

Syllabus | EDUA/EDSR 4315 Reading Diagnosis and Remediation Summer
 2026 Syllabus
 May 27, 2026 – August 12, 2026

<p>Cynde Wadley, Ed.D. Adjunct Professor <u>cynthia.wadley@sulross.edu</u> 325-829-4085 (Cell)</p> <p><u>Weekly Meeting</u> Blackboard Collaborate (Link on Blackboard) Mondays 4:00 – 6:00 p.m. Central Time</p>		<p>Virtual Office Hours W/TH/F 3:00 p.m. – 5:00 p.m. (Alpine, CST) W/TH/F 4:00 p.m. – 8:00 p.m. (El Paso, MST)</p> <p>If the above times are inconvenient, please do not hesitate to contact me to set up an alternative time, and we will meet via Teams. I am always available by Cell.</p>
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Course Description

This course prepares teachers and pre-service teachers to effectively implement evidence-based literacy assessment and instructional strategies in classroom settings. Candidates will learn to administer and analyze literacy assessment tools to identify students’ strengths and areas of need and to plan effective, data-driven interventions that support literacy development. Course topics include early literacy, phonological awareness, phonics, fluency, vocabulary, comprehension, diagnosis of learning needs, and differentiated instruction. Students will demonstrate assessment, instructional, and intervention practices aligned with the Science of Teaching Reading (STR) Standards and the Texas Essential Knowledge and Skills (TEKS).

Required Text

Spear-Swerling, L. (Ed.). (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K–6*. Guilford Press.

Marketable Skills

- Candidates will develop public speaking skills for a variety of audiences.
- Candidates will develop writing skills for lesson planning and scholarly documents.
- Candidates will strengthen organizational skills to manage time and deadlines effectively.

- Candidates will demonstrate understanding of human growth and development.
- Candidates will recognize the influence of diverse sociocultural factors on learning.
- Candidates will apply multiple instructional methods and strategies to achieve learning goals.
- Candidates will effectively integrate technology into instructional practice.

Science of Teaching Reading Standards (19 TAC §235.15)

Domain I: Reading Pedagogy

- **Comp 001:**
Foundational concepts, principles, and best practices related to the science of teaching reading. (001.A–S)
- **Comp 002:**
Foundational concepts, principles, and best practices related to reading assessment. (002.A, 002.B, 002.D, 002.I, 002.J)

Domain II: Reading Development – Foundational Skills

- **Comp 003:**
Oral language development & second-language acquisition (003.A–L)
- **Comp 004:**
Phonological & phonemic awareness (004.A–J)
- **Comp 005:**
Print concepts & alphabet knowledge (005.A–K)
- **Comp 006:**
Phonics & word identification (006.A–E, 006.G)
- **Comp 007:**
Syllabication & morphemic analysis (007.A)
- **Comp 008:**
Reading fluency (008.A–J)

Domain III: Reading Development – Comprehension

- **Comp 009:**
Vocabulary development (009.E–G)

Educator Preparation Curriculum (19 TAC §228.30 / §228.57)

This course aligns with Texas Educator Preparation Program requirements, ensuring candidates are prepared in:

- Ethical conduct and Educator Code of Ethics
- Instruction in the detection of dyslexia, mental health, and evidence-based inclusive practices

- Building classroom management skills
- Pedagogy, differentiated instruction, and integration of instructional technology
- Reading instruction aligned to TEKS and Texas Prekindergarten Guidelines
- Evidence-based practices, including prohibition of the three-cueing method per TEC §21.044(h).

Course Format

This is a hybrid course that includes both live instruction and asynchronous coursework. All students are required to attend weekly live class meetings via Blackboard Collaborate on Mondays from 4:00–6:00 p.m. Central. Course materials, assignments, and communication will be available through Blackboard. Instruction will be delivered through lecture materials, Blackboard Collaborate sessions, and individual and group discussions. Students are expected to remain current with course content and regularly check their Sul Ross email and Blackboard for announcements and updates.

