

ELEMENTARY EDUCATION

Graduate College of Education

Dean: Dr. Cynthia Grutzik

Department of Elementary Education

Burk Hall, Room 179

Phone: (415) 338-1562

Chair: Dr. Homayoun Borjian

Graduate Coordinators & Advisor:

Curriculum and Instruction: Dr. Sisk-Hilton, Professor & Dr. Zavala, Associate Professor

Early Childhood Education: Dr. Kim, Professor; Dr. Meier, Professor

Advisors for Multiple Subject Credential, Bilingual Authorization: Program faculty in the Department of Elementary Education

Program Scope

The programs are designed to deepen theoretical knowledge, to promote professional growth, and to enhance the competencies of elementary, middle and secondary school, and early childhood educators.

Program Aims

The Master of Arts in Education: Concentration in Early Childhood Education provides early childhood educators with advanced knowledge and training in research, theory, and practice for working with children and families in multicultural and multilingual early childhood settings. This degree provides infant, toddler, preschool, primary grade, community college educators, and early childhood administrators with the skills and knowledge for teaching and leadership positions in the field of early childhood education. Courses taken for the program can qualify for Teacher and Administrator levels of the California Child Development Matrix. Twelve units of the Multiple Subject Credential, ECE TK-5th Focus can be transferred to this MA program.

The Master of Arts in Elementary Education provides elementary school teachers with advanced knowledge of research, theory, and practice in the field of elementary education in general as well as in particular subject matter disciplines. This concentration is a continuation of the SF State Multiple Subjects Credential Program and is only open to students who have completed their credential within two years of applying to the M.A. Twelve units of the Multiple Subject Credential Program can be transferred to this MA program.

The Master of Arts in Education: Concentration in Mathematics Education provides elementary, middle school, high school teachers with advanced knowledge of research, theory, and practice in the teaching and learning of school mathematics and expands their knowledge of mathematics content. This program is run jointly with the secondary education department. Those holding a single subject mathematics credential should apply through the secondary department. Teachers holding Multiple Subject credentials will be eligible to apply for a supplementary authorization in mathematics for middle school teaching. This degree also prepares teachers to assume leadership roles in their schools and districts.

The Reading & Literacy Added Authorization Certificate: Admission to the Reading Certificate program requires that the candidate hold a valid elementary or secondary teaching credential, either (1) a teaching credential that requires a bachelor's degree and a professional

preparation program that includes student teaching, or (2) a clear, full-time designated subjects teaching credential, provided the holder also possesses a bachelor's degree and has passed the CBEST. Applicants must have a 3.0 GPA in the last 60 semester units.

The applicant must verify three years of successful, full-time teaching experience in any grades or subjects, pre-school through adult at the time of program completion. Applicant must hold a California teaching credential. Out-of-state credentials must meet the requirements of the California Commission on Teacher Credentialing. Reading Certificate (15 units).

General Requirements for Admissions

Written English Proficiency Requirement

Level One

Applicants to all concentrations in elementary education will have their statement of purpose essays (submitted during the admission process) evaluated for writing proficiency. Details about this evaluation appear in each concentration description below.

Level Two

Level Two is satisfied by demonstration of English competency with satisfactory completion of E ED 895 or E ED 898.

Continuous Enrollment Requirement

Students admitted fall 2008 and beyond have the semester they enroll in the culminating experience and the following semester to complete their degree requirements. Those who need additional time must enroll in a zero-unit designated CEL course every subsequent semester until the culminating experience is completed.

For more information, please contact your department or the Graduate College of Education Credential and Graduate Services Center Office (Burk Hall 244).

Professor

Homayoun Borjian (2003), *Professor in Elementary Education*. Ph.D. Stanford University.

Barbara Henderson (1998), *Professor in Elementary Education*. Ph.D. Stanford University.

Mina Kim (2007), *Professor in Elementary Education*. Ph.D. Indiana University, Bloomington.

