels of text reading

reading accuracy: reading words in text with no errors

reading centers: special places organized in the classroom for students to work in small groups or pairs, either cooperatively or individually

reading vocabulary: words needed to understand what is read

regular words: any word in which each letter represents its respective, most common sound (e.g., sat, fantastic)

repeated reading: rereading of text until the reader is able to read at a predetermined rate to produce fluency

retelling: recalling the content of what was read or heard

rigor: the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging

Appendices

root: a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings

rhyme: sharing identical or at least similar medial and final phonemes in the final syllable

rime: the part of a syllable (not a word) which consists of its vowel and any consonant sounds that come after it

SAC: State Advisory Council on Early Childhood Education and Care

SB: Senate Bill

SBEC: State Board for Educator Certification

SBOE: State Board of Education

SBRI: Scientifically Based Reading Instruction

SCECD: State Center for Early Childhood Development

SDAA II: State-Developed Alternative Assessment

SEDL: Social/Emotional Development and Learning

SERC: State Education Resource Center — Nonprofit agency that provides professional development and information dissemination of best practices to educators, service providers, and families.

SERP: Special Education Reading Project

SIOP: Sheltered Instruction Observation Protocol

SLAR: Spanish Language Arts and Reading

SPURS: Students Partnering for Undergraduate Rhetoric Success

SRCL: Striving Readers Comprehensive Literacy — The program's objective is to advance literacy skills, including preliteracy skills, reading, and writing, for students age 0 to grade 12, including limited English-proficient students and students with disabilities.

SSI: Student Success Initiative

SSIG: State Student Incentive Grant

STAAR™: State of Texas Assessments of Academic Readiness™

scaffolding: Refers to the support that is given to students in order for them to arrive at the correct answer. This support may occur as immediate, specific feedback that a teacher offers during student practice.

schema: Refers to prior knowledge, the knowledge and experience that readers bring to the text.

scope and sequence: a "roadmap" or "blueprint" for teachers that provides an overall picture of an instructional program and includes the range of teaching content and the order or sequence in which it is taught

screening: informal inventory that provides the teacher a beginning

indication of the student's preparation for grade level reading instruction

self-monitoring: Refers to metacognition. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities, or reading in which they are engaged.

semantics: The study of the development and changes of the meanings of speech forms. Semantics is also a study of the process by which meaning is derived from symbols, signs, text, and other meaning-bearing forms.

segmentation: Breaking down a spoken word into word parts by inserting a pause between each part. Words can be segmented at the word level (in the case of compound words), at the syllable level, at the onset-rime level, and at the phoneme level.

sight word: word in a reading lesson containing parts that have not yet been taught, but that is highly predictable from the context of the story or which the child has memorized

sound to symbol: phonics instruction that matches phoneme to grapheme

spelling patterns: refers to digraphs, vowel pairs, word families, and vowel variant spellings

spiraling: process of teaching a theme or language rule over time with increasing complexity to reinforce previous learning and help students develop a depth of understanding of the topic

story elements: characters, problem, solutions, themes, settings, and plot

story grammar: general structure of stories that includes story elements

story maps: visual strategy used to unlock the plot and important elements of a story (e.g., beginning, middle, and end)

struggling reader: student of any age who has not mastered the skills required to fluently read and comprehend text which is written at a level that one could reasonably expect a student of that age to read

structural analysis: procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts

suffix: an affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word, as "en" in oxen.

summarizing: reducing large selections of text to their bare essentials: the gist, the key ideas, the main points that are worth noting remembering

supplemental instruction: instruction that goes beyond that provided by the comprehensive core program

symbol to sound: matching grapheme to phoneme

syntax: conventions and rules for assembling words into meaningful sentences; syntax varies across languages

summative assessment: cumulative measures of student growth after instruction

systematic instruction: carefully planned sequence for instruction

TAESP: Texas Adult Education Standards Project

TAKS: Texas Assessment of Knowledge and Skills

TAKS-A: TAKS-Accommodated — Students receiving special education services must meet eligibility criteria for accommodations through the ARD committee to be given TAKS A, and also must meet passing standards.

TAKS-Alt: TAKS-Alternate — Students in grades 3-11 who have significant cognitive disabilities and are receiving special education services are assessed using TAKS-Alt. Student performance is based on three predetermined criteria.

TAKS-M: TAKS-Modified — Students receiving special education services must meet participation requirements through the ARD committee, and also must meet passing standards. TAKS-M covers the same grade-level content as TAKS, but tests have been changed in format.

TALA: Texas Adolescent Literacy Academy

TEA: Texas Education Agency

TEC: Texas Education Code

TEEM: Texas Early Education Model

TEKS: Texas Essential Knowledge and Skills

TELC: Texas Early Learning Council

TELPAS: Texas English Language Proficiency Assessment System

Texas Read Source: online searchable repository of evidence-based reading instruction information

Tier I: Core classroom instruction all students receive, assessment of student progress three times per year, and ongoing professional development. Quality, evidence-based core classroom reading instruction with universal screening to identify students at risk for reading difficulties.

