

# EDUCATION: LITERACY, ELEMENTARY, AND EARLY EDUCATION (LEEE)

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## Programs Offered

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The Department of Literacy, Elementary, and Early Education offers the following programs: Early Childhood Minor, Child Development Permit, Multiple Subject Credential, M.A. in Education with an emphasis in Reading and Language Education, Reading Certificate (an advanced credential), Reading and Language Arts Specialist Credential, and M.A. in Education with an emphasis in Early Childhood Education.

The goal of the Department of Literacy, Elementary, and Early Education is to prepare teachers to play a vital role in California public schools. The diversity of our school population in terms of culture, social class, gender, language, and race is a significant focus of our course work and field experiences.

The University and the school districts within our service area view teacher education as a shared responsibility. The University provides a broad base of information about research and theory necessary for teaching, while school districts provide the classrooms for field experiences and student teaching. Collaboration between University-based teacher-educators and school district teachers provides a strong foundation for the program's goal of excellence.

## Multiple Subject Teaching Credential Programs

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This credential authorizes the holder to teach in a self-contained classroom, preschool through grade 12. It is most frequently used for teaching in elementary classrooms and early childhood settings.

## Multiple Subject Credential Program

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The Multiple Subject Credential Program is a two semester program with additional prerequisites required.

The Multiple Subject Program is based on the belief that learning to teach requires building a professional knowledge base honed by practice in varied classroom settings. Thus, our curriculum integrates course work with field study in order to develop practical theory and to promote collaboration between the University and the public schools. The Multiple Subject Program prepares candidates to provide instruction for English language development and academic language.

The multiple subject emphasis prepares candidates to teach in self-contained classrooms with significant populations of students who are learning English as a second language in grades K-12. This program prepares candidates to provide instruction for language development and subject matter content in English. Because self-contained classes are located primarily in elementary schools, professional course work and field experiences focus on elementary classrooms.

## SB2042 Multiple Subject Program Courses

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The Department of Literacy, Elementary, and Early Education offers a **Multiple Subjects Emphasis Certificate** providing professional preparation for aspiring teachers to play a vital role in California public schools. The diversity of our school population in terms of culture, social class, gender, language, and race is a significant focus of our course work and field experiences. Upon completing the program, candidates will have both breadth and depth of knowledge about teaching and learning, and candidates will be capable of making informed decisions in diverse settings. The design of Sonoma State University's Multiple Subjects Professional Teacher Preparation Program is based on models of learning, human development, and interaction supported by current policy, research and practice. The program is developmental and sequential.

### **Prerequisites And Co-requisite**

*The prerequisites/corequisites are offered every semester and must be taken before admission into the program.*

EDUC 417 School and Society, or approved alternative	3
EDEC 420 Child Development in Family, School, and Community	3
EDMS 470 Multicultural Pedagogy (co-requisite)	3

**Total Prerequisite/co-requisite units for Multiple Subject Program** 9

### Phase I

All Phase I courses require admission to the Multiple Subject Program or the Special Education Program. Courses are grade only.

EDMS 411 Second Language Pedagogy	3
EDMS 463 Teaching Reading & Language Arts to Beginning Learners	3
EDMS 474 Teaching Mathematics in the Elementary School	3
EDMS 475 Teaching Science in the Elementary School	3
EDMS 476F Participant Observation	3
EDMS 476S Participant Observation Seminar	2
<b>Total Phase I units</b>	<b>17</b>

### Phase II

EDMS 464 Teaching Reading to Older and Struggling Readers	3
EDMS 471 Teaching Social Science in a Multicultural Society	3
EDMS 482F Student Teaching and Seminar	10
EDMS 482S Student Seminar	2
Concurrent with 482F	
Successful completion of Performance Assessment of California Teachers (PACT)	
<b>Total Phase II units</b>	<b>18</b>
<b>Total Program</b>	<b>35</b>

### Field Experiences in the Multiple Subject Program

The primary goal of the Multiple Subject Program is to prepare candidates to teach successfully in California's public schools. This requires both a theoretical basis for teaching and learning and a practical understanding of children, classrooms, curriculum, schools, and the society in which they all operate. For this reason, all of the curriculum courses have been designed to include significant field experiences in schools. In each phase, field experiences are coordinated with one or more academic courses to help establish the relationships between the theories and practices learned at the University and the realities of classroom life. Involvement in the schools culminates in full-time student teaching during the last phase of the credential program.

