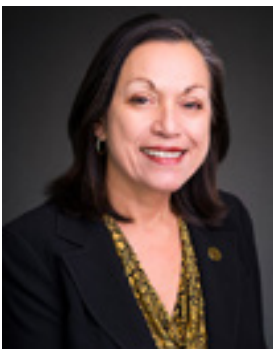




# CAR QUARTERLY

## A MESSAGE FROM THE CHANCELLOR'S OFFICE



Welcome back to fall term 2017! I hope the term is off to a smooth and productive start for each of you. It has been just a little over a year since I began my new position and together with my leadership team and all the staff in the Department of Teacher Education and Public School

Programs, we have accomplished much.

We continue our focus and support of Graduation Initiative 2025. As you know, this is the CSU's ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. Working together, the CSU will ensure that all students have the opportunity to graduate in a timely manner to help meet the workforce needs of our region, the state, and the nation. In support of this goal, our team is committed to ensuring that we recruit, prepare, and graduate the best and most diverse teachers, counselors, and leaders who in turn can ensure that the students they graduate come to the CSU academically prepared. Here is a link to the website that you might find useful: <https://www2.calstate.edu/cs-system/why-the-csu-matters/graduation-initiative-2025/>.

My team and I have developed a vision, mission, and set of core values for our work in support of campus educator preparation efforts, which we will share this fall. We have reimagined and revamped our website

<https://www2.calstate.edu/impact-of-the-csu/teacher-education/Pages/default2.aspx>, and I hope you like what you see! We are coordinating recruitment and teacher pathway information and resources to best illustrate the capacity in our system. All of this work is done to ensure that our department provides the resources and supports that best serve the needs of our campus colleagues.

As I think ahead to the coming year, let me thank you for all that you do to support literacy instruction for our students and the students that they will serve in the future.

Warm regards,  
Marquita

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## NEWS FROM THE CENTER

The CAR Council of Faculty Representatives is scheduled to meet on Friday, October 20, 2017, in conjunction with the California Reading Association's 50th Annual Professional Development Institute at the Pacific Palms Resort in the City of Industry. We encourage literacy faculty, P-12 educators, and teacher candidates to attend the PDI. For information, including registration details, please visit [californiareads.org/display.asp?p=Home](http://californiareads.org/display.asp?p=Home). We plan to share the latest draft of the Center's document, *Preparing Teachers to Provide Excellent Literacy Instruction, 3rd edition*, with Council members at the meeting. Stay tuned for an announcement of its publication in the near future.

The ERWC Steering Committee and Working Committees have been hard at work on two grants: the Investing in Innovation (i3) Validation Grant (in conjunction with the Fresno County Superintendent of Schools) and the National Professional Development (NPD) grant. The i3 grant, *College Readiness via Rhetorical Literacies: Expanding and Validating the Success of the Expository Reading and Writing Course*, will expand the curriculum to include both grades 11 and 12. The ERWC Assignment Template has been revised, and new and revised modules are in development. Currently, high schools across California and Washington are being recruited to participate in the project and its randomized controlled trial. The NPD grant, *College-Ready English Learners: Preparing Teachers to Foster English Language Development Using the Expository Reading and Writing Curriculum*, will expand the ERWC to include both integrated and designated English language development for English learners in grades 9-12. High schools in Sacramento and Fresno Counties have been recruited to participate in the project. Summer teacher institutes for both projects are planned for June 2018.

## ENGLISH LEARNER ROADMAP POLICY

Adopted by the California State Board of Education on July 12, 2017, the English Learner Roadmap Policy assists the California Department of Education (CDE) with providing guidance to local education agencies in "welcoming, understanding, and educating the diverse population of students who are English learners." The policy includes key research findings on second language learning, bilingualism, program effectiveness, and policy. It shares California's Vision of Success for

English Learners and the mission of California schools in serving these students. The four foundational principles of the Roadmap are the following:

- Assets-Oriented and Needs-Responsive Programs
- Intellectual Quality of Instructional and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems

The policy is available at [cde.ca.gov/sp/el/rm/elroadmappolicy.asp](http://cde.ca.gov/sp/el/rm/elroadmappolicy.asp).



## NEW TRANSITIONAL KINDERGARTEN PROFESSIONAL LEARNING MODULES

Ten online professional learning modules for transitional kindergarten teachers, administrators, and other instructional leaders produced by the CDE Early Education and Support Division in collaboration with the Sacramento County Office of Education will soon be released. Three of the modules focus on language and literacy: *Integrated Nature of Language and Literacy*; *Language Development*; and *Foundational Skills for Reading*. A webinar held in May and made available online in August provides information about the modules. In addition, it contains two presentations: "Supporting Children's Social-Emotional Development in a TK Classroom" by Professor Ross Thompson, UC Davis, and "The Impact of Early Experiences on Language and Literacy Development" by CAR's Co-Director and CSU Fullerton professor, Hallie Yopp Slowik. The archived webinar is available at <https://youtu.be/4UBIDI8CLCE>. A Tweet will be sent when the modules are available.