Tier II: Intervention (additional instruction) and frequent progress monitoring (e.g., every 1-4 weeks) struggling readers receive. Supplemental intervention provided to students identified as at risk for reading difficulties. Tier II does not replace Tier I instruction. Students who do not achieve specified levels of progress based on local or national benchmarks, receive additional instruction in small groups of three to five students for 20-40 minutes daily.

Tier III: More intensive intervention and frequent progress monitoring (e.g., every 1-4 weeks) students with extreme reading difficulties receive after not making adequate progress in Tiers I and II. The provision of

reading intervention at greater intensity to students with inadequate responsiveness in Tiers I and II. Students who do not make adequate progress in Tier II are provided an even more intensive and individualized intervention that may involve smaller groups, increased time in intervention (45-60 minutes daily), and a more specialized teacher. Progress is monitored weekly or biweekly.

TMSFA: Texas Middle School Fluency Assessment

TOP: Texas Observation Protocols

TRA: Teacher Reading Academy

TRFI: Texas Reading First Initiative

TSHA: Texas Speech-Language-Hearing Association

TSR!™: Texas School Ready!™

TSRCS: Texas School Readiness Certification System

Targeted Supplemental/Intervention Reading Programs (TSRP/TIRP): These programs and materials provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension). When they are used with almost all students in the class because the CCRP does not provide enough instruction and practice in a given area for the majority of students in the class, they are usually referred to as supplemental materials.

target words: words specifically addressed, analyzed, and/or studied in curriculum lessons, exercises, and independent activities

text structure: various patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison-contrast, story grammar)

think-alouds: during shared read aloud, teachers reveal their thinking processes by verbalizing: connections, questions, inferences, and predictions

timed reading: student reads appropriate text with a predetermined number of words to be read within a specific amount of time

trade book: a book intended for general reading that is not a textbook

universal screening: type of assessment to determine students' level of proficiency in academic areas, usually given at the beginning of the year

VGCRLA: Vaughn Gross Center for Reading and Language Arts

vocabulary: refers to all of the words of our language

word calling: decoding words without comprehending their meaning

word family: group of words that share a rime (a vowel plus the consonants

that follow; e.g., -ame, -ick,-out)

word parts: letters, onsets, rimes, syllables that, when combined, result in words

word study: the act of deliberately investigating words (e.g., vocabulary-building exercises, word-identification practice, and spelling)

References

Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college.* Washington, DC: U.S. Department of Education.

Alvarado, C.G. (2007). *The Spanish-Speaking Student who is an English Language Learner and The Reading Process.* Retrieved from http://www.region10.org/dyslexia/Documents/SpanishReading.handout.pdf

Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). *Becoming a nation of readers: The report of the Commission on Reading.* Champaign, IL: Center for the Study of Reading, University of Illinois.

August, D., & Shanahan, T. (Eds.). (2006). *Executive Summary: Developing literacy in second-language learners: Report of the National Literacy Panel on Language Minority Children and Youth.* Mahwah, NJ: Erlbaum.

Ball, E. W., & Blachman, B. A. (1991). Does phoneme awareness training in kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly, 26*(1), 49–66.

Ballantyne, K.G., Sanderman, A.R. & McLaughlin, N. (2008). *Dual language learners in the early years: Getting ready to succeed in school.* DC: National Clearinghouse for English Language Acquisition.

Barber, M., and Mourshed, M. (2007). *How the World's Best-Performing School Systems Come Out on Top.* Retrieved from http://www.mckinsey.com/App_Media/Reports/SSO/Worlds_School_Systems_Final.pdf

Barton, Paul E. (2009). *National education standards: Getting beneath the surface.* Princeton, NJ: Educational Testing Service.

Bean, R. M., Grumet, J. V., & Bulazo, J. (1999). Learning from each other: Collaboration between classroom teachers and reading specialist interns. *Reading Research and Instruction, 38*(4), 273–287.

Bean, R.N., Heisey, N., and Roller C.M. (Eds.), (2010). *Preparing Reading Professionals (Second Edition).* Newark, DE: International Reading Association.

Bender, W. N., & Shores, C. (2007). *Response to intervention: A practical guide for every teacher.* Council for Exceptional Children: Arlington, VA.

Bernhardt, V. (1998). *Data analysis for comprehensive schoolwide improvement.* Larchmont, NY: Eye on Education, Inc.

Blankstein, A. (2004). *Failure is not an option: six principles that guide student achievement in high performing schools.* Thousand Oaks, CA: Corwin Press.

Blase, J. & Blase, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning second edition.* Thousand Oaks, CA: Corwin Press.

Boyd, S. E., Banilower, E. R., Pasley, J. D., & Weiss, I. R. (2003). *Progress and pitfalls: A cross-site look at local systemic change through teacher enhancement.* Chapel Hill, NC: Horizon Research, Inc.

Bransford, J.D., & Darling-Hammond, L. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Jossey-Bass.

