

Mild to Moderate Support Needs/Extensive Support Needs Education Specialist 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.*

TPE U7.5 Foundational Skills. Develop students’ skills in the following:	<u>EDUC 425: Language & Literacy: Development of Early Literacy Instruction</u>	<u>SPED 421: Literary Assessment and Interventions Practicum 1</u>	<u>EDUC 440: Intermediate Teaching Practices</u>	<u>SPED 422: Literary Assessment and Interventions Practicum 2</u>	<u>EDUC 443: Advanced Teaching Practices</u>	<u>EDUC 491: Multiple Subject Subject Specific Pedagogy History/Social Science, Physical Education, and Visual & Performing Arts</u>	<u>EDUC 492: – Multiple Subject Subject Specific Pedagogy Math & Science</u>	<u>SPED 497E: Introductory Student Teaching</u>	<u>SPED 498E: Directed Student Teaching</u>
a. print concepts, including letters of the alphabet	I P A	P	I					A	A

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b. phonological awareness, including phonemic awareness	I P P A A	P	I					A	A
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	I I P P P P A A A	P	I					A	A
d. decoding and encoding; morphological awareness	I P P P P A A	P	I P P					A	A

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e.	text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	<u>I</u> <u>P</u> <u>A</u> <u>A</u>	<u>P</u>	<u>I</u> <u>P</u>					<u>A</u>	<u>A</u>
f.	instruction that is structured and organized as well as direct, systematic, and explicit	<u>I</u> <u>P</u> <u>P</u> <u>P</u> <u>A</u> <u>A</u>	<u>P</u>	<u>P</u>					<u>A</u>	<u>A</u>
g.	practice in connected, decodable text	<u>I</u> <u>I</u> <u>P</u> <u>P</u> <u>P</u> <u>A</u> <u>A</u> <u>A</u>		<u>I</u>					<u>A</u>	<u>A</u>

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h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.		I I P P P P P P A A		I P P					A	A
i. Advance students' 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.		I		I P P A				P P P	A	A