

EDUCATION: LITERACY STUDIES AND ELEMENTARY EDUCATION (LSEE)

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Programs Offered

The Department of Literacy Studies and Elementary Education meets the needs of Kindergarten through upper elementary students and teacher credential candidates, and teachers at all levels interested in advanced studies in literacy education. The goal of SSU's Literacy program and Multiple Subject Credential program is to prepare current and future educators 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 coursework and field experience. Upon completing the program, students will have both breadth and depth of knowledge about teaching and learning, and will be capable of making informed decisions in diverse settings.

The Department of Literacy Studies and Elementary Education offers the following programs: Multiple Subject Credential, M.A. in Education with an emphasis in Reading and Language Education, and CA added authorizations in Reading.

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, including student teaching. Collaboration between University-based teacher-educators and school district teachers provides a strong foundation for the programmatic goal of excellence.

Multiple Subject Teaching Credential Program

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. The Multiple Subject Credential Program is a two or three 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 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.

Multiple Subject Program Courses

The Department of Literacy Studies and Elementary Education provides professional preparation for aspiring teachers in California public schools. The design of Sonoma State University's Multiple Subject 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 Corequisite

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 (Corequisite)	3

**Total Prerequisite/corequisites units for
Multiple Subject program** 9

Phase I

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

EDMS 411 Second Language Pedagogy	3
EDMS 463 Teaching Reading & Language Arts to Younger Readers	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

Total Phase I units 17

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 EDMS 482F	
Successful completion of Performance Assessment for California Teachers (PACT)	
Total Phase II units	18
Total Program	35

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 LSEE faculty eagerly participates in this experience is evidence of the value placed on this aspect of the Multiple Subject Program.

CORE School Sites

The LSEE 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, Penngrove, Sebastopol), and Marin County (Novato).

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 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 semesters, 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 summative assessment employed in 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 that are videotaped and analyzed by the student teacher. It is structured in sections corresponding to developing a context for learners, planning, teaching, assessing, academic language, and reflecting 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 be recommended for a teaching credential.

Reading and Literacy Programs

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 an added state license and a master's degree simultaneously. Please explore our site at 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. Our master's degree programs may be taken concurrently with advanced credential programs.

The Department of Literacy Studies and Elementary Education offers graduate programs in reading and literacy including the Master's degree with an emphasis in reading and literacy; the Reading and Literacy Added Authorization (RLAA), an advanced credential; and the Reading and Literacy Leadership Specialist Credential (RLLSC). 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 RLAA and RLLSC simultaneously.

Reading and Language Master's Degree Program

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. Teachers, administrators, and curriculum specialists in all areas are encouraged to take elective courses in the graduate program to increase their knowledge of literacy.

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 and Literacy 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 RLAA, RLLSC, and an M.A. degree in reading and language education may complete the programs concurrently.

Reading Added Authorization Program

The Reading Added Authorization (RLAA) prepares individuals to take a leadership role at the school site and emphasizes work with students who experience difficulties with reading. RLAA 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 RLAA 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 RLAA Program are encouraged to continue to earn the RLLSC (program revisions are currently under review by the California Commission on Teacher Credentialing). Teachers at any level, multiple or single subject, Special Ed educators, may take these five courses to be better informed about teaching reading, writing, listening and speaking.

Program Prerequisite

A basic teaching credential is required for application to CTC for the RLAA and the RLLSC.

Reading Certificate Prerequisite

Three years of teaching experience is required for awarding of the RLAA, 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

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 524 Literature and Literacy 3

EDCT 552 Educational Technology Proxis 3

Reading and Literacy Leadership Specialist Credential

The Reading and Literacy Leadership Specialist Credential (RLSC) 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 RLAA 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 litera-

ture 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

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 Added Authorization 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

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. Karen Grady serves as the Graduate Reading Advisor. For more information, please visit the Reading Program website at www.sonoma.edu/lsee/index.html or contact Dr. Grady at karen.grady@sonoma.edu.

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.