

PK-3 ECE Specialist Instruction Credential – Literacy Review Addendum Teaching Performance Expectations Course Matrix

In the addendum below, denote the candidates' opportunity to learn, apply, and be assessed on the competencies listed.

The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below with a hyperlink to that course syllabus.

For each competency, indicate – using an I, P, or A – when the program/candidate introduces (I), practices (P), and assesses (A) each competency. Notations may occur under more than one course.

Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. Please identify only the best example(s), up to four (4) for each I, P, and A.

*Linking to course objectives or learning outcomes is **not** sufficient to demonstrate how a TPE is introduced, practiced, and assessed*

<i>TPE 7.5 Foundational Skills. Develop children's skills in the following:</i>	EDTE 3/501: Methods for Language and Literacy	EDTE 3/502: Elementary Methods I: Math & Science	EDTE 3/503: Elementary Methods II: Humanities	EDTE 3/512: Methods for Multilingual Learners	EDTE 552P: Clinical Practice Experience 2: Extended Practicum	EDTE 553: General Education Student Teaching
a. print concepts, including letters of the alphabet	I Print Awareness				P 260 field work hours A 4 formal observations	P 400 hours full-time student teaching A 6 formal observations
b. phonological awareness, including phonemic awareness	I Building Blocks of Reading Foundational Skills				P 260 field work hours A 4 formal observations	P 400 hours full-time student teaching A 6 formal observations
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	I, P Reading Rockets Phonological & Phonemic			P, A Language Development	P 260 field work hours A 4 formal observations	P 400 hours full-time student teaching A 6 formal observations

	Awareness					
d. decoding and encoding; morphological awareness	I Foundational Skills				P 260 field work hours A 4 formal observations	P 400 hours full-time student teaching A 6 formal observations
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	I, P Reading Workshop				P 260 field work hours A 4 formal observations	P 400 hours full-time student teaching A 6 formal observations
f. instruction that is structured and organized as well as direct, systematic, and explicit	I Connecting UDL	I (Unit Planning and Universal Design for Learning)	PA (Field Based Lesson Plan)		P 260 field work hours A 4 formal observations	P 400 hours full-time student teaching A 6 formal observations
g. practice in connected, decodable text	A Layered Read Aloud				P 260 field work hours A 4 formal observations	P 400 hours full-time student teaching A 6 formal observations
Create literacy environments that						

a. are print rich and that foster interest in print	<u>I</u> <u>Reading</u> <u>Rockets</u> <u>Print</u> <u>Awareness</u>		<u>PA</u> <u>(Field</u> <u>Based</u> <u>Lesson</u> <u>Plan)</u>		<u>P</u> 260 field work hours <u>A</u> 4 formal observations	<u>P</u> 400 hours full-time student teaching <u>A</u> 6 formal observations
b. engage young children actively and deliberately with games, books, poetry, oral storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters.	<u>P, A</u> <u>Case</u> <u>Study</u>	<u>IP Math</u> <u>Read</u> <u>Aloud</u> <u>PA P, A</u> <u>Manipulatives</u> <u>Resources</u>			<u>P</u> 260 field work hours <u>A</u> 4 formal observations	<u>P</u> 400 hours full-time student teaching <u>A</u> 6 formal observations
Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.	<u>I, P</u> <u>Reading</u> <u>Rockets</u> <u>Spelling</u> <u>I</u> <u>Building</u> <u>Fluency</u>				<u>P</u> 260 field work hours <u>A</u> 4 formal observations	<u>P</u> 400 hours full-time student teaching <u>A</u> 6 formal observations

Advance children’s progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	<u>I</u> <u>Language &</u> <u>Literacy</u> <u>Across</u> <u>Content</u> <u>Areas</u>			<u>I</u> <u>Oral</u> <u>Language</u> <u>Development</u>	<u>P</u> 260 field work hours <u>A</u> 4 formal observations	<u>P</u> 400 hours full-time student teaching <u>A</u> 6 formal observations
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