Brookover, W., Beady, C., Flood, P., Schweitzer, J. & Wisenbaker, J. (1979) *School social systems and student achievement: Schools can make a difference.* New York, NY: Praeger.

Burns, M. S., Griffin, P., & Snow, C. E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success.* Washington, DC: National Academy Press.

Callender, W. A. (2007). The Idaho results-based model: Implementing response to intervention statewide. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.). *Handbook of response to intervention: The science and practice of assessment and intervention* (pp. 331-342). New York, NY: Springer.

Cannon, M.D., Griffith, B.A., & Guthrie, J. W. (2006). *Effective groups: concepts and skills to meet leadership challenges (Peabody College Education Leadership Series.* Boston, MA: Allyn & Bacon.

Caro, P., & Dervensky, J. L. (1991). Family-focused intervention model: implementation and research Findings. *Topics in Early Childhood Special Education, 11*(3), 66-80.

Castka, P., Bamber, C. J., Sharp, J. M., & Belohoubek, P. (2001). Factors affecting successful implementation of high performance teams. *Team Performance Management, 7*(7), 123-134.

Century, J.R., & Levy, A.J. (2002). Researching the sustainability of reform: Factors that contribute to or inhibit program endurance. Newton, MA:Education Development Center, Inc.

Cheung, W. M., & Cheng, Y. C. (1997). The strategies for implementing multilevel self- management in schools. *International Journal of Educational Management, 11*(4), 159-169.

Chilvers, R. (2002). Evidence into practice: Application of psychological models of change in evidence-based implementation. *British Journal of Psychiatry, 181*, 99-101.

Coburn, C. E. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational Researcher 32*(6): 3-12.

Conley, D. T. (2003). Understanding university success: A report from Standards for Success. Eugene, OR: Center for Educational Policy Research.

Conley, D. T. (2005). *College knowledge: What it really takes for students to succeed and what we can do to get them ready.* San Francisco: Jossey-Bass.

Appendices

Conley, D. T. (2007). *Redefining college readiness.* Eugene, Educational Policy Improvement Center.

Conley, D. T. (2008). What makes a student college ready? (Electronic version). *Educational Leadership, 66*(2).

Conley, D. T. (2009). *Creating college readiness.* Eugene, OR: Educational Policy Improvement Center.

Conley, D. T. (2010). *College and career ready: Helping all students succeed beyond high school.* San Francisco: Jossey-Bass.

Consortium on Reading Excellence (CORE) (2006). Retrieved March 9, 2006, from http://www.coreread.com/Downloads.htm

Corcoran, T., McVay, S., & Riordan, K. (2003). *Getting it right: The MISE approach to professional development.* Philadelphia, PA: Consortium for Policy Research in Education.

Corcoran, T. B. & Wilson, B. L. (1985) *The secondary school recognition program: A first report on 202 high schools.* Philadelphia: Research for Better Schools.

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research, 49,* 222-251.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In *Schooling and language minority students: A theoretical framework.* Los Angeles: Evaluation, Dissemination and Assessment Center, California State University.

Cunningham, A. E. (2005). Vocabulary growth through independent reading and reading aloud to children. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 45–68). Mahwah, NJ: Lawrence Erlbaum.

Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and early secondary prevention: Are implementation effects out of control? *Clinical Psychology Review, 18*(1), 23-45.

Darling-Hammond, L. (1996). The right to learn and the advancement of teaching: Research, policy, and democratic education. *Educational Researcher, 25*(6), 5-17.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr. M. T., & Cohen, C. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs.* Stanford, CA: Stanford Educational Leadership Institute.

Darling-Hammond, L., Meyerson, D., LaPointe, M., & Orr. M. T. (2010). *Preparing principals for a changing world: Lessons from effective school leadership programs.* Stanford, CA: Stanford Educational Leadership

Appendices

Institute.

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). State of the profession: Study measures status of professional development. *Journal of Staff Development, 30*, 42–50.

Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals (Review of Research).* Stanford, CA: Stanford Educational Leadership Institute.

Day, C. (2005). Principals who sustain success: Making a difference in challenging circumstances. *International Journal of Leadership in Education, 8*(4), 273-290.

Denton, C.A. (in press). Response to intervention for reading difficulties in the primary grades: Some answers and lingering questions. *Journal of Learning Disabilities.*

Denton, C. A., Vaughn, S., & Fletcher, J. M. (2003). Bringing research-based practice in reading intervention to scale. *Learning Disabilities Research & Practice, 18*(3), 201-211.

Detrich, R. (1999). Increasing treatment fidelity by matching interventions to contextual variables within the educational setting. S*chool Psychology Review, 28*, 608.

Diebold, C. T., Miller, G., Gensheimer, L. K., & Ohmart, H. (2000). Building an intervention: A theoretical and practical Infrastructure for planning, Implementing, and evaluating a metropolitan-wide school-to-career Initiative. *Journal of Educational and Psychological Consultation, 11*(1), 147-172.