### Collaboration for Renewal of Education (CORE): Professional Development Through Teacher Preparation

Our model of teacher preparation, Collaboration for the Renewal of Education (CORE), goes beyond that of a traditional student teaching placement. CORE has grown out of a rich history with roots in the clinical observation, peer coaching, and team models of professional development. CORE draws from this background and incorporates the best characteristics from these models. CORE is purposely structured to give equal voice to all participants, to honor all participants as lifelong learners, and to view everyone as a co-teacher. The model attempts to breakdown the stereotypes of the ivory tower and to bridge the gap between public school and university educators. Simply stated, everyone is an expert in areas of strength and everyone has something to learn. The Multiple Subject Program has developed a flexible organization for teacher preparation that acknowledges the contribution made to candidates' teacher preparation by public school teachers and administrators.

The program purposefully builds in time to meet with mentors at the CORE site, to hear what they are thinking, to implement their ideas into the program, and to learn together. It is not typical for university faculty to commit to spending one day a week in a public school for the purpose of supervising student teachers. That the LEEE faculty eagerly participates in this experience is evidence of the value placed on this aspect of the Multiple Subject Program.

### CORE School Sites

The LEEE department has developed a variety of CORE sites in the SSU service area. CORE sites are established in Sonoma County (Cotati/Rohnert Park, Petaluma, Santa Rosa, Windsor), Marin County, and Napa County.

### Overview of Field Experiences

There are two components of supervised fieldwork in Sonoma State University's Multiple Subject Credential Program, occurring in the first and second phases. These field experiences take place in a school that has been selected as a University/Public School CORE Collaboration Site. During both of these field experiences, the credential candidates are supervised by both a University faculty member and a mentor teacher who has met specific criteria for selection and who meets with University faculty regularly each semester. Those who opt to complete the program in more than two phases, the FLEX students, will complete these supervised classroom experiences during their last two semesters.

During the two semesters that candidates are placed at a CORE site, they are expected to experience the full range of teaching that one is likely to meet as a salaried teacher: candidates are expected to teach connected reading and language arts lessons, connected hands-on math and science lessons, and culturally relevant multicultural social studies lessons. Candidates are expected to have experience working with individual students, small groups, and whole class instruction. Candidates are expected to prepare curriculum plans that reflect an understanding of first and second language learners' needs and demonstrate sound methodologies and strategies. Candidates are expected to design and deliver curriculum for all learners including those with special needs such as special education students and the students who are gifted or those who are progressing at a higher rate than is typical. Candidates are expected to use the methodologies, curriculum, and strategies that introduce thematic teaching to help students make connections across subject areas. Candidates are expected to contribute to the building of community in the classroom and their curriculum should reflect sound multicultural principles.

### Teaching Performance Assessment

A teaching performance assessment (TPA) is required for all those seeking a multiple subject teaching credential. The Performance Assessment for California Teachers (PACT) is the teacher performance assessment used by the Multiple Subject Program. This assessment is comprised of a teaching event that is an extended documentation of a segment of student teaching. It is the capstone performance

assessment that integrates learning throughout the teacher education program. It includes 3-5 connected lessons of teaching that are videotaped and analyzed by the student. It is structured in sections corresponding to developing a context for learners, planning, teaching, assessing, academic language, and reflection on teaching. A subject matter expert scores the teaching event. The teaching event takes place in Phase II (student teaching) of the program. All students must pass the PACT to receive a teaching credential.

