



NEWS FROM THE CENTER

CAR welcomes several new members to the Council of Faculty Representatives: Rhianna Casesa (Sonoma), Erika Daniels (San Marcos), Kristina LaGue (Bakersfield), Mimi Miller (Chico), and Renee Ziolkowska (Northridge). We are delighted to have them on the council and look forward to opportunities to interact as we work together to support faculty and students the CSU system!



The Council met in Riverside in October 2015 at a venue and time that coincided with the California Reading Association’s (CRA) Annual Professional Development Institute (PDI). Council representatives indicated that holding a meeting in conjunction with CRA’s PDI has many benefits and have voted to do so again during the 2016-2017 academic year. Therefore, the council meeting will be held in Visalia on November 4, 2016.

CAR’s Advisory Board met on February 9, 2016. Board members shared their organization’s current literacy-related initiatives and offered their views on the priorities for teacher education in literacy. These included strengthening support for cooperating teachers, forging closer relationships with partner districts, increasing the emphasis on teaching writing, focusing on new literacy and English language development standards, and more. The group

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concluded that CAR’s key documents, *Preparing Teacher to Teach Reading Effectively* and *The Early Years: Promoting a Promising Start in Literacy Development*, should be updated in the near future.

CAR CO-HOSTS FRAMEWORK LAUNCH

On January 29, 2016, nearly 600 educators participated in an ELA/ELD Framework launch event in Los Angeles. CAR co-hosted the event with the Los Angeles County Office of Education. The CSU was well represented in the event, with many CAR Council members serving as facilitators and several serving as speakers.



Pictured here are CAR Council of Faculty Representatives Lisa Hutton (Dominguez Hills), Paul Boyd-Batstone (Long Beach), and Ruth Yopp-Edwards (Fullerton).

Since the adoption of the framework, day-long events to familiarize educators with the document have been held throughout the state. See <http://www.cde.ca.gov/ci/rl/cf/elaeldfwlaunchevents.asp>.

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RESOURCES

Resources for implementing K-12 standards continue to be developed. Among them are brochures explaining the standards to parents, guardians, and other community members. The brochures were developed on behalf of the Consortium for the Implementation of the Common Core under the leadership of the Curriculum Frameworks and Instructional Resources Division of the California Department of Education and the Sacramento County Office of Education.



Organized by grade spans, the brochures provide a broad overview of what students will be learning and suggestions for families to support students' learning. The brochures currently are offered in English and Spanish. They can be downloaded from the following Sacramento County Office of Education Web page: <http://www.scoe.net/castandards/Pages/default.aspx> Direct links to the English versions follow are provided here: English Language Arts/Literacy Grades [K-2](#), [3-5](#), [6-8](#), [9-12](#).

RATINGS OF TEACHING GRADUATES' PREPAREDNESS

The CSU Center for Teacher Quality (CTQ) oversees evaluations of the preparation of candidates for multiple subject, education specialist, and single subject credentials. Shared [here](#) is a summary of the ratings of first year teachers by their school supervisors (e.g., school principals or other administrators) related to literacy.

At the elementary level, the areas in which the supervisors felt the graduates were most prepared relate to academic language and vocabulary, use of

conventions, and collaborative conversations. The areas in which they felt the graduates were less well prepared relate to arguments and research projects.

For education specialists, the areas in which the supervisors felt the graduates were most prepared relate to academic language and vocabulary, collaborative conversations, and foundational reading. The areas in which they felt the graduates were less well prepared relate to arguments, the Common Core State Standards for ELA/Literacy, and research projects.

For English language arts (ELA) at the secondary level, the areas in which the supervisors felt the graduates were most prepared relate to writing and comprehension of informational text. The areas in which they felt the graduates were less well prepared relate to college level reading and writing and college expectations.

For graduates **not** specializing in ELA at the secondary level, the areas in which the supervisors felt the graduates were most prepared relate to collaborative conversations and use of evidence. The areas in which they felt the graduates were less well prepared relate to arguments and research projects.

We encourage faculty each campus to review the system data and to access data for their own campus.



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CSU Channel Islands	<i>Manuel Correia</i>
CSU Chico	<i>Mimi Miller</i>
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FOLLOW CAR ON TWITTER @CSUCAR

Don't miss informative tweets from the Center. A few are provided here:

- Check out this blog post about CA's ELA/ELD Framework on ¡Colorín Colorado!
<http://www.colorincolorado.org/blog/californias-elaeld-framework-bringing-it-all-together>
- See this resource to learn more about analyzing and learning from student work on SBAC performance tasks: understandingproficiency.wested.org
- Read the Fact Sheet regarding the Every Student Succeeds Act: <https://www.whitehouse.gov/the-press-office/2015/12/03/fact-sheet-congress-acts-fix-no-child-left-behind>
- Learn about the 2015 TIMPANI Toy Study results here: https://www.youtube.com/watch?v=IwbsuFy_3nQ&feature=em-subsub_digest Play in ECE is powerful!



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.

23 CSU Campuses

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San Marcos | Sonoma | Stanislaus