Daniel Reed Meier (1997), *Professor in Elementary Education*. Ph.D. University of California, Berkeley.

Stephanie L. Sisk-Hilton (2005), *Professor in Elementary Education*. Ph.D. University of California, Berkeley.

Associate Professor

Christy Lao (2001), *Associate Professor in Elementary Education*. Ph.D. University of Southern California.

Maria Del Rosario Zavala (2012), *Associate Professor in Elementary Education*. Ph.D. University of Washington, Seattle.

Assistant Professor

Marguerite Conrad (2001), *Assistant Professor in Elementary Education*. Ph.D. University of California, Berkeley.

Isauro M. Escamilla Calan (2022), *Assistant Professor in Elementary Education*. Ed.D. San Francisco State University.

Masters

- Master of Arts in Curriculum and Instruction (<http://bulletin.sfsu.edu/colleges/education/elementary-education/ma-curriculum-instruction/>)
- Master of Arts in Early Childhood Education (<http://bulletin.sfsu.edu/colleges/education/elementary-education/ma-early-childhood-education/>)

E ED 250 Teaching and Learning Beyond the Classroom (Units: 3)

Prerequisite: GE Area A2 with a grade of C- or better.

Analysis and exploration of how children learn from the local, natural, and built environment. Critical examination of the practice of teaching social studies and science through the use of local historical and educational sites through culturally responsive perspectives. Introduction to professional and scholarly discourse and writing in educational research and practice. (Plus-minus letter grade only)

Course Attributes:

- E: Lifelong Learning Develop

E ED 306 Understanding and Supporting Families in ECE (Units: 3)

Prerequisite: Upper-division standing or consent of the instructor.

Theory and practical models for understanding and working with diverse children and families in and out of school settings. There is a requirement of 30 hours of classroom observation and participation per semester when enrolled in one or more undergraduate ECE courses.

E ED 333 Dynamic Educators for the 21st Century (Units: 3)

Prerequisite: Restricted to upper-division standing or permission of the instructor.

Developing a philosophy through critical literacies stances (a way of being, not activities) toward teaching and learning based on social justice and equity. Focus on teaching and learning as multi-dimensional interactive processes. Investigate, articulate theories and practices to develop students' inquiry through integrated curriculum research-based projects for grades Kindergarten-8th grade. [Formerly EDUC 333/ E ED 333]

E ED 450 Art and Learning (Units: 3)

Prerequisites: GE Areas A1*, A2*, A3*, and B4* all with grades of C- or better or permission of the instructor.

Principles and practices of curriculum planning and instruction for teaching art to K-5 children. Discussions of theory and practice coincide with hands-on art-making and curriculum development. Lecture, 2 units; activity, 1 unit. Extra fee required.

Course Attributes:

- E1 LLD Pre-Fall 2019
- UD-C: Arts and/or Humanities

E ED 600 Advanced Issues in Child Development and Learning (Units: 3)

Prerequisite: Upper-division standing.

Child development from infancy to school age. Social, emotional, cognitive, and physical development related to practical implications for programs. Developmental learning sequences in relation to curriculum and teaching styles. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 602 Innovative Early Childhood Education Curriculum (Units: 3)

Prerequisites: GE Areas A1*, A2*, A3*, and B4* all with grades of C- or better or permission of the instructor.

Research and theory on integrated curricular development for young children in culturally and linguistically responsive early childhood settings. Practice and policy related to creating and implementing an integrated curriculum for high-quality Early Childhood Education (ECE) programs. Introducing diverse early childhood curricular and discussing DAP teaching and instruction. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- UD-D: Social Sciences
- Am. Ethnic & Racial Minorities
- Social Justice

E ED 603 Understanding and Supporting Children's Socio-Emotional Development (Units: 3)

Prerequisites: GE Areas A1*, A2*, A3*, and B4* all with grades of C- or better or permission of the instructor.