Dimino, J., Vaughn, S., Klingner, J., Schumm, J., Bryant, D. (2010). *Collaborative Strategic Reading.* Longmont, CO: Sopris Learning.

Duffy, H. (2007). *Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention.* Washington, DC: National High School Center. Retrieved from http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf

Dufour, R. (2007). In praise of top-down leadership. *School Administrator, 65*(10). 38-42.

Duke, N. K. (2005). Comprehension of what for what: Comprehension as a non-unitary construct. In S. Paris & S. Stahl (Eds.), *Current issues in reading comprehension and assessment.* (pp. 93-104). Mahwah, NJ: Erlbaum.

Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. B. (2003). A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Health Education Research, 18*(2), 237-256.

Education Commission of the States (2005). *Professional development database.* Denver, CO: Author. Retrieved October 26, 2005, from http://mb2.ecs.org/reports/Report.aspx?id=425

Education Trust. (2005a). *Gaining traction, gaining ground: How some high schools accelerate learning for all students.* Washington, DC: Author.

Education Trust. (2005b). *The Power to change: High schools that help all students achieve.* Washington, DC: Author.

Elmore, R. F. (2000). *Building a new structure for school leadership.* Washington, DC: The Albert Shanker Institute.

Feger, S., & Arruda, E. (2008). *Professional learning communities: Key themes from the literature.* Providence, RI: Brown University, Education Alliance.

Fishman, B. J., Marx, R. W., Best, S., & Tal, R. T. (in press). *Linking teacher and student learning to improve professional development in systemic reform. Teaching and Teacher Education.*

Five States efforts to Improve Adolescent Literacy. http://ies.gov/ncee/edlabs/ regions/northeast/pdy/REL_2009067.pdf

Fixsen, D.L., Blasé, K.A., Timbers, G.D., & Wolf, M.M. (2007). In search of program implementation: 792 replications of the teaching-family model. *Behavior Analyst Today,* The. FindArticles.com. 16 Jan, 2011. http:// findarticles.com/p/articles/mi_6884/is_1_8/ai_n28461037/

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, NIRN (FMHI Publication #231).

Fixsen, D., Naoom, S., Blase, K., & Wallace, F. (2007, Winter/Spring). Implementation: The missing link between research and practice. The APSAC Advisor, 4–10.

Fletcher, J.M., Lyon, G.R., Fuchs, L., and Barnes, M. (2007). *Learning disabilities: From identification to intervention.* New York: Guilford Press.

Foorman, B.R., & Moats, L.C. (2004). Conditions for sustaining research-based practices in early reading instruction. *Remedial and Special Education, 25*(1), 51–60.

Foorman, B. R., & Torgesen, J. K. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research and Practice, 16*(4), 202-211.

Francis, D. J., Santi, K. L., Barr, C., Fletcher, J. M., Varisco, A., & Foorman, B. R. (2008). Form effects on the estimation of students' oral reading fluency using DIBELS. *Journal of School Psychology, 46,* 315-342.

Freeman, Y. & Freeman, D. (2009). *Teaching Reading and Writing in the Bilingual Classroom.* 2nd edition revised. Porthmouth, NH: Heinemann.

Friedlaender, D., & Darling-Hammond, L. (2007). *High schools for equity: Policy supports for student learning in communities of color.* Stanford, CA: School Redesign Network, Stanford University.

Friedlaender, D., & Darling-Hammond, L. (May 2008). Creating excellent and equitable schools. *Educational Leadership, 65*(8), 14–21.

Fullan, M. (1983). Evaluating program implementation: What can be learned from follow through. *Curriculum Inquiry 13*(2), 215-227.

Fullan, M. (2001). *Leading in a culture of change.* San Francisco, CA: Jossey-Bass.

Fullan, M. (2008). *The six secrets of change.* San Francisco, CA: Jossey-Bass.

Geiger, S., Banks, A., Hasbrouck, J., & Ebbers, S. (2005). *Washington State K-12 Reading Model: Implementation Guide, Office of the Superintendent of Public Instruction, Publication No. 05-0001,* Olympia, WA. Retrieved November 1, 2005, from http://www.k12.wa.us/curriculumInstruct/reading/pubdocs/K-12ReadingModel.pdf

Gersten. R., Chard, D., Baker, S. (2000). Factors enhancing sustained use of research-based instructional practices. *Journal of Learning Disabilities 33*(5), 445-457.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Glickman, C. (2002). *Leadership for learning: How to help teachers succeed.* Alexandria, VA: Association for Supervision and Curriculum Development.

Goodman, R. M. (2000). Bridging the gap in effective program implementation: From concept to application. *Journal of Community Psychology, 28*(3), 309-321.

Greenhalgh, T., Glenn, R., MacFarlane, F., Bate, P., and O. Kyriakidou, (2004). Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank Quarterly 82*(4), 581-629.

Greenwood, C. R. (2003). A building-based case study of evidence-based literacy practices: Implementation, reading behavior, and growth in reading fluency, K-4. *Journal of Special Education, 37*(2), 95-110.

