

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 P assessed.*

Explanation: All the A(s) are linked to rubrics. The assignment instructions are right above the rubrics.

Institution Name
 Program Coordinator Name
 Program Coordinator Email

TPE 7.5 Foundational Skills. Develop children's skills in the following:	Course Title & Number	L E E 1 0 0	L E E 1 0 1	L E E 1 0 2	L E E 1 1 0	L E E 1 0 8	L E E 1 1 1	S P E D 1 0 4	L E E 1 0 5	L E E 1 1 2	L E E 1 0 6	L E E 1 0 7
a. print concepts, including letters of the alphabet			P A		I P A P A		P A					
b. phonological awareness, including phonemic awareness			I P A		I P P A P A		P A					

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

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TPE 7.5 Foundational Skills. Develop children's skills in the following:	C	L	L	L	L	L	S	L	L	L
	o	E	E	E	E	E	P	E	E	E
	r	E	E	E	E	E	E	E	E	E
	s	1	1	1	1	1	D	1	1	1
	e	0	0	0	1	0	1	0	1	0
	T	0	1	2	0	8	1	5	2	6
	i									
	t									
	l									
	e									
	&									
	N									
	u									
	m									
	b									
	e									
	r									
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)				I P P A P A		P A				
f. instruction that is structured and organized as well as direct, systematic, and explicit			P A P	I P P A		P A				
g. practice in connected, decodable text			P	I P A					I	
Create literacy environments that										

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a. are print rich and that foster interest in print			I P		I P A		P A					
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.			I P A P A		I					P A		
Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.					I P P A					P A		

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TPE 7.5 Foundational Skills. Develop children’s skills in the following:	C	L	L	L	L	L	L	S	L	L	L	L
	o	E	E	E	E	E	E	P	E	E	E	E
	r	E	E	E	E	E	E	E	E	E	E	E
	s	1	1	1	1	1	1	D	1	1	1	1
	e	0	0	0	1	0	1	1	0	1	0	0
	T	0	1	2	0	8	1	0	5	2	6	7
	i							4				
	t											
	l											
	e											
	&											
	N											
	u											
	m											
	b											
	e											
	r											
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.			I		I					P		
			P		P					A		
			A									