### Multiple Subjects Intern Program

Student teaching while employed in a school program is permitted, contingent upon approval of the School of Education Credential Analyst and the Intern Coordinator. The department Chair may be consulted at any point during the process of approval. The intern coordinator is available to assist prospective interns in each of the following application and program steps.

#### Intern Process

As part of the approval process a student must be:

- Formally admitted to the University;
- Formally admitted to the Multiple Subject Program;
- Meet the program statutory requirements; and
- Meet the pre-service requirements.

#### Application Process

An application, initiated by the student, must be made to the credential analyst in the School of Education. When the applicant is cleared of all statutory requirements, he or she must schedule an appointment with the Intern Coordinator for a review of the course requirements and make a program plan for the completion of the Multiple Subject Program.

The Multiple Subject Intern Application can be found on the School of Education website at <http://www.sonoma.edu/education/programs.html#msinternship>.

#### Additional Requirements

- A letter of employment clearly stating the percentage of teaching time, the dates of employment, and a brief job description; and
- Interns and their school sites need to provide a school site mentor responsible for working with and supporting the intern on site.

#### Role of an Intern

An intern is the same as a paid student teacher. Multiple Subject Program candidates may become interns when they complete the application process and meet both the statutory and pre-service requirements. An intern may be either part-time or full-time in the classroom. However, a part-time intern must be employed for at least a 50% contract. Interns must follow the same expected competencies as a student teacher as outlined in the Multiple Subject

Program handbook, be observed by an assigned University supervisor periodically, meet the same assessment portfolio criteria, and spend the same amount of time in the classroom and no less than that of a non-paid student teacher. Interns and University supervisors follow the same roles and responsibilities as outlined in the Multiple Subject Program handbook.

A calendar of formal observation and evaluation will be determined among the Intern Coordinator, the University supervisor, the school principal, and site mentor. The intern is expected to assist in the scheduling and coordination of observation, debriefs, and evaluation. Recommendation of the individual who is student teaching in a paid situation is not automatic; all appropriate standards as outlined in the Multiple Subject Program handbook must be met before the credential will be recommended.

### Early Childhood Programs

The Department of Literacy Studies and Elementary Education offers a minor in early childhood education and a master of arts in education with concentration in early childhood education. Candidates may also use early childhood education courses to satisfy requirements for the Child Development Permit currently in effect for teachers of California state-funded preschool and after-school programs.

#### Early Childhood Education Minor

The minor in early childhood education gives students from any major at Sonoma State University a concentration in the study of early childhood development and learning. This minor is useful for students interested in pursuing careers involving work with young children from birth through age eight in fields such as education, counseling, psychology, social work, nursing, and others. For a minor in early childhood education, students must take four upper-division core courses in early childhood education (15 units) and an additional nine units of elective courses, for a total of 24 units. Complete information about the requirements for the minor and complete application packets may be found online at [http://www.sonoma.edu/users/f/filp/ece/ece\\_minor.htm](http://www.sonoma.edu/users/f/filp/ece/ece_minor.htm).

#### Program Course Work

The early childhood education minor involves 24 units of coursework: 15 units of upper-division core courses and 9 units of electives, which may be lower-division courses. The courses can be completed in four semesters, together with the coursework for the major.

#### CORE COURSES

EDEC 420 Child Development in the Family, School and Community offered every semester	3
EDEC 331 Child Study Practicum offered fall semesters	4
EDEC 437 Integrated Multicultural Curriculum in Preschool and Kindergarten offered spring semesters	4
EDSP 432 Designing Inclusive Environments in Early Childhood Education offered fall semesters of even years	4

## **ELECTIVE COURSES**

### **Select 3 courses from:**

EDEC 239 Introduction to Early Childhood Education  
EDUC 250 Teaching in a Changing World  
EDMS 470 Multicultural Pedagogy  
EDUC 417 School and Society  
KIN 410 Life Span Motor Development  
AMCS 405 Ethnic Families in America  
    or CALS 405 The Chicano Latino Family  
AMCS 460 Multiethnic Children's Literature  
    or CALS 450 Chicano Latino Children's Literature  
ENSP 440 Education and the Environment  
THAR 460 Drama for Children  
THAR 470 Dance for Children