Gresham, F.M. (1989). Assessment of treatment integrity in school consultation and prereferral intervention. *School Psychology Review, 18*(1), 37–50.

Gresham, F.M., MacMillan, D.L., Beebe-Frankenberger, M.E., & Bocian, K.M. (2000). Treatment integrity in learning disabilities intervention research: Do we really know how treatments are implemented? *Learning Disabilities Research & Practice, 15*(4), 198–205.

Gunderson, L. (2009). ESL (ELL) *Literacy instruction: A Guidebook to theory*

Appendices

and practice (2nd Edition). New York: Routledge.

Guskey, T. (2003). Analyzing lists of the characteristics of effective professional development to promote visionary leadership. *NASSP Bulletin, 87*(637), 4–18.

Guthrie, J.W., & Schuermann, P.J. (2009). *Successful School Leadership: Planning, Politics, Performance, and Power (Peabody College Education Leadership Series).* Boston, MA: Allyn & Bacon.

Guthrie, J.W., & Scheurmann, P.J. (2011). *Leading Schools to Success: Constructing and Sustaining High-Performing Learning Cultures.* Thousand Oaks, CA: Sage.

Hall, S. (2008). *Implementing Response to Intervention: A principle's Guide.* Thousand Oaks, CA: Corwin Press.

Hall, G. E. and S. F. Loucks. (1977). A developmental model for determining whether the treatment Is actually implemented. *American Educational Research Journal, 14*(3), 263-276.

Hallinger, P. & Murphy, J. (1985) Assessing the instructional management behavior of principals. *Elementary School Journal, 86*(2), 217-247.

Hallinger, P. & Heck, R. (1996) Reassessing the principal's role in school effectiveness: a review of empirical research, 1980-1985. *Educational Administration Quarterly, 32*(1), 5-44.

Han, S. S. & Weiss, B. (2005). Sustainability of teacher implementation of school-based mental health programs. *Journal of Abnormal Child Psychology, 33*(6), 665-679.

Harris, A. (2002). *School improvement: What's in it for schools?* London, UK: Routledge Falmer.Hart, B., & Risley, T.R. (1995). Meaningful differences in the everyday experience of young American children. Baltimore, MD: Paul H. Bookes.

Herrera, S. G., Pérez, D. R. & Escamilla, K. (2010). *Differentiated Literacies: Teaching Reading to English language learners.* Boston, MA: Allyn & Bacon.

Horn, L. & Kojaku. L. K. (2001). *High school academic curriculum and the persistence path through college.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Hulme , C.J. (2007). *The science of reading: A handbook.* New York, NY: Wiley-Blackwell.

Huttenlocher, J., Haight, W., Bryk, A., Seltzer, M., & Lyons, T. (1991). Early vocabulary growth: Relation to language input and gender. *Developmental Psychology, 27*(2), Mar 1991, 236-248. doi: 10.1037/0012-1649.27.2.236.

Izquierdo, E. (2009). Biliteracy: A journey or a destination. *Soleado: Promising Practices from the Field, 2,* 1-11.

Jackson, A. (May 2008). High schools in a global age. *Educational Leadership,*

65(8), 58–62.

Juel, C. (1988). A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80*(4), 437-447.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 85,* 112–126.

Kamil, M.L, Pearson, P.D., Moje, E.R. and Aflerback, P. (Eds.). (2010). *Handbook of reading research, volume IV.* Oxon, UK: Routledge.

Kamil,M.L.,Borman,G.,Dole,J.,Kral,C.,Salinger,T.,&Torgesen,J.(2008). *Improving adolescent literacy: Effective classroom and intervention Practices. A practice guide.* (NCEE 2008-4027). Washington,D.C:National Center for Education and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/ practiceguides/

Kovaleski, J.F., Gickling, E.E., & Marrow, H. (1999). High versus low implementation of in¬structional support teams: A case for maintain¬ing program fidelity. *Remedial and Special Education, 20*, 170–183.

LaPointe, M. Darling-Hammond, L., Meyerson, D. (2007). *Preparing school leaders for a changing world: Case studies of exemplary programs.* Stanford, CA: Stanford Educational Leadership Institute.

Lazaridou, A. (2006). How effective principals think while solving problems. *International Electronic Journal for Learning in Leadership, 10*(15).

Leithwood, K. A. (1992). The move toward transformational leadership, *Educational Leadership, 49*(5). 8-12.

Leithwood, K. A. and D. J. Montgomery (1980). Evaluating program implementation. *Evaluation Review 4*(2), 193-214.

Leithwood, K. Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning.* New York, NY: Wallace Foundation.

Leithwood, K., Jantzi, D., Earl, L., Watson, N., Levin, B., and Fullan, M. (2004). Strategic leadership for large-scale reform: The case of England's numeracy and literacy strategy. *School Leadership and Management, 24*(1), 57-79.

Leithwood, K., and Jantzi, D. (1989). Expertise in principals' problem solving. *Educational Administration Quarterly, 25,* 121-161.