Theories and educational programs focusing on children's social, emotional, and physical development in culturally responsive early childhood settings. Explore how to create positive relationships with children and maintain routines to create healthy learning environments. Emphasis on bias practices and their relation to children's self-concept and identity. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses. (Plus-minus letter grade only)

Course Attributes:

- UD-D: Social Sciences
- Am. Ethnic & Racial Minorities
- Social Justice

E ED 604 Advanced Issues in Collaboration with Families and Communities in Early Childhood Education (Units: 3)

Prerequisites: GE Areas A1*, A2*, A3*, and B4* all with grades of C- or better or permission of the instructor.

Understanding and overcoming obstacles to effective communication between educators and parents through conferences, home visits, participation on boards and committees, and problem-solving experiences. The rationale for parent involvement. Thirty hours of classroom observation/participation are required per semester when enrolled in one or more undergraduate ECE courses.

Course Attributes:

- UD-D: Social Sciences
- Am. Ethnic & Racial Minorities
- Global Perspectives
- Social Justice

E ED 605 Supervised Student Teaching in Observation and Evaluation in ECE (Units: 3)

Prerequisite: GE Area A2 or permission of the instructor.

Supervised field experience in an infant, preschool, or school-age daycare program. Techniques of observation and other evaluations will be practiced and used to develop individualized learning experiences. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 607 Leadership and Administration in ECE (Units: 3)

Prerequisite: Upper-division standing or consent of the instructor.

Ingredients necessary for a functioning staff in child development programs. Dynamics of an interdisciplinary early childhood team: administrators, teachers, parents, and support personnel. Development of roles and communication skills. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 608 Supervised Fieldwork Phase I, PK-3 (Units: 3)

Prerequisites: PK-3 Early Childhood Education Specialist Instruction Credential, Multiple Subject Credential, or Bilingual Authorization students; or approval of an Elementary Education Advisor.

Understanding school and classroom culture, particularly PK through 3rd grade, and the role of the teacher in urban school settings. Teaching instruction, evaluation, professional responsibilities and opportunities, community relationships, and professional growth as an educator. Application of theory to practice. May be repeated for a total of 6 units.

E ED 610 Classroom Assessment and Evaluation for Young Children (Units: 3)

Prerequisites: FCS 220, PSY 330; consent of the instructor.

Observation and assessment of children's behavior and development in diverse early childhood settings and communities. Informal observational techniques and the role of assessment in curriculum planning. Thirty hours of classroom observation and participation per semester is required when a student is enrolled in one or more undergraduate ECE courses. (Plus-minus letter grade only)

E ED 611 Transforming Infant-Toddler Education and Care (Units: 3)

Prerequisite: Upper-division standing or permission of the instructor.

Examination and analysis of theoretical frameworks and contemporary research on infant and toddler development (prenatal - 3 years) and practical applications for planning group programs in a variety of settings. Relationships and school-family partnerships as seen in many contexts. Emphasis on the environmental influences on development such as parenting, poverty, second language acquisition, disability, prejudice, and policy. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate Early Childhood Education courses.

Course Attributes:

- Am. Ethnic & Racial Minorities
- Global Perspectives

E ED 614 Science, Math, and Technology Curricular in ECE (Units: 3)

Prerequisite: Upper-division standing.

Development of problem solving abilities related to mathematics and science for preschool-age children. Materials and techniques for teaching using an inquiry approach while incorporating everyday experiences. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- E1 LLD Pre-Fall 2019
- Environmental Sustainability
- Social Justice

E ED 616 Multilingualism and Multiliteracies in the Early Years (Units: 3)

Prerequisites: GE Areas A1*, A2*, A3*, and B4* all with grades of C- or better or permission of the instructor.