Course Expectations

The instructor will:

- Provide weekly communication and check-ins with students via announcements, videos, or email.
- Be available during office hours posted in the syllabus.
- Respond to student emails within 24-48 hours of receipt during the hours of 9:00 AM to 5:00 PM, Monday-Friday. Weekend communication will occur as available.
- Provide grades/feedback to assignments within one week of the submission due date.
- Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- Provide a range of opportunities to engage with the course content in meaningful ways.
- Listen to student feedback and adjust the course as needed to meet students' needs.

The successful student:

- Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Will complete all coursework on the assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, or similar circumstances, the student will coordinate with the professor prior to the due date.
- Will engage in the course with their peers and the instructor with open communication and active participation.
- Will be respectful in their communication with the professor and classmates.
- Will respond to the professor's communication promptly.
- Will not plagiarize and will demonstrate integrity in all their work.
- Will be initiative-taking and resourceful in solving problems in the event of internet or technical issues.

Class Learning Outcomes (SLOs)

CLO 1: Literacy Assessment & Diagnosis

Administer, score, interpret, and analyze a variety of literacy assessments to identify students' strengths, needs, and instructional priorities.

CLO 2: Data-Informed Intervention Planning

Use assessment data to design evidence-based reading intervention plans for students with diverse literacy needs, including emergent bilinguals and students at risk for reading difficulties.

CLO 3: Evidence-Based Literacy Instruction

Apply research-based instructional practices in phonological awareness, phonics, fluency, vocabulary, comprehension, spelling, and written expression.

CLO 4: Dyslexia & Reading Difficulties

Identify characteristics of dyslexia and other reading difficulties and recommend appropriate instructional supports aligned with Structured Literacy principles.

CLO 5: Progress Monitoring & Instructional Decision-Making

Evaluate student progress using assessment data and progress-monitoring tools to adjust instruction and intervention plans.

CLO 6: Professional Communication & Reflection

Communicate assessment findings and instructional recommendations effectively through professional reports, case studies, and reflective practice.

Student Learning Outcomes (SLOs)

SLO 1

Administer, analyze, and interpret literacy assessment data to identify students' reading strengths and areas of need.

Measured by: Running Records Analysis, DIBELS Case Study, Mini Diagnostic Analysis, quizzes, and assessments.

SLO 2

Apply evidence-based literacy practices to address student needs in phonological awareness, phonics, vocabulary, comprehension, spelling, and written expression.

Measured by: Reading Comprehension Assignment, Student Spelling Analysis Case Study, Dyslexia Reflection, and chapter assessments.

SLO 3

Develop data-driven intervention plans that address identified literacy needs and align with evidence-based instructional practices.

Measured by: Intervention Plan Draft and Signature Assignment: Reading Remediation Case Study.

SLO 4

Demonstrate knowledge of dyslexia characteristics, identification procedures, and Structured Literacy approaches for supporting students with reading difficulties.

Measured by: Texas Dyslexia Academy Certificate & Reflection, Chapter 8 Quiz, and Dyslexia-related coursework.

SLO 5

Communicate assessment findings, instructional recommendations, and professional reflections using appropriate educational terminology and evidence.

Measured by: Reading Remediation Case Study, Interactive Notebook, discussion boards, and reflection assignments.

Attendance and Professional Participation Expectations

Attendance and active participation are required throughout the course. Because this course emphasizes literacy assessment, data analysis, and collaborative problem-solving, students are expected to engage fully in all online learning experiences.

Students are expected to:

- Attend each scheduled class meeting and remain present for the full session.
- Keep cameras ON during synchronous class meetings unless prior approval has been granted by the instructor.
- Actively participate in discussions, breakout activities, case-study analyses, and literacy application tasks.
- Collaborate professionally with classmates during peer-learning activities.
- Refrain from multitasking (e.g., using phones, completing unrelated coursework, or engaging in non-course activities) during class sessions.
- Demonstrate professional communication and respectful engagement throughout the course.

Failure to meet these expectations may result in reduced Weekly Engagement & Participation points.

These expectations are tied directly to Weekly Engagement & Participation points.

Course Assignments

All Written Assignments: To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and **typed double-spaced using a 12-point Times New Roman font**. All written assignments that contain references should follow the guidelines indicated by the *Publication Manual of the American Psychological Association (7th edition)*.

