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Reading and Literacy Standards Course Matrix

In the matrix below denote the candidates' opportunity to learn and master 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, note when the program/candidate introduces (I), practices (P), and assesses (A) the 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.

Course Number	Course Title
READ 508	Foundations of Literacy: Teaching and Learning
READ 514	Linguistics and Literacy Education
READ 507	Literacy and in the Academic Disciplines
READ 536	Literacy Curriculum: Design, Implementation, and Evaluation
READ 511	Research in Reading and Literacy Education
READ 516	Literacy Assessment and Analysis for Instruction
READ 560	The Sociocultural Context of Language and Literacy for English Learners
READ 585	Roles of the Literacy Leader/Specialist
READ 581	Strategic Interventions for Literacy Specialists: Practicum

Standard	Candidate Competencies	READ 508	READ 514	READ 507	READ 536	READ 516	READ 511	READ 560	READ 585	READ 581
	Program Standards 1-5 address the Reading and Literacy Added Authorization. Standards 6-10 address the Reading and Literacy Leadership Specialist Credential. Institutions that are approved to offer the Added Authorization only need only to address those competencies, while institutions that have been approved to offer both the Added Authorization and the Specialist credential must respond to all competencies below.									

Link to Commission Approved Reading and Literacy Standards: http://www.ctc.ca.gov/educator-prep/standards/Reading-Specialist.pdf

	Competencies for the Reading and Literacy Added Authorization									
2	2.1 Candidates demonstrate ability to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.		I	P I	I P	A				
	2.2 Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.		I		P					
	2.3 Candidates demonstrate the ability to research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.		I	P I		A				
	2.4 Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.		I	P	P		A			
	2.5 Candidates exhibit a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; develop a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.		I		P	AI				
	2.6 Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.		I		P, A	P	A			
3	3.1 Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.		I		P	P	A			
	3.2 Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including:									
	a. oral language development		I		P	P	A			
	b. word analysis		I		P	P	A			
	c. fluency		I		P	P	A			
	d. vocabulary development		I		P	P	A			
	e. listening and reading comprehension		I		P	P	A			

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	f. written language development	I		P	P	A				
	3.3 Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.	I	P I	P A	A					
	3.4 Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.	I		P	P	A				
	3.5 Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI^2, and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.	I			P	A				
	3.6 Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.	I	P	P	A					
	3.7 Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.	I			P	A				
	3.8 Candidates know the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.	I	P			A				
	3.9 Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.	I			P A	P				
4	4.1 Candidates have opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field.	I			P	A				
	4.2 Candidates interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.	I				P, A				

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Std	Element	1	2	3	4	5	6	7	8
	4.3 Candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.	I				P, A			
	4.4 Fieldwork includes on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3.	I, P				A			
5	5A. 1 Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning.	I		I	I, A	P			
	5A. 2 Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.	I				P, A			
	5A. 3 Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators.	I				P, A			
	5A. 4 Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.	I				P, A			
	5B. 1 Candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences.	I		I	P, A	P, A	P		
	5B. 2 Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students' progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.	I			P	P	P, A		
	5B. 3 Candidates use modeling, massed and distributed practice, and opportunities for application of strategies to facilitate student learning.	I			P, A	P, A			
	5B. 4 Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs.						I, P, A		

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#	Competency								
	5B. 5 Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st century skills necessary for success in today's global economy.	I		I	P, A				I	
Competencies for the Reading and Literacy Leadership Specialist Credential only									
7	7.1 Candidates know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.	I, P				I, P	A	P	
	7.2 Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.			I, P, A	I, P			A	
	7.3 Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.				I	P		P	A
	7.4 Candidates demonstrate the ability to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.	I			I	P, A	I		A P
	7.5A Candidates understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks.	I			P	P			A
	7.5B Candidates understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.	I			P		I		A
	7.6A Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.		I	I P A	P		P, A	P	
	7.6B Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.	I			P	P, A	I	P	A
	7.7 Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.				I			P A	A

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8	Standard	1	2	3	4	5	6	7	8
	8.A1 Candidates demonstrate advanced professional competencies in, and knowledge of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography.	I			P				A
	8.A2 Candidates demonstrate advanced professional competencies in, and knowledge of the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing.		I		P			A	
	8.A3 Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.	I		I	I, P	A	I		A
	8.A4 Candidates demonstrate advanced understanding about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.	I		P, A	P			A	
	8. A5 Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.	I			P		A		A
	8.A6 Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.	I		P	P	A	P	A	P, A
	8.A7 Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3.	I			P		A		A
	8.A8 Candidates demonstrate the ability to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.		I	I	P	A		A	
	8.B1 Candidates know about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the Foundations/Standards and Frameworks.		I		P		P	A	

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#	Standard									
	8.B2 Candidates demonstrate advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.	I			I P A	P			I P	
	8.B3 Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.				I P A	P		A		
	8.B4 Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.	I			P		P	A	A	
	8.B5 Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.	I			P		I, P		A P	
9	9.1 Candidates develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork and/or clinical experiences must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8.	I			P, A		P			P, A
	9.2 Candidates integrate research and practice by using research-based strategies at multiple sites or the district level to: assess the needs of students most at risk of failure, evaluate the current instructional practices and use of district-adopted instructional materials at those locations, implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention.	I			P			A		
	9.3 Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of new instructional or intervention strategies.				I, P		P	A		
	9.4 Candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to	I			I P A	P		A P		

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#	Standard	1	2	3	4	5	6	7	8	9
	students using standards-aligned and state- and/or district-adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.									
10	10A.1 Candidates work effectively with children from a variety of ethnic, cultural, gender, linguistic, and socio-economic backgrounds and provide specialized instruction that meets the specific needs of students, PreK and elementary, as well as adolescent learners, and students with reading difficulties.	I	I					A		P, A
	10A.2 Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for students with extreme reading difficulty.					I		P		P A
	10A.3 Candidates select, plan and implement a culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population.	I	I	P, A	P, A			A		P, A
	10A.4 Candidates demonstrate the ability to facilitate the implementation of the state- and/or district-adopted literacy curricula at classroom, school and/or district levels.	I		P					I,P A	
	10A.5 Candidates have an advanced level of knowledge about, and can advocate for resources to support students' acquisition of the critical aspects of multiple digital literacies for 21st century skills necessary for success in today's global economy.		I		P A			P	A	P
	10B.1 Candidates critically analyze and interpret research; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.					I	P, A	P		
	10B.2 Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.	I, P				I, P		P		P, A
	10B.3 Candidates know and use theories and research related to adult learning theory as it informs professional development on literacy acquisition at the school or district level.		I		I		A		I/P	
	10B.4 Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating action research projects, case studies, and/or state or federal programs.						I	A	P	
	10C.1 Candidates demonstrate their capacity to identify areas of growth as a professional and to select resources and opportunities to stay current with the teaching profession and with the professional community of other specialists, including those at the community level (such as, social agencies, after school programs, etc.).								I P	A

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Standard								
10C.2 Candidates demonstrate advanced professional competencies in reading and literacy development, curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Standards 2, 3, 7 and 8.		P A	P		I	P		P, A
10C.3 Candidates analyze instructional practices and evaluate student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed and work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive literacy plan or a specific component of that plan.							I/ P/ A	
10D.1 Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating and communicating to stakeholders the results of reliable and informative evaluations of current literacy practices, including program strengths and weaknesses and program effects on various aggregate student populations.			A		A	P I	A	
10D.2 Candidates utilize that information to develop a plan for improving literacy learning that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.						I/P	I/ P/ A	

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