Theory, research, practice, and policy related to young children's first and second language learning and implications for responsive educational approaches in culturally and linguistically diverse early childhood settings. Emphasis on knowledge and skills around language and literacy development for children ages 0-8, using evidence-based first and second language and literacy practices within the preschool classroom. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- UD-C: Arts and/or Humanities
- Am. Ethnic & Racial Minorities
- Global Perspectives
- Social Justice

E ED 628 Teaching Practicum Seminar Phase I: PK-3 (Units: 3)

Prerequisite: Pre-K-3 Early Childhood Education Specialist Instruction Credential, Multiple Subject Credential or Bilingual Authorization students; or approval of an Elementary Education Advisor.

Explore the multiple roles of the teacher based on the California PK-3 ECE Teaching Performance Expectations. Focus on lesson planning, universal design for learning (UDL), and using assessment to inform instruction; understanding school culture and demographics, and culturally responsive pedagogy; and guidance and classroom management strategies. Develop methods of reflecting on and modifying instructional practices based on the needs of learners, including designing inclusive, differentiated lessons for all children including bilingual children and children with special needs such as those with 504 plans and Individualized Education Plans (IEPs). May be repeated for a total of 6 units. (CR/NC grading only)

E ED 639 Bilingual Education in the U.S.: A History of Struggle, Resistance, and Achievement (Units: 3)

Prerequisites: GE Areas A1*, A2*, A3*, and B4* all with grades of C- or better or permission of the instructor.

Examination, exploration, and analysis of the history of bilingual education and its impact on educational opportunities for culturally and linguistically diverse students in the U.S. (Plus-minus letter grade only)

Course Attributes:

- UD-D: Social Sciences

E ED 642 Content Knowledge and Teaching Practices: Elementary School (Units: 1-3)

Prerequisite: Upper-division standing or permission of the instructor.

Integrating content knowledge and teaching practices on issues related to teacher preparation, including content integration, test analysis, focused practice, and state-adopted academic content standards in the teaching profession. May be repeated for a total of 6 units, but only 3 units may count toward the Minor in Elementary Education. (CR/NC grading only)

E ED 645 Directed Experiences with Children (Units: 1-3)

Prerequisite: Upper-division standing or permission of the instructor. Registration by recommendation of adviser and permission of the instructor.

Individually guided observation and participation experiences with children in elementary school. May be repeated for a total of 5 units. [CSL may be available]

E ED 655 Hands-on Undergraduate Science Education Experience (Units: 3)

Prerequisite: Restricted to upper-division standing.

Application of knowledge of core science concepts to the teaching of elementary school children; design, implement and analyze the effectiveness of inquiry-based science learning activities to explore how children learn science.

E ED 668 Multicultural Education and Social Justice for Young Children (Units: 3)

Prerequisite: Upper-division standing.

Introduces approaches for integrating education about diversity in early childhood programs. Helping young children develop positive self concept and attitudes about gender, race, ethnicity, and disabilities. Critical thinking skills for challenging bias and thriving in multicultural society. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- Am. Ethnic & Racial Minorities
- Social Justice

E ED 681 Teaching Language and Literature with Elementary and Middle School Students (Units: 3)

Prerequisites: GE Areas A1*, A2*, A3*, and B4* all with grades of C- or better or permission of the instructor.

Introduction to children's literature from picture books to chapter books. Topics include the history of children's literature, use of children's literature in the preschool to grade 8 classroom, multicultural and multilingual children's literature, and author and genre study. (Plus-minus letter grade only)

Course Attributes:

- UD-C: Arts and/or Humanities

E ED 687 Seminar: Field Experience (Units: 3)

Prerequisite: Multiple Subject Credential students.

Understanding school and classroom culture, roles of the teacher in contemporary urban school settings. Instruction, teaching, evaluation, professional responsibilities and opportunities, and community relationships. Application of theory to practice. May be repeated for a total of 6 units. (CR/NC grading only)

E ED 699 Independent Study (Units: 1-3)

Prerequisite: Upper-division standing or permission of the instructor.

An intensive study of a particular problem under the direction of a member of the department. Enrollment by petition approved by the instructor, adviser, and department chair. Open to regularly enrolled students only. May be repeated for a total of 6 units.