



School of Education

Office use only

SSU

___ Application

___ Goals Statement

___ Verification of Employment

Non-SSU (above plus)

___ Transcripts (2)

___ G.P.A Verified (3.0+)

___ Copies of Credentials

___ Letters of Recommendation (2)

Program Application

Professional Level II Education Specialist Credential Program

School of Education Application Filing Periods

For Admission in

Fall Semester

Spring Semester

Apply

November 1 to March 1

July 1 to October 1

Semester applying for: Fall 20_____ Spring 20_____

Program for which you are applying: Mild/Moderate _____ Moderate/Severe _____

Personal Information

Name: _____
Last First (Former Name)

Soc. Sec. No.: _____ Date of Birth: _____ / _____ / _____

Home Address: _____
(Street) (City) (State) (Zip Code)

Telephone: Home: (_____) _____ Work: (_____) _____

E-Mail: _____ Fax: _____

Ethnic Identity – Indicate the group(s) with which you most strongly identify

- | | |
|---|-------------------------------|
| ___ 1. American Indian/Alaskan Native | ___ L. Laotian |
| ___ 2. Black Non-Hispanic, including African American | ___ V. Vietnamese |
| ___ 3. Mexican-American, Mexican, Chicano | ___ T. Thai |
| ___ A. Central American | ___ S. Other Southeast Asian |
| ___ B. South American | ___ G. Guamanian |
| ___ Q. Cuban | ___ H. Hawaiian |
| ___ P. Puerto Rican | ___ N. Samoan |
| ___ 4. Other Latino, Spanish-origin, Hispanic | ___ 6. Other Pacific Islander |
| ___ C. Chinese | ___ 7. White |
| ___ J. Japanese | ___ F. Filipino |
| ___ K. Korean | ___ 8. Other |
| ___ R. Asian Indian | ___ D. Decline to State |

Employment Information

Name of District/Agency: _____

School/Site Name: _____

Address: _____
(Street) (City) (State) (Zip Code)

Telephone: (____) _____

Present Position and Title: _____

Length of time in present position with Level I Credential: _____

1. Current Valid California Teaching Credential(s):

<u>Credential</u>	<u>Expiration Date</u>	<u>Institution</u>
<input type="checkbox"/> Preliminary Level I Education Specialist	_____	_____
<input type="checkbox"/> _____	_____	_____
<input type="checkbox"/> _____	_____	_____
<input type="checkbox"/> _____	_____	_____

2. Have you previously applied for admission to an SSU Credential Program?

- ___ No ___ Yes
- If yes, for which program? _____
 - Semester applied: _____
 - Date Completed: _____

3. List all colleges/universities you attended for undergraduate or graduate degrees. Please indicate the dates of attendance and degree (s) earned if applicable. If you did not complete your Level I credential at Sonoma State University, you will need to provide two (2) copies of transcripts listed below.

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Have you taken Level II coursework at another University?

___No ___Yes

If yes, which University: _____

Course Title/Date/Units: _____

Course Title/Date/Units: _____

Course Title/Date/Units: _____

I understand that it is my responsibility to submit all required materials and documents directly to the School of Education Credentials/Admissions Office by the established deadlines dates, regardless of where else on campus they may have previously been sent. I understand that I must apply separately to the university via the Admissions and Records Office. I understand that admission to the program does not guarantee recommendation to the California Commission on Teacher Credentialing for a teaching credential. To the best of my knowledge, all information herein and in materials associated with this application is true and correct.

