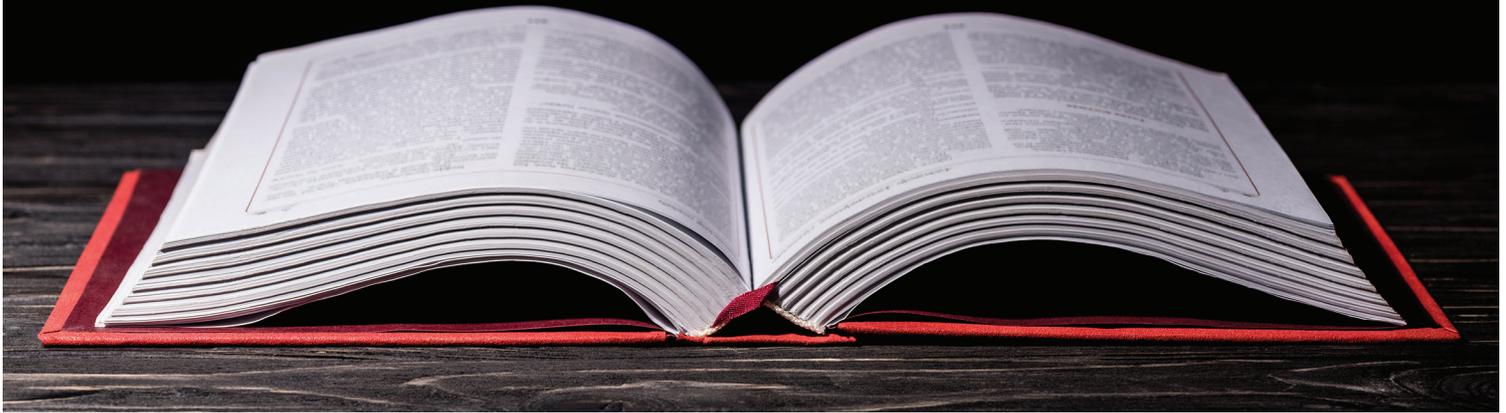
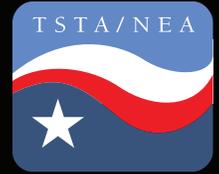


# HB 3 Reading Academies



## WHY

- Per House Bill (HB) 3, passed by the 86th Texas Legislature, all kindergarten through third grade teachers and principals must attend a teacher literacy academy, or what the Texas Education Agency (TEA) is referring to as HB 3 Reading Academies
- The academies are intended to provide teachers with foundational knowledge to teach reading and writing and to effectively apply that knowledge in a classroom setting

## WHO

- All K-3 teachers, including special education teachers, literacy specialists, departmentalized teachers and non-certified teachers
- All K-3 principals
- Some elementary school librarians if they also provide core instruction or intervention to students in grades K-3
- Certain 6th, 7th or 8th grade math, science, social studies or reading teachers on a campus that fails to satisfy any standard based on

campus-wide student performance on the reading assessment

- Not elementary teachers who hold all-level certification in art, health education, music, physical education, speech communication and theater arts but only if districts go through the process to exempt these select teachers
- Not educators who participated in the 2018-19 READ Grant — just this singular professional development experience satisfies the HB 3 Reading Academy requirement

## WHEN

- By the end of the 2022-2023 school year

## WHAT

- Eleven Months
  - Professional development program designed to continue learning from educational preparation programs and build on the knowledge of the science of teaching reading
- Three potential pathways
  - English Language Arts Path, designed for general and special education teachers and

- principals who provide instruction predominantly in English
- Bilingual Path, designed for bilingual, dual language and Spanish language arts teachers and principals who provide instruction predominantly in Spanish (note dual language, Spanish language and bilingual educators are only required to take either the English or Bilingual path)
- Administrator Path, designed for site and district leadership staff
- Twelve Modules
  - Introduction/overview/scope and sequence
  - Science of teaching reading
  - Establishing a literacy community
  - Using assessment data to inform community
  - Oral language
  - Phonological awareness
  - Alphabet knowledge, print concepts and handwriting
  - Decoding, encoding and word study
  - Reading fluency
  - Reading comprehension
  - Composition
  - Tiered supports and reading difficulties
- Facilitators may manage up to three cohorts of up to 100 participants each
- The Comprehensive model features face-to-face training, which includes four personalized, job-embedded coaching sessions. One coaching session can be virtual, and participants complete modules both online and alongside their coaches and with other participants in a professional learning cohort.
  - Comprehensive cohort leaders are coaches
  - Coaches will only train a maximum of 60 teachers in just one cohort
- Participants will be assessed for mastery and must demonstrate a total minimum score of 80%
  - Checks-for-understanding that might include multiple choice questions, discussion/reflection posts, peer evaluations, matching and cloze passages
  - Five summative artifacts

## HOW

- Districts can choose to implement blended or comprehensive HB 3 Reading Academies, or they can implement both models simultaneously assigning some teachers to one model and others to the other
- The Blended model is 100% online, led by a trained facilitator
  - Blended cohort leaders act as facilitators

## WHAT ELSE

- The completion of a literacy academy satisfies the continuing professional education dyslexia training requirement
- Serving as a cohort leader counts as receiving HB 3 Reading Academy credit
- There are no opportunities to test out of HB 3 Reading Academies
- Teachers will be unable to challenge their grade on a module or artifact, but if they do not earn an 80% will be allowed to retake it