# Single Subject Content Area Pedagogies Course Matrix

**In the matrix below, denote the candidates’ opportunity to learn and master 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. 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 (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

**Institution Name**

**Program Coordinator Name**

**Program Coordinator Email**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:**  **Teaching English Language Development** | Course Title and Number 1 | Course Title and Number 2 | Course Title and Number 3 | Course Title and Number 4 | Course Title and Number 5 | Course Title and Number 6 | Course Title and Number 7 | Course Title and Number 8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. During interrelated activities in program coursework and fieldwork, beginning Single Subject teachers learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English language development (ELD). |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to design and deliver direct, explicit, and systematic ELD instruction that addresses English learners' oral language, aural language, reading, and writing development needs across the curriculum. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers demonstrate fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations. |  |  |  |  |  |  |  |  |
| 1. They are well-versed in culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. |  |  |  |  |  |  |  |  |
| 1. They demonstrate effective communication and advocacy skills as these relate to English learner student, family, and community needs. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers are knowledgeable in composition and rhetoric and can apply principles of literature and textual analysis to both literary and informational texts. |  |  |  |  |  |  |  |  |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers are knowledgeable in identifying the academic English language demands across the curriculum and in providing instruction for English learners to meaningfully engage in content area learning. |  |  |  |  |  |  |  |  |
| 1. They understand the background, history, and legal requirements for English learner education in California and the United States. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers of ELD understand, plan, design, implement, and assess instructional outcomes for the full range of English learners. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to design and implement differentiated instruction based on the levels of English proficiency, needs and strengths of the range of English learners, as well as struggling readers and writers, advanced learners, students who use nondominant varieties of English, students with exceptional needs, and students from a variety of educational and linguistic backgrounds. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to teach students about the norms and values of U.S. cultures, the culture of schooling, and how to access school and community resources. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to assess student progress, both formally and informally, and use the results to inform and plan instruction that advances the learning of all English learner students. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to connect and contextualize reading, writing, aural, and oral language development instruction. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to implement effective English language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to improve students' reading comprehension, including students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to improve students' ability to critique texts and media for point of view, implicit and explicit bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to provide writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to incorporate technology into language arts as a tool for conducting research. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to provide academic language development instruction emphasizing discourse that leads to the production of complex texts. |  |  |  |  |  |  |  |  |
| 1. They learn and practice ways to provide systematic vocabulary development that emphasizes high utility words used across curricular areas. |  |  |  |  |  |  |  |  |