Major Course Assessments

Assessment	Module
Chapter 1 Quiz	1

Assessment	Module
Chapter 10 Quiz	2
Chapter 7 Quiz	3
Chapter 2 Test & Phonics Assessment	4
Chapter 3 Test & Morphology Quiz	5
Vocabulary Assessment	5
Reading Comprehension Assignment	6
Spelling Analysis Case Study	7
Texas Dyslexia Academy Certificate & Reflection	8
Running Records Analysis	9
DIBELS Case Study	9
Mini Diagnostic Analysis	9
Final Reading Remediation Case Study	10

Weekly Course Schedule (Aligned to Modules)

Module	Dates	Topic Focus	Reading/Resources	Major Assignments Due
1	May 27– June 3	Foundations of Reading Diagnosis & Remediation; Structured Literacy Foundations	Chapter 1	<ul style="list-style-type: none"> • Student Information Form; • Introduction Discussion Board; • Chapter 1 Quiz; • Weekly Participation
2	June 4– June 10	Assessment Foundations & RTI/MTSS	Chapter 10	<ul style="list-style-type: none"> • RTI/MTSS Discussion Board; • Chapter 10 Quiz; • Weekly Participation
3	June 11– June 17	Oral Language Development and Reading Success	Chapter 7	<ul style="list-style-type: none"> • Chapter 7 Quiz; • Weekly Participation
4	June 18– June 24	Phonemic Awareness & Basic Word Recognition Skills	Chapter 2	<ul style="list-style-type: none"> • Structured Literacy Chapter 2 Test; • Phonological Awareness/Phonics Assessment; • Student Selection & Profile for Signature Assignment; • Weekly Participation
5	June 25– July 1	Reading Long Words, Advanced Decoding, Morphology & Vocabulary Development	Chapters 3 & 6	<ul style="list-style-type: none"> • Decoding and Morphology Assessment; • Vocabulary Assessment; • Weekly Participation
—	July 2– July 5	Summer Break	—	—
6	July 6– July 12	Reading Comprehension & Structured Literacy Intervention	Supplemental Readings	<ul style="list-style-type: none"> • Reading Comprehension Assignment; • Assessment Summary for Signature Assignment; • Weekly Participation
7	July 13– July 19	Written Expression, Spelling & Orthographic Mapping	Chapters 4 & 9	<ul style="list-style-type: none"> • Chapters 4 & 9 Assessment; • Student Spelling Analysis Case Study; • Weekly Participation
8	July 20– July 26	Dyslexia Foundations	Chapter 8; Texas Dyslexia Academy	<ul style="list-style-type: none"> • Chapter 8 Quiz; • Texas Dyslexia Academy Certificate & Reflection; • Weekly Participation
9	July 27– August 2	Literacy Assessment, Progress Monitoring & Data Analysis	DIBELS; Running Records; Diagnostic Assessment Resources	<ul style="list-style-type: none"> • Running Records Analysis; • DIBELS Case Study; • Mini Diagnostic Analysis; • Intervention Plan Draft; • Weekly Participation
10	August 3–August 12	Reading Remediation Planning & Course Synthesis	Course Review Materials	<ul style="list-style-type: none"> • Signature Assignment: Reading Remediation Case Study; • Interactive Notebook; • Final Reflection Discussion Board

EDUA/EDSR 4315 – Assignment Guide

Summer 2026 Full-Term

This course includes a variety of assignments designed to support your growth as a reading teacher and demonstrate mastery of the Science of Teaching Reading (STR) standards. All assignments align with course outcomes, STR standards, literacy assessment competencies, and TEKS expectations.

All Written Assignments

To comply with course standards, all written assignments must be well organized, free of grammatical errors, and typed double-spaced using 12-point Times New Roman font. Assignments that include references must follow APA 7th edition guidelines.

Engagement & Participation

Weekly Engagement & Participation

(15 points per week X 10 weeks = 150 points total)

Participation is assessed weekly and reflects professional engagement during live online class meetings, including:

- Attendance during scheduled Blackboard Collaborate sessions
- Keeping cameras ON during online class meetings unless the instructor has granted prior approval
- Active participation in discussions and instructional activities
- Collaboration with classmates during breakout sessions and peer discussions
- Completion of in-class practice tasks, assessment analyses, and literacy application activities
- Professional communication and engagement throughout the course

Students are expected to remain present and actively engaged for the duration of each online class session. Failure to attend class, participate consistently, or meet professional engagement expectations may result in a reduction in participation points.