*Other elective courses may apply; please consult with an advisor.*

## **Child Development Permit**

The California Child Development Permit is issued by the Commission on Teacher Credentialing (CTC). The permit is organized into different levels, each authorizing the holder to perform different levels of service in child development programs. Sonoma State University is authorized to process Child Development Permit applications at the assistant teacher, associate teacher, and teacher levels for preschool programs. Additional information and application packets are available online at <http://www.sonoma.edu/users/f/filp/ece/permit.htm>.

## **Program Course Work**

### **Child Growth and Development**

PSY 302 Development of the Person	3
PSY 410 Child Development	4
EDEC 420 Child Development in the Family, School and Community	3
EDEC 538 The Development of Language and Thinking, Infancy through Middle Childhood	3
EDEC 532 Social-Moral Development in Childhood	3

### **Child, Family, and Community**

PSY 418 Psychology of the Family	3-4
*EDEC 420 Child Development in the Family School and Community	3
SOC 345 Family Systems	4
AMCS 405 Ethnic Families in America	3-4

### **Early Childhood Programs/Curriculum**

EDEC 331 Child Study and Observation	4
EDEC 437 Integrated Curriculum Preschool through Elementary School	4
**EDEC 537 Authentic Assessment in Preschool and Primary Programs	3

### **General Early Childhood Development**

LING 430 Language Acquisition and Communicative Development	3
PSY 411 Seminar: Behavioral and Emotional Problems of Children	3-4
PSY 448 Cognitive Development	4
EDSP 432 Designing Inclusive Environments in Early Childhood Education	4
**EDEC 531 Play and its Role in Development and Learning	3

*\*EDEC 420 can be used to satisfy either the child growth and development requirement or the child/family/community requirement, but not both. You must choose an additional course to satisfy both requirements.*

*\*\*Courses at the 500-level are graduate level courses.*

## **Master of Arts in Education - Concentration in Early Childhood Education**

The early childhood education concentration of the master of arts in education degree is designed to prepare teachers to work in school- and community-based programs that serve children from infancy through third grade (ages birth to age eight), and to take leadership roles in the field of early childhood education.

Required coursework focuses on advanced study of development in cognition, language, physical ability, morality, and social and emotional skills; work with diverse families and young children; and improvement of classroom curriculum and assessment from infancy through the primary grades. Candidates do not need to possess a teaching credential, since they may prepare for leadership and advocacy positions in a variety of settings. However, a basic course in child development and at least one year of experience working with children in educational settings are prerequisites for admission to the program. Complete information about the program is available online at [http://www.sonoma.edu/users/f/filp/ece/ma\\_ece.htm](http://www.sonoma.edu/users/f/filp/ece/ma_ece.htm).

## **Program Coursework**

The total number of units of the program varies from 30-36 semester units, depending on the culminating path selected by the students. The following is a list of the courses that Early Childhood Education master's candidates take.

### **Education Core (6 units in EDUC courses)**

EDUC 570 Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

### **Required ECE Core Courses in Concentration (12 units)**

EDEC 531 The Role of Play in Development and Learning offered fall of odd numbered years	3
EDEC 532 Social-Moral Development in Childhood offered fall of even numbered years It will be taught in the framework of Action Research	3
EDEC 537 Authentic Assessment in Preschool and Primary Programs offered spring of odd numbered years	3
EDEC 538 The Development of Language and Thinking in Infancy through Middle Childhood offered spring of even numbered years	3

PLUS

### **Electives (6 units)**

At least two courses in the areas of special education, curriculum teaching and learning, reading and language, and/or special topics ECE-M.A. courses as offered will be chosen in consultation with the ECE advisor and the graduate advisors of the above mentioned areas. Some examples of course options are:

