Institution Name
Program Coordinator Name
Program Coordinator Email

MMSN Reading and Literacy Standards Course Matrix

In the matrix below, denote the candidates' opportunity to learn, apply, and be assessed on the competencies listed. The required course names <u>and</u> numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. 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 heading. Each notation should link to a <u>specific place</u> 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.

Candidate Competencies	257 English Language Development in Elementary Schools	261 Teaching Reading in Elementary Schools	262 Teaching Language Arts in Elementary Schools	259A Elementary Math Methods I	259B Elementary Math Methods II	251 Technology for Elementary Teachers	221 M Effective Teaching for Students with Disabilities	240 Mild Moderate Disabilities (New Course)	231C Ethical Reflective Practicum in Elementary Schools III	231D Ethical Reflective Practicum in Elementary Schools IV	EDUC 294A Adolescent Literacy I	EDUC 294B Adolescent Literacy II	287A Secondary Math Methods I	287B Secondary Math Methods II
MM7.1. Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.		I	P A				I	P	PA	PA	I	PA		
MM7.2. Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.		I	P A				I	P	PA	PA	IP	PA		

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MM7.3 Collaborate with other service providers (e.g., general education teachers, speech- language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non- classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.		I	PA				I	P	PA	PA	IP	PA		
MM7.4. Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).	I	I		IP	PA		I	PA	PA	PA	I	PA	IP	PA
MM7.5. Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.						I PA	I		PA	PA	IP			