# CAR QUARTERLY

## DYSLEXIA GUIDELINES NOW AVAILABLE

In our Spring 2017 issue, we reported that Assembly Bill 1369 (2015) required the Superintendent of Public Instruction to develop program guidelines for identifying, assessing, and providing educational services for students with dyslexia in time for use in the 2017-2018 academic year. In August 2017, the completed guidelines were posted online at [cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf](http://cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf).

The Guidelines contain short chapters that address topics such as the neuroscience of dyslexia, characteristics of dyslexia by age group, socioemotional factors of dyslexia, dyslexia in English Learners, screening and assessment of dyslexia, special education and 504 plans, and effective instruction. A chapter on preservice and inservice preparation for educators is also included.



## COUNCIL OF FACULTY REPRESENTATIVES

CSU Bakersfield	<i>Bre Evans-Santiago</i>
CSU Channel Islands	<i>Manuel Correia</i>
CSU Chico	<i>Mimi Miller</i>
CSU Dominguez Hills	<i>Lisa Hutton</i>
CSU East Bay	<i>Valerie Helgren-Lempesis</i>
Fresno State	<i>Imelda Basurto</i>
CSU Fullerton	<i>Ruth Yopp-Edwards</i>
Humboldt State	<i>Marisol Ruiz</i>
CSU Long Beach	<i>Paul Boyd-Batstone</i>
CAL State LA	<i>Joan Fingon</i>
CSU Monterey Bay	<i>Irene Nares-Guzicki</i>
CSU Northridge	<i>Renee Ziolkowska</i>
Cal Poly Pomona	<i>Peter Olson</i>
Sacramento State	<i>Marcy Merrill</i>
CSU San Bernardino	<i>Kathryn Howard</i>
San Diego State University	<i>Marva Cappello</i>
San Francisco State	<i>Marguerite Conrad</i>
San José State University	<i>Katya Aguilar</i>
Cal Poly San Luis Obispo	<i>Tanya Renee Flushman</i>
CSU San Marcos	<i>Erika Daniels</i>
Sonoma State	<i>Rhianna Casesa</i>
Stanislaus State	<i>Susan Neufeld</i>
CalStateTEACH	<i>Rebecca Chirchick</i>

## ADVISORY BOARD

Association of California School Administrators <i>Scott Borba</i>
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CSU Faculty Representatives <i>Manuel Correia</i> <i>Lisa Hutton</i> <i>Valerie Helgren-Lempesis</i> <i>Paul Boyd-Batstone</i> <i>Irene Nares-Guzicki</i> <i>Susan Neufeld</i>



## FOLLOW CAR ON TWITTER @CSUCAR

Don't miss informative Tweets from the Center. Selected recent ones since our last newsletter are provided here:

- Learn more about California's recently adopted English Learner Roadmap Policy: [cde.ca.gov/sp/el/rm/elroadmappolicy.asp](http://cde.ca.gov/sp/el/rm/elroadmappolicy.asp)
- CSU Proud! Five Ways the CSU is Preparing More Great Teachers <https://www2.calstate.edu/csu-system/news/Pages/Five-Ways-the-CSU-Is-Preparing-More-Great-Teachers-.aspx>
- Read this opinion piece regarding teacher quality written by colleagues at CSUCI! <http://www.vcstar.com/story/opinion/columnists/2017/06/03/dont-solve-teacher-shortage-lowering-standards/367551001/>
- RT CBC Books @cbcbooks This program for Manitoba inmates lets incarcerated parents read to their kids: <http://www.cbc.ca/news/canada/manitoba/bedtime-stories-with-dad-made-possible-through-inmate-literacy-program-1.4128402>
- Please respond to CDE's survey regarding the Recommended Literature Prekindergarten through Grade Twelve database! <http://surveys2.cde.ca.gov/s.asp?k=149089949774>
- Position Statement on Labeling Books with Reading Levels – American Association of School Librarians (AASL): <http://www.ala.org/aasl/advocacy/resources/statements/labeling>



## MISSION STATEMENT

The CSU Center for the Advancement of Reading, dedicated to excellence in literacy instruction, promotes the preparation of effective teachers and reading specialists in the California State University by:

- Facilitating faculty communication and research;
- Disseminating research and policy information;
- Fostering connections among the CSU literacy faculty, P-12 partners, and public education stakeholders; and
- Serving as a forum for the interchange of public and academic interests.

The Center is committed to ensuring that California's children and adolescents will be capable readers and writers; as such, they will have the greatest chance of becoming successful and productive citizens in today's changing world.

## CONTACTING THE CENTER

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