Leithwood, K., and Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement, 17*(2), 201-227.

Leithwood, K., and Steinbach, R. (1995). *Expert problem solving: Evidence from school and district leaders.* Albany, NY: State University of New York Press.

Levin, H.M., Catlin, D., & Elson, A. (2005). Costs of implementing adolescent

literacy programs. [Report dated August 31, 2005.] Prepared for Carnegie Corporation of New York. Marzano, R.J., Waters, T., McNulty, B.A. (2005). *School Leadership that Works: from Research to Results.* Alexandria, Va: Association for Supervision and Curriculum Development.

Louis, K.S., Leithwood, K., Wahlstrom, K.L., & Anderson, S. (2010). *Investigating the links to improved student learning: Final report of research findings to the Wallace Foundation.* Minneapolis: University of Minnesota.

Lukaszewski, J.. (2008). The ingredients for good leadership. *School Administrator, 65,* 16-19.

Lyon, G.R., Fletcher, J.M. Shaywitz, S.E., Shaywitz, B.A., Wood, F.B., Schulte, A., Olson, R.K., & Torgesen, J.K. (2001). Learning disabilities: An evidence-based conceptualization. *Rethinking Special Education for a New Century.* (pp. 259-287). Washington, D.C.: Fordham Foundation and Progressive Policy Institute.

Mellard, D.F., & McKnight, M.A. (2006). *RTI implementation tool for reading: Best practices* [Brochure]. Lawrence, KS: National Research Center on Learning Disabilities.

McGuinness, D. (2005). *Language development and learning to read: The scientific study of how language development affects reading skill.* Cambridge, MA: MIT Press.

Moats, L. C. (2010). *Speech to print: Language essentials for teachers.* Baltimore, MD: Paul H. Brookes.

Moats, L. (1999). *Teaching reading Is rocket science: What expert teachers of reading should know and be able to do.* Washington, DC: American Federation of Teachers.

Moore, B. (2009). Improving the evaluation and feedback process for principals. *Principal.* 38-41.

Morrow, L. (2001). *Literacy development in the early years.* Boston, MA: Allyn and Bacon.

Mowbray, C. T., Holter, M. C., Teague, G. B., & Bybee, D. (2003). Fidelity criteria: Development, measurement, and validation. *American Journal of Evaluation, 24*(3), 315-340.

Murphy, J. & Hallinger, P. (1988). The characteristics of instructionally effective school districts. *Journal of Educational Research, 81*(3), 176-181.

Murphy, J., Elliott, S., Goldring, E., & Porter, A. (2007). Leadership for learning: a research-based model and taxonomy of behaviors. School Leadership and Management, 27, (2), 179-201.

Murphy, J., Weil, M., Hallinger, P. & Mittman, A. (1982). Academic press: translating high expectations into school policies and classroom practices. *Educational Leadership, 40*(3), 22-26.

Murphy, J. (2004). *Leadership for literacy: Research-based practice, preK-3.* Thousand Oaks, CA: Corwin Press.

Murphy, J. (2006). *Preparing school leaders: An agenda for research and action.* Lanham, MD: Rowman & Littlefield.

Nagy, W. E. (2005). Why vocabulary instruction needs to be long-term and comprehensive. In E. H. Hiebert & M. L. Kamil (Eds.). *Teaching and learning vocabulary: Bringing research to practice.* (pp. 27–44). Mahwah, NJ: LEA.

National Association of State Boards of Education. (2009), *State actions to improve adolescent literacy.* Haynes, Mariana MD.

National Association of State Directors of Special Education. (2008a & 2008b). *Response to Intervention blueprints: District level edition and school building level.* Alexandria, VA: Author. Retrieved from http://www.nasdse.org/Portals/0/DISTRICT.pdf and http://www.nasdse.org/Portals/0/SCHOOL.pdf

National Early Literacy Panel. (2008). *Developing early literacy: report of the national early literacy panel a scientific synthesis of early literacy development and implications for intervention.* Washington, DC: National Institute for Literacy.

National Governors Association & the Council of Chief State School Officers. (2010). *Common core state standards for English language arts and literacy in history/social studies & science.* Retrieved from: http://www.corestandards.org

National Institute of Child Health & Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* (NIH Publication No. 00-4769). Washington, DC: U. S. Government Printing Office.

National Network of Eisenhower Regional Consortia and Clearinghouse. (2004). What experience has taught us about collaboration. Facilitating mathematics and science reform: lessons learned series. Retrieved from

http://www.sedl.org/pubs/ms91/experience_collaboration.pdf

National Reading Panel. (2000). *Teaching children to read: evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Bethesda, MD: National Reading Panel, National Institute of Child Health and Human Development.

National Staff Development Council. (2001). *Tools for growing the NSDC Standards.* Oxford, OH: Author.

Neuman, S.B., and Dickinson D.K. (Eds.). (2005). *Handbook of early literacy research, Volume 2.* New York: Guilford Press.

