**MISSION**
The mission of the Early Childhood Education/Reading Specialization Program is to prepare highly effective professional educators with particular expertise in literacy instruction for EC-6 classrooms and schools in the TExES border region, the state, and the nation.

**PROGRAM GOALS**
The EC-6 Reading Program provides instruction, clinical experiences, performance assessment, and mentoring so that teacher candidates develop the knowledge, skills, and professional dispositions necessary to:

- design and implement effective instruction that reflects mastery of core content, appropriate assessment practices, and best practices in literacy instruction.
- create a classroom environment of respect and rapport that fosters a positive climate for learning and a commitment to the success of all students.
- fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.
- demonstrate proficiency in verbal & written communication through discipline-relevant, varied, and effective communication products.

**STUDENT LEARNING OUTCOMES (SLOs)**

1. The teacher candidate designs and implements effective instruction that reflects mastery of core content, appropriate assessment practices, and best practices in literacy instruction.
   
   \[1\] Performance data will be derived from multiple measures for each “SLO.”

2. The teacher candidate creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence, designed to meet the needs of all students, including those from diverse language, cultural, and socioeconomic backgrounds.

3. The teacher candidate fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession, promoting legal and ethical behaviors and equity for all learners.

4. The teacher candidate demonstrates proficiency in communication skills through discipline-relevant, varied, and effective written, verbal, and other products.

**Assessment of SLOs**

1A. BLOCK 3 TEACHING EVENT

1B. CLINICAL OBSERVATIONS

1C. DISPOSITIONS REPORTS

1D. LICENSURE EXAMS

1E. “EPP” ACCOUNTABILITY

2A. BLOCK 3 TEACHING EVENT

2B. CLINICAL OBSERVATIONS

2C. DISPOSITIONS REPORTS

2D. LICENSURE EXAMS

2E. “EPP” ACCOUNTABILITY

3A. BLOCK 3 TEACHING EVENT

3B. CLINICAL OBSERVATIONS

3C. DISPOSITIONS REPORTS

3D. LICENSURE EXAMS

3E. “EPP” ACCOUNTABILITY

4A. BLOCK 3 TEACHING EVENT

4B. EXIT INTERVIEW

4C. COMPOSITE WIN COURSE WRITING SCORE.

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1. Culminating “teaching event” includes contextual narrative, unit planning/instruction, video-taping & reflection.
2. Clinical semester teaching assessments by TAMIU supervisor, mentor teacher, and principal (optional).
3. Clinical semester dispositional reports by TAMIU supervisor, mentor teacher, and principal (optional).
4. Meet or exceed minimum scores on required Practice and TExES examinations.
5. “Educator Preparation Program” accountability measures: TExES licensure pass rate, Principal survey of graduates, Value-Added scores on graduates’ P-12 students, and Evaluation of Student Teachers.
6. Exit interview includes reflective writing, and video-taped panel interview.