### Special Education

EDSP 422 Collaborative Partnerships in Special Education  
EDSP 423A Assessment, Curriculum and Instructional Strategies  
EDSP 432 Designing Inclusive Environments in Early Childhood Education

### Curriculum Teaching and Learning

EDCT 585 Curriculum Development: Theory, Practice and Evaluation  
EDCT 586 Teaching and Learning: Research and Application in the Classroom

### Reading and Language

EDRL 507 Research in Language and Literacy  
EDRL 521A Language Development in First and Second Languages  
EDRL 524 Literature and Literacy

## Reading and Language Programs

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The Department of Literacy Studies and Elementary Education offers three graduate programs to support in-depth exploration of language development, literacy learning, and teaching. The programs feature hands-on experiences that are immediately applicable in the classroom. Many of our students earn a state license and a master's degree simultaneously. Please explore our site at [www.sonoma.edu/lsee/reading/index.html](http://www.sonoma.edu/lsee/reading/index.html).

The Reading and Language Program is dedicated to excellence in the preparation of teachers and the on-going professional development of practicing teachers in the areas of bilingual education, and reading and language arts education. Our programs are based on sound educational practice, current research knowledge, sensitivity to the needs of K-12 education, appreciation for diversity, and respect for all learners.

M.A. in education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins, the University website, and the School of Education's current program brochures and policy statements.

The Department of Literacy Studies and Elementary Education offers graduate programs in reading and language including the master's degree with an emphasis in reading and language; the Reading Certificate; an advanced credential; and the Reading and Language Arts Specialist Credential. Many students earn a state license and a master's degree simultaneously. These programs may be taken individually or candidates may complete the M.A. degree program and the Reading Certificate/Reading and Language Arts Specialist Credential simultaneously.

## Reading and Language Master's Degree Program

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The reading and language concentration is designed to prepare teachers for specialized teaching of reading and language arts and for curriculum and instructional leadership in the field of language and literacy. Required course work focuses on the nature of literacy

development and the improvement of classroom curriculum, and methods that emphasize the relationship of reading to other language and concept learning.

### Program Coursework (30-36 units)

#### Reading/Language Core Courses (9 units)

EDRL 507 Research in Language and Literacy	3
EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts	3

#### Education Core Courses (9-12 units)

EDUC 570 The Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

#### Supporting Course Work (9 Units)

The M.A. in reading/language education allows you to take 9 elective units (three courses, typically) in the reading/language project or in other approved areas, such as bilingual education, curriculum, ESL, and early childhood education.

Students who wish to pursue a Reading Certificate, Reading and Language Arts Specialist Credential, and an M.A. degree in reading and language education may complete the programs concurrently.

## Reading Certificate Program

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The Reading Certificate prepares individuals to take a leadership role at the school site and emphasizes work with students who experience difficulties with reading. Reading Certificate teachers assist and support other classroom teachers, assess student progress, and monitor student achievement while providing instruction and intervention. They also play a consultative role in materials and program selection at the district and may take leadership responsibility within the more limited realm of the school site. The Certificate is the first part of a continuum of services to students and teachers in the area of reading and language arts. Teachers completing the Reading Certificate Program are encouraged to continue to earn the Reading and Language Arts Specialist Credential (currently under review by the California Commission on Teacher Credentialing).

### Program Prerequisite

A basic teaching credential is required for admission.

### Reading Certificate Prerequisite

Three years of teaching experience is required for awarding of the Reading Certificate, however it is not necessary to have three years of experience when entering the program.

### Block One: Developing a Personal Model of Literacy

#### Spring

Students take part in an integrated investigation of Literacy Research/Theories/Beliefs/Practices aimed at developing a working understanding and reflective stance for each of these themes through in-depth case studies of English language learners. The breadth and depth of the themes ensure that candidates examine and understand the nature of fluent reading and comprehension, assessment approaches, planning and delivery of reading intervention and instruction, and best practices in assisting classroom teachers of English-only

and English language learners. Focused field experiences and assessment that lead to purposeful reading instruction permeate this block.

EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts	3
On-Campus Reading and Writing Clinic	

**Summer**

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Certificate candidates assess and teach these students, deepening knowledge of reading and language arts assessment, intervention, and instructional strategies, in collaboration with, and under the supervision of, clinical faculty, University faculty, and Reading and Language Arts Specialist candidates.

EDRL 527A Clinical Field Experience in Reading and Language Arts	3
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**Block Two: Developing a Professional Model of Literacy**

**Fall**

Investigation of research/theories/beliefs/practices in teaching reading and writing, designed to produce a professional knowledge base for each of these themes. Candidates develop a comprehensive set of strategies for promoting fluent reading and comprehension, planning and delivery of literature-based reading curriculum, and assessment-based intervention and instruction. Candidates are prepared for literacy and language arts leadership roles at the school level.

EDRL 521B Reading and Language Arts in First and Second Languages	3
EDRL 524 Literature and Literacy	3

**Reading and Language Arts Specialist Credential**

The Reading and Language Arts Specialist Credential prepares candidates to work with students in various settings and to perform multiple roles, including assisting and supporting classroom teachers in the appropriate assessment and instruction of reading and writing for all students across all grade levels. The specialist may also:

- Provide direct services to students to help them attain independence in reading and writing, including comprehension and critical thinking skills;
- Do demonstration teaching and curriculum planning for groups and individuals;
- Organize and manage language arts programs at the district or school level;
- Assess teaching strategies to assist teachers in creating a literacy learning environment;
- Provide leadership in materials, textbook, and program selection at the district or school level; and
- Plan and conduct in-service professional development activities for teachers, administrators, school board members, parents, and members of the community at the district or school level.

**Credential prerequisite requirements: All Reading Certificate courses including Certificate prerequisites**

**Block Three: Developing Research-Based Literacy Theory**

**Spring**

Continued investigation of research/theories/beliefs/practices aimed at developing thorough understanding and a reflective stance for each theme. Candidates examine and critique research-based curricular practices and assessment approaches in professional literature and field settings. Topics include fluent reading; comprehension, planning, and delivery of literacy curriculum; intervention strategies; best practices in assisting classroom teachers; and assessments that lead to purposeful reading and writing instruction.

EDRL 523 Curriculum Development in Language and Literacy	3
EDRL 529 Evaluation in Reading and Language Arts Programs	3

**Summer Reading and Writing Academy**

**Summer**

Public school students attend at summer reading and writing academy in the Roseland School District. Graduate students attend for supervised and observed coursework in assessing, analyzing and teaching reading and writing to students from grades 2-8 for reading improvement and enrichment. Specialist Credential candidates supervise Certificate candidates in assessment and intervention strategies with the students with diverse reading abilities and backgrounds. Candidates also demonstrate effective teaching for second language learners of English and struggling readers, conduct clinical conferences, review clinical reports, and monitor overall clinical experiences.

EDRL 527B Advanced Clinical Field Experience in Reading and Language Arts	3
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**Block Four: Developing Professional Literacy Models**

**Fall**

Advanced and intensive investigation of research/theory/beliefs/practice. All coursework and field experiences are aimed at articulating a professional knowledge base for each theme. Candidates critique research into reading and writing for diverse student populations, conduct their own literacy studies, and hone their leadership skills for assisting classroom teachers and other educational professionals with literacy education through focused field experiences.

EDRL 507 Research in Language and Literacy	3
EDRL 525 Leadership and Policy in Literacy Programs	3

**Graduate Reading Advisor**

Dr. MaryAnn Nickel of the School of Education LEEE Department serves as the Graduate Reading Advisor. For more information, please visit the Reading Program website at [www.sonoma.edu/lsee/reading](http://www.sonoma.edu/lsee/reading) or contact Dr. Nickel at [nickel@sonoma.edu](mailto:nickel@sonoma.edu).