



CAR/W QUARTERLY



A MESSAGE FROM THE CHANCELLOR'S OFFICE

I hope your fall term is off to a good start. I was at CSULA several weeks ago and the energy of the returning students was clearly palpable; it reminded me of how much I miss being on a campus! I write to share an update on some work that I

have been involved in that reflects one of the key areas from the CAR/W mission statement regarding fostering connections among the CSU literacy faculty, P-12 partners and public education stakeholders. This work, while not focused specifically on literacy faculty, does and will, impact all faculty.

As you may know, the Commission on Teacher Credentialing (CTC) has been working for the last year or so on revising standards and teaching performance expectations (TPEs) for the education specialist credentials. At the August 2018 meeting, the Commission approved the following three actions.

1. The Commission adopted titles for the Education Specialist teaching credentials, specifically, Education Specialist: Mild to Moderate Support Needs and Education Specialist: Extensive Support Needs.
2. The Commission adopted the program standards for Education Specialist teacher preparation programs.
3. The Commission adopted the TPEs for the Mild to Moderate Support Needs and Extensive Support Needs educator preparation programs.

If you have a few minutes, I would encourage you to view the meeting and hear the discussion. Go to <https://www.ctc.ca.gov/commission/agendas/2018-08/august-2018-commission-meeting> and click on the link, Watch Meeting;

this item begins at about 2:27. Some highlights include a presentation by Meghan Gross, a Sacramento State graduate and California Teacher of the Year, who spoke eloquently about ensuring that all students receive education in inclusive environments, regardless of the label they are assigned. I would also encourage you to listen to Executive Director Mary Sandy, who emphasized that our collective work is about a continuum of support needs delivered by a team of educators who work in collaboration, not in isolation, to ensure that each and every student gets what they need. This focus is especially important as our K-12 district partners continue to develop Multi-Tiered System of Support (MTSS), <https://www.cde.ca.gov/ci/cr/ri/mtsscompri2.asp> to serve the needs of all students and all educators.

From my perspective the “stars are aligning” as we consider emerging policy, revised educator preparation programs, and improved practice in K-12 schools, to ensure that the needs of each and every learner are met by a team of educators working together in inclusive schools.

Warm regards,
Marquita

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NEWS FROM THE CENTER

We look forward to the fall meeting of the Council of Faculty Representatives. As has been the practice of the past several years, we will be meeting in conjunction with the California Reading Association's Annual Professional Development Institute, which this year takes place in Riverside in late October. Our meeting is on the morning of Friday, October 26. We always value this time together as representatives from each CSU that has a teacher preparation program and CalStateTEACH, gather together to discuss important topics in literacy education. At our last meeting, we discussed the status of the RICA, the California English Learner Roadmap, and the CSU Graduation Initiative and shared a variety of new resources, including our latest publication [Preparing Teachers to Provide Excellent Literacy Instruction](#).

We're pleased to announce that a reimagined website and a new brochure for the Center are coming soon! Please communicate with your representatives and let them know how the Center can support your work in preparing candidates to provide excellent literacy instruction. Representatives for each campus are listed on the last page of this newsletter.

ERWC UPDATES

After conducting 12 summer institutes for teachers in the i3 and NPD projects ranging from Perris, CA, in the south to Tacoma, WA, in the north, the ERWC team is now finalizing more than 80 new and revised modules for the curriculum. Seventy three modules are in development for year-long courses—36 in grade 11 and 37 in grade 12—dramatically increasing the quantity and variety of modules from which teachers can choose. The 73 modules include 10 that were developed as a part of the NPD grant incorporating integrated and designated English language development (ELD). An additional four modules in grade 9 and five modules in grade 10 also include integrated and designated ELD. The course modules for grades 11 and 12 address foundational American documents, American drama, Shakespeare, full-length fiction and nonfiction books, research projects, transferable concepts (such as metacognition, genre awareness, inquiry questions, rhetoric, and more), and contemporary issues. Five modules are designated as career-technical education curriculum specifically for health pathways. Once piloted by project teachers and revised, this vastly expanded collection of ERWC modules will provide innovative curriculum options for teachers and students in California, Washington, Hawaii, and beyond. The new courses and modules are due to be launched officially in June 2019.

Check out the CSU news article on ERWC published September, 18, 2018, "[How Do You Create a Critical Thinker?](#)"



EQUITY IN LITERACY EDUCATION

In early 2018, the International Literacy Association's *What Hot's in Literacy* Report identified equity in literacy education as a critical global issue. CAR/W has long recognized that those involved with the preparation of teachers have a significant responsibility to ensure current and future teachers have equity as a core value...and that we provide the resources and education that supports teachers in the pursuit of equity. Here we share some resources from several sources.

SOURCE	TITLE	LINK
California Department of Education	ELA/ELD Framework, Chapter 9: Access and Equity	https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf Note: This chapter provided the basis for chapters in subsequent curriculum frameworks. See, for example, Chapter 10 of the 2016 Science Framework and Chapter 7 of the Health Education Framework.
The Education Trust	Education Watch: The State of Educational Equity	https://edtrust.org/state_report/
Equity Literacy Institute	Equity Literacy for Educators: Definitions and Abilities	http://www.edchange.org/handouts/Equity-Literacy-Introduction.pdf
International Literacy Association	A Pathway to Equity: Resources for Teachers and Coaches	https://www.literacyworldwide.org/blog/news-events/literacy-leadership/literacy-daily/2018/01/18/a-pathway-to-equity-resources-for-teachers-and-coaches
International Literacy Association	A Pathway to