New England Secondary Consortium (2010). *Global best-practices: Research Summary.* Portland, ME: Great Schools Partnership.

Appendices

Newmann, King, B., & Youngs, P. (2000). *Professional development that addresses school capacity.* Paper presented at the annual meeting of the American Education Research Association, New Orleans.

Noell, G.,Witt, J., Slider, N., Connell, J., Gatti, S., Williams, K. (2005). Treatment implementation following behavioral consultation in schools: A comparison of three follow-up strategies. *School Psychology Review, 34,* 87-106.

Nunn, G. & Jantz, P. (2009). Factors within response to intervention implementation training associated with teacher efficacy beliefs. *Education,* 129 (4), 599-607.

Nutt, P. C. (1986). Tactics of implementation. *Academy of Management Journal, 29*(2), 230-261.

O'Donnell, Carol. (2008). Defining, conceptualizing and measuring fidelity of implementation and its relationship to outcomes in K-12curriculum intervention research. *Review of Educational Research, 78*(1), 33-84.

Paris, S.G. (2005). Reinterpreting the Development of Reading Skills. *Reading Research Quarterly, 40*(2), 184–202.

Pasley, J. D. (2002). *The role of instructional materials in professional development: Lessons learned from the LSC community.* Retrieved October 26, 2005, from http://www.horizon-research.com/LSC/news/pasley2002.php

Paulsell, D., Kisker, E. E., Love, J. M., & Raikes, H. H. (2002). Understanding implementation in Early Head Start programs: Implications for policy and practice. *Infant Mental Health Journal, 23*(1-2), 14-35.

Paulson, R. I., Post, R. L., Herinckx, H. A., & Risser, P. (2002). Beyond components: Using fidelity scales to measure and assure choice in program implementation and quality assurance. *Community Mental Health Journal, 38*(2), 119-128.

Pellegrini, A. D. (2002). Some theoretical and methodological considerations in studying literacy in social context. In S. Neuman & D. Dickinson (Eds.). *Handbook of early literacy research* (pp. 54-65). New York: Guilford Press.

Phillips, D.A., & Phillips, R.S. (2007). The four-quadrant leadership team. *School Administrator, 64*(3), 42-47.

Pont, B., Nusche, D., & Moorman, H. (2008). *Improving school leadership, volume 1: Policy and practice.* Paris: Organisation for Economic Cooperation and Development (OCED). Retrieved from http://www.oecd.org/dataoecd/6/52/40545479.pdf.

Pont, B., Nusche, D., & Hopkins, D. (Eds.) (2008). *Improving school leadership, volume 2: Case studies on system leadership.* Paris: Organisation for Economic Co-operation and Development (OCED). Retrieved from http://www.oecd.org/dataoecd/6/52/40545479.pdf

Porter, A. C., Garet, M. S., Desimone, L., Yoon, K. S., & Birman, B. (2000). Does professional development change teaching practice? Results from

Appendices

a three-year study longitudinal study. Education Evaluation and Policy Analysis. Sage Journals Online. Retrieved from http://epa.sagepub.com/content/24/2/81.abstract.

Pressley, M. (1998). *Reading instruction that works: The case for balanced teaching.* New York: Guilford Press.

Rand Study Group. (2002.) Reading for understanding: Toward an R&D program in reading comprehension. Santa Monica, CA: Rand Corporation.

Rasinski, T. V. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension.* New York: Scholastic.

Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D.,&Seidenberg, M. S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest, 2,* 31–74.

Response to Intervention: Policy Considerations and Implementation. (2005). National Association of State Directors of Special Education.

Rinaldi, C., & Samson, J. (2008). English language learners and Response to Intervention. *Teaching Exceptional Children, 40*(5), 6–14.

Rutter, M., Maughan, B., Mortimore, P. & Ouston, J. (1979). *Fifteen thousand hours: secondary schools and their effects on children.* Cambridge, MA: Harvard University Press.

Saunders, W. & Christian, D. (Eds). *Educating English language learners.* (pp. 176-222). New York: Cambridge University Press.

Scheirer, M.A. (1983). *Approaches to the study of implementation. IEEE Transactions on Engineering Management, 30* (2).76-82.

Simmons, D. C., Coyne, M. D., Kwok, O., McDonagh, S., Harn, B. A., & Kame'enui, E. J. (2008). Indexing response to intervention: A longitudinal study of reading risk from kindergarten through third grade. *Journal of Learning Disabilities, 41,* 158-173.

Simmons, D.,and Kame'enui, E. (2003). *Planning and evaluation tool for effective schoolwide reading programs-Administrators/Instructional Leader Guide. Eugene, OR: University of Oregon.*

Smith, J. S. (2006). *Research summary: Transition from middle school to high school.* Westerville, OH: National Middle School Association.

Smith, S., et al., (2007). Treatment Fidelity in Applied Educational Research: Expanding the Adoption and Application of Measures to Ensure Evidence-Based Practice. *Education and Treatment of Children, 30,* 121-134.