Participation Assignments

- Class Introduction Discussion Board (50 pts, Week 1)
- RTI/MTSS Discussion Board (50 pts, Week 2)
- Dyslexia Reflection Discussion Board (50 pts, Week 8)
- Final Reflection Discussion Board (50 pts, Week 10)
- Weekly Participation Activities (150 pts total, throughout the course)

Assessment & Data Analysis

Assessment activities are designed to develop candidates' ability to identify reading difficulties, analyze assessment data, monitor student progress, and design evidence-based interventions.

- Chapter 1 Quiz: Foundations of Reading Diagnosis & Remediation (50 pts, Week 1)
- Chapter 10 Quiz: Assessment Foundations & RTI/MTSS (50 pts, Week 2)
- Chapter 7 Quiz: Oral Language Development (50 pts, Week 3)
- Structured Literacy Chapter 2 Test (100 pts, Week 4)
- Phonological Awareness/Phonics Assessment (100 pts, Week 4)

- Module Test: Reading Long Words, Advanced Decoding, and Morphology (100 pts, Week 5)
- Vocabulary Assessment (100 pts, Week 5)
- Case Study | Analyzing Running Records (100 pts, Week 9)
- DIBELS Case Study (8th Edition) (100 pts, Week 9)
- Mini Diagnostic Analysis Assignment (100 pts, Week 9)

Instructional Design & Structured Literacy Practice

These assignments provide opportunities to apply Structured Literacy principles and evidence-based instructional practices to reading assessment, intervention, and remediation.

- Reading Comprehension Assignment (100 pts, Week 6)
- Case Study Assignment: Analyzing Student Spelling (100 pts, Week 7)
- Chapters 4 & 9 Assessment: Written Expression, Spelling, and Orthographic Mapping (100 pts, Week 7)
- Dyslexia Foundations (Chapter 8 Quiz) (50 pts, Week 8)
- Texas Dyslexia Academy Certificate & Reflection (100 pts, Week 8)

Requirements:

- Complete the Texas Dyslexia Academy: Dyslexia Foundations course
- Submit Certificate of Completion
- Complete a 1–2 page reflection connecting course concepts to:
 - Characteristics of dyslexia
 - Identification and screening procedures
 - Structured literacy practices
 - Implications for classroom instruction and intervention
- Intervention Plan Draft for Final Case Study (100 pts, Week 8)

Culminating Assignments & Professional Reflection

Final Reading Remediation Case Study Project

The signature assignment for this course requires candidates to analyze assessment data, identify areas of reading difficulty, and develop a comprehensive remediation plan grounded in evidence-based literacy practices.

Project Checkpoints

- Student Selection and Profile (Week 4)
- Assessment Summary (Week 6)
- Intervention Plan Draft (Week 8)

Final Submission

- Final Project: Reading Remediation Case Study (150 pts, Week 10)

Professional Reflection & Course Synthesis

- Interactive Notebook Assignment (100 pts, Week 10)
- Final Reflection Discussion Board (50 pts, Week 10)

Weekly Blackboard modules will include:

- Instructional readings
- Recorded lectures/videos
- Assessments and discussions
- Applied literacy activities
- Case studies and intervention planning tasks

Students should plan to log into Blackboard multiple times per week to remain current with course expectations and assignment deadlines.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten*

Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

1. oral language development;
2. print awareness;
3. phonological and phonemic awareness;

4. phonics;
 5. fluency;
 6. vocabulary development;
 7. comprehension of literary text;
 8. comprehension of informational text; and
 9. beginning strategies and reading comprehension skills.
- (c) Reading Pedagogy. Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
1. implementing both formal and informal methods of measuring student progress in early reading development.
 2. designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
 3. acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Texas Pre-K Guidelines:

https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

University and Course Policies

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, as outlined on the SRSU website. Directions for filing a student complaint are in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Use of Generative Artificial Intelligence (AI)

