

Literacy Education at San José State University

At San José State University's Lurie College of Education, we are committed to the strategic goal of preparing teachers to be transformative, holistic, community engaged, and culturally sustaining educators. To that end, we are committed to an emancipatory, [sociocultural perspective](#) on literacy (aligned with the California Council on Teacher Education) that addresses the holistic needs of our students and supports them to do the same for their students. We center the needs of our teacher candidates and public school students, PK-12th grade, especially those who have been historically underserved by schools, such as students with disabilities, multilingual students, and students of color.

At the Lurie College of Education we emphasize the importance of the California Department of Education's (CDE's) vision outlined in its primary documents as well as the standards for teacher preparation set forth by the California Commission on Teacher Credentialing (CTC), including (but not limited to):

- The California Standards for Teacher Preparation ([standards 1-6](#), [standard 7](#), and the standards for the [Early Childhood Credential](#))
- The [Common Core State Standards](#) adopted by California
- The [California English Language Arts / English Language Development Framework](#)
- The [California Dyslexia Guidelines](#)
- When applicable, the [Standards for Bilingual Teacher Preparation](#)
- [The California Early Childhood Competencies](#)
- [The California Preschool/Transitional Kindergarten Learning Foundations](#)

Our courses are designed to increase teacher candidates' knowledge of the nature and acquisition of language and literacy and how to engage, instruct, and assess preschool through adolescent children in culturally and linguistically diverse classrooms. The coursework is based in recent, valid research and theory, and it is practical and applicable. We prepare teacher candidates and in-service teachers to identify students' literacy, cultural, and linguistic assets through appropriate assessments. Candidates learn to differentiate literacy instruction based on children's strengths and needs, spanning early literacy through high school, depending on the program.

Our students are prepared to: (1) design and implement culturally and linguistically responsive, evidence-based literacy instruction based upon theory and research-informed practices; (2) implement literacy curriculum using practices that are responsive to students' strengths and needs, including small and large group work, collaborative learning, conferencing, and individual work; (3) implement a variety of evidence-based assessment tools, both formal and informal, to guide responsive literacy instruction; and (4) design culturally and linguistically

responsive instruction for teaching literacy in language arts and across the content areas to the full range of learners (including students with special needs, English learners, speakers of non-standard English, and advanced learners) in diverse classrooms.

At the Lurie College of Education we have a strong commitment to anti-racist instruction and practice. We achieve this goal by explicitly centering the experiences of Black, Indigenous, People of Color (BIPOC) students, families, and communities. We identify ways to foster asset-based orientations to BIPOC students, families, and communities. Finally, we foster and nurture joy in BIPOC communities and use trauma-informed approaches within that context.

Teacher candidates who complete their credential program at SJSU's Lurie College of Education leave with a strong asset-orientation toward all students, an understanding of the role of language in literacy development, and knowledge of practices to effectively engage, assess, and instruct PK through 12th grade students in engaging and culturally and linguistically sustaining ways.