Riverside County Office of Education
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Multiple Subject/Single Subject 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 7.5 **Foundational Skills. (Multiple Subject candidates) Develop students' skills in the following:**	EDU 220 Syllabi Curriculum and Instructional Design	EDU 230 Syllabi Teaching & Learning: Literacy and Reading	EDU 260 Syllabi Multiple Subject Methods	EDU 320 Syllabi Literacy and Reading: Taking a Deeper Dive
a. print concepts, including letters of the alphabet	A	I, P, A		I, P
b. phonological awareness, including phonemic awareness		I P A		I P A
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences		I P A		I P A
d. decoding and encoding; morphological awareness		I P A		I P A

e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)		I P A		I P A
f. instruction that is structured and organized as well as direct, systematic, and explicit		I P A		I P A
g. practice in connected, decodable text		I P A		I P A
Multiple Subject and Single Subject English Candidates Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.		I P A		I P A
Multiple Subject and Single Subject Candidates 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 P A	I P A	

Evidence of Dyslexia Guidelines and References used in coursework

Dyslexia Guidelines and Resources in EDU 220
Accommodating Students with Dyslexia in All Classroom Settings by the International Dyslexia Association Chapter 5

Dyslexia Guidelines and Resources in EDU 230
Dyslexia Assessment: What is it and how can I help?

International Dyslexia Association on Structured Literacy

Dyslexia Guidelines and Resources in EDU 240
Chapters 1 - 4
Appendix A - Assessment Tools
Universal Screening: K-2
Chapter 12

Dyslexia Guidelines and Resources in EDU 350
Dyslexia Screeners (P)
What screeners does your school site have in place for early identification for students with dyslexia?
Chapter 4
Chapter 6
Chapter 7
Chapter 8
Chapter 9
Chapter 10
Chapter 11
Chapter 13