Students are expected to complete all coursework independently and in accordance with Sul Ross State University's Academic Integrity policies. Because this course is designed to develop essential competencies in literacy assessment, instructional planning, and professional judgment, the use of generative artificial intelligence (AI) tools (e.g., ChatGPT or similar platforms) to generate, revise, or complete assignments is not permitted unless the instructor explicitly grants permission. Limited use of AI tools for mechanical support (such as grammar or spelling checks) may be allowed when specified. Any unauthorized or undisclosed use of AI tools will be treated as a violation of academic integrity and addressed in accordance with university policy.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and an open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for others' viewpoints. Similarly, we must all learn to probe, oppose, and disagree without resorting to intimidation, harassment, or personal attacks. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of discussing politically sensitive issues fruitfully.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel your performance in class is affected by your experiences outside of class, please do not hesitate to come and talk with me. I want to be a resource for you.

19 TAC §228.57(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

References

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Appendix A | Alignment Matrix

EDUA/EDSR 4315 – Strategic Reading Instruction & Literacy Assessment

This appendix documents alignment between Course Learning Outcomes (CLOs), Student Learning Outcomes (SLOs), course assignments, and the Science of Teaching Reading (STR) Standards (19 TAC §235.15).

Course Learning Outcomes (CLOs)	Student Learning Outcomes (SLOs)	Aligned Assignments / Activities	STR Standards (19 TAC §235.15)
CLO 1: Literacy Assessment & Diagnosis	SLO 3: Design and analyze formative and summative assessments.	Running Records Case Study (W5) TPRI Analysis (W6) DIBELS Assessment (W10) Progress Monitoring Mid & Final (W9, W15)	Assessment & Progress Monitoring PA, Phonics, Fluency
CLO 2: Data-Informed Instruction	SLO 2: Apply evidence-based strategies for diverse learners.	RTI Intervention Menu (W2) UFLI Decoding & Dyslexia Supports (W7) Progress Monitoring Reflections	Instructional Decision-Making Differentiation & Dyslexia
CLO 3: Evidence-Based Literacy Instruction	SLO 1–2: Plan and deliver structured literacy lessons.	Dyslexia Poster (W4) UFLI Microteaching (W8) Comprehension Projects (W11–12)	Oral Language, PA, Phonics, Fluency, Vocabulary, Comprehension
CLO 4: Lesson Design & Delivery	SLO 1–2: Design standards-aligned instruction.	UFLI Microteaching (W8) Comprehension Projects (W11–12) Capstone Case Study (W13)	Explicit Instruction TEKS-Aligned Lesson Design
CLO 5: Learning Environment & Professional Practice	SLO 4: Apply classroom management and professional practices.	Family Communication Letter (W7) Peer Collaboration & Feedback	Inclusive Practices Family Engagement
CLO 6: Professional Reflection & Communication	SLO 2–3: Reflect on practice and communicate results.	Final Reflection / Infographic (W15) Interactive Teaching Notebook (W16) Capstone PLC Simulation	Reflective Practice Professional Communication

**Appendix B | STR → Assignment → Evidence Crosswalk
EDUA/EDSR 4315**

This crosswalk identifies how each Science of Teaching Reading (STR) standard is addressed through course assignments and documented via candidate evidence.

STR Standard (19 TAC §235.15)	Aligned Assignment(s)	Evidence Artifact
Oral Language Development	Oral Language Activities (W3)	Lesson notes, participation artifacts
Phonological & Phonemic Awareness	Running Records Case Study (W5)	Assessment analysis write-up
Phonics	UFLI Microteaching (W8)	Lesson plan & peer feedback
Fluency	Fluency Instruction Activities (W8)	Instructional video / reflection
Vocabulary	Vocabulary Instruction Activities (W9)	Lesson materials & reflection
Comprehension – Literary	Comprehension Project – Narrative (W11)	Lesson plan & assessment tools
Comprehension – Informational	Comprehension Project – Informational (W12)	Lesson plan & assessment tools
Assessment & Progress Monitoring	TPRI, DIBELS, Progress Monitoring	Data analysis reports
Professional Reflection & Communication	Family Letter, Final Reflection	Written reflections & communication artifacts