Snow, C. (chair), Rand Reading Study Group. (2002). *Reading for understanding: toward a research and development program in reading comprehension.* Arlington, VA: RAND.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Appendices

Stahl, K.A., and McKenna, M.C. (Eds.) (2006). *Reading research at work: foundations of effective practice.* New York: Guilford Press.

Stahl, S. A., & Nagy, W. E (2006). *Teaching word meanings.* Mahwah, NJ: Erlbaum.

Stanovich, K. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21,* 360–407.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change, 7*(4), 221–258.

Stotsky, S., Traffas,J., and Woodworth,J. (2010). Literacy study in grades 9, 10, and 11: a national survey. *Forum, 4*(Fall). Boston, MA: Association of Literary Scholars, Critics and Writers.

Stuart, S. K., & Rinaldi, C. (2009). A collaborative planning framework for teachers implementing tiered instruction. *Teaching Exceptional Children, 42*(2), 52–57.

Swanson, H. L. (1999). Reading research for students with LD: A meta-analysis of intervention outcomes. *Journal of Learning Disabilities, 32*(6), 504-532.

Telzrow, C.F., McNamara, K., & Hollinger, C.L. (2000). Fidelity of problem-solving implementation and relationship to student performance. *School Psychology Review, 29,* 443–461.

Texas Education Agency & The Higher Education Coordinating Board. (2008). Texas College and Career Readiness Standards. Retrieved from: http://www.thecb.state.tx.us/index.cfm?objectid=EAE69736-B39D-F3FF-EA777519F1F0348B

Texas Education Agency & University of Texas System. (2009). Standards for ensuring student success from kindergarten to college and career.

Texas Education Agency & University of Texas System. (2008). *Revised Texas prekindergarten guidelines.* Retrieved from http://ritter.tea.state.tx.us/ed_init/pkguidelines/PKG_Final_100808.pdf

Texas Education Code Sections 28.001-28.00021,Title 2. Public Education, Subtitle F. Curriculum, Programs, and Services, Chapter 28. Courses of Study: Advancement, Subchapter A. Essential Knowledge and Skills; Curriculum. Last modified August 11, 2007. Retrieved from http://law.onecle.com/texas/education/chapter28.html

Torgesen, J. K., & Burgess, S. R. (1998). Consistency of reading-related phonological processes throughout early childhood: Evidence from longitudinal-correlational and instructional studies. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 161-188). Mahwah, NJ: Lawrence Erlbaum.

Appendices

Torgesen, J.K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In P. McCardle & V. Chhabra (Eds.) *The voice of evidence in reading research.* (pp. 355-382). Baltimore: Paul H. Brookes.

Valentine, J. W., Clark, D. C., Hackman, D. G., and Petzko, V. N. (2002). *A national study of middle level leaders and school programs.* Reston, VA: National Association of Secondary School Principals.

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2007). *Intervention within a 3-Tier reading model.* Austin, TX: Author.

Vaughn, S., Hughes, M.T., Schumm J.S., & Kling¬ner, J. (1998). A collaborative effort to enhance reading and writing instruction in inclusion classrooms. *Learning Disability Quarterly, 21*(1), 57–74.

Vaughn, S., and Linan-Thompson, S. (2007). *Research-based methods of reading instruction for English language learners, Grades K-4.* Washington D.C.: Association for Supervision and Curriculum Development.

Vescio, V., Ross, D., & Adams, A. (January 2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education, 24*(1), 80–91.

Walter, T. (1996). *Amazing English.* Reading, MA: Addison-Wesley Publishing.

Wanzek, J., & Vaughn, S. (2007). Research-based implications from extensive early reading interventions. *School Psychology Review, 36*(4), 541-561.

Warburton, E. C., Bugarin, R., & Nuñez, A-M. (2001). *Bridging the gap: Academic preparation and postsecondary success of first-generation students.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement.* Aurora, CO: Mid-continent Research for Education and Learning.

Weast, J. (2008). Creating shared leadership that works. *School Administrator, 65,* 38.

Wei, R. C., Darling-Hammond, L., and Adamson, F. (2010). *Professional development in the United States: Trends and challenges.* Dallas, TX: National Staff Development Council.

Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Dallas, TX: National Staff Development Council.

Westberg, L. & Bell, D. (2009). *What works: An introductory teacher guide for early language and emergent literacy instruction. (Based on the National Early*

Literacy Panel Report). Louisville, KY: National Center for Family Literacy.

Whitehurst, Grover J. (2009). *Reading Second. Brown Letters on Education.* Washington, DC: Brookings Institution Press.

Wood, K. D. & Blanton, W. E., Editors (2009) *Literacy instruction for adolescents: Research based practice.* New York: Guilford Press.

Woessmann, L., Ludemann, E., Schutz, G., & West, M.R. (2007). *School Accountability, Autonomy, Choice, and the Level of Student Achievement: International Evidence from PISA 2003.* OECD Education Working Paper No. 13, 1. Paris: Organization for Economic Cooperation and Development.

Appendices