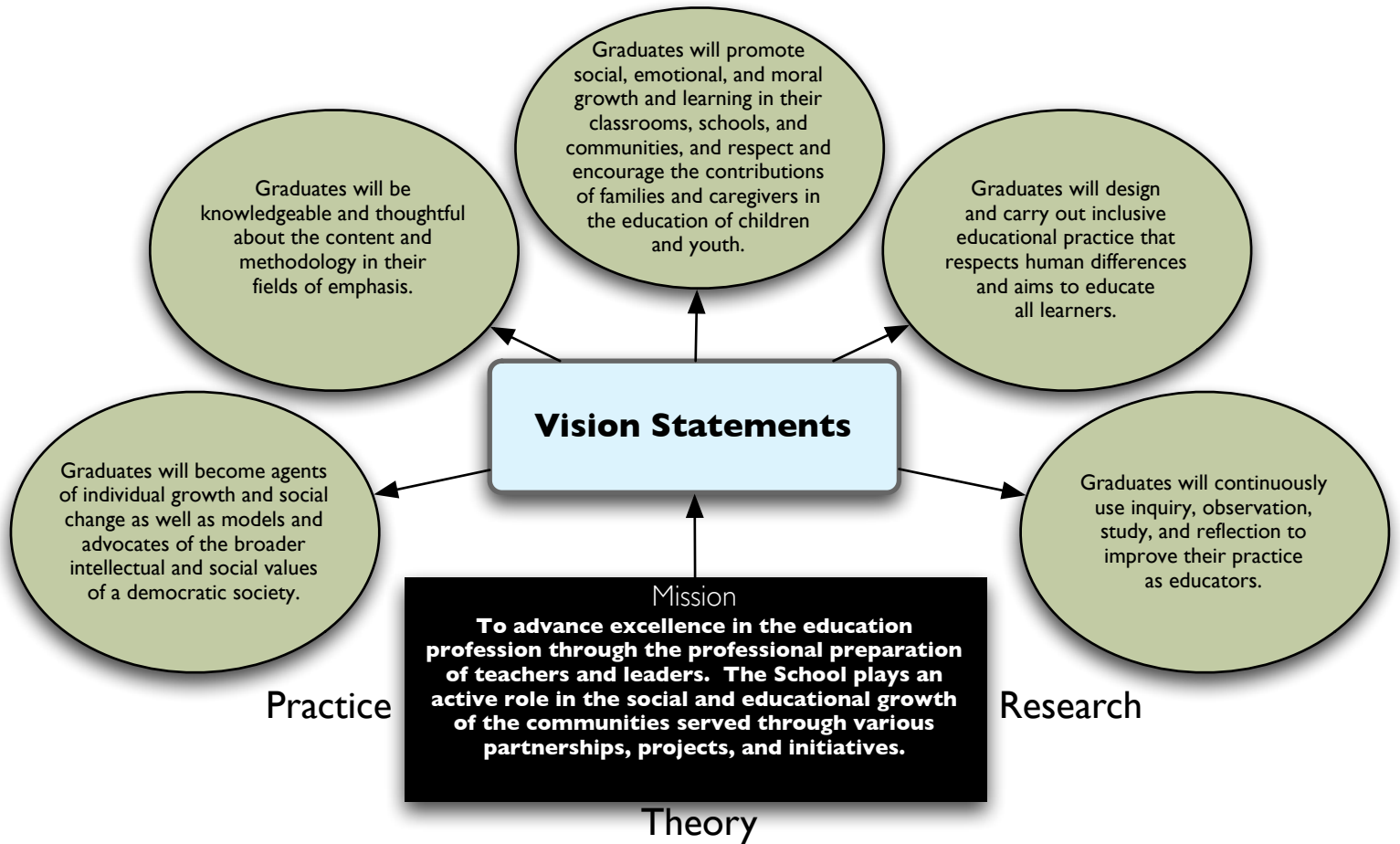
I have read and understand my responsibilities as noted above.

Signature of Applicant

Date

COMPLETE AND RETURN TO:
School of Education Credentials Office
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928

Sonoma State University School of Education Conceptual Framework



Performance Expectations

Graduates of the School of Education:

- Are able to design and implement pedagogy and curriculum that are informed by theory, research, professional standards, and reflective practice;
- Demonstrate depth and breadth of content and pedagogical knowledge;
- Are knowledgeable about and able to design, implement, and evaluate instructional practice and educational assessments responsive to the full range of individuals – social, linguistic, cultural, and ethnic diversity and/or physical and learning disabilities;
- Successfully create and work in collaborative and inclusive communities;
- Develop and promote a global, multicultural perspective based on an understanding of how individuals are differently positioned in terms of knowledge, power, identity, and privilege;
- Act on key values including but not limited to social justice, anti-bias principles, and democratic practices;
- Make decisions based on developmental learning theory;
- Use various means – knowledge of research, formative and summative assessments, reflection and evaluation – to improve teacher practice and student learning;
- Use multiple and appropriate assessment measures including both qualitative and quantitative techniques;
- Use technology to enhance teaching and support active, authentic learning.

Dispositions

Graduates of the School of Education:

- Are passionate about being educators;
- Promote social and emotional growth and an ethic of caring, nurturing, and learning in their classrooms, schools, and communities;
- Are culturally responsive and responsible, knowledgeable and appreciative of the diversity among learners;
- Have a genuine appreciation of the importance of a liberal arts education;
- Value the arts in learning;
- Are committed to anti-bias principles, social justice, and democratic practices;
- Are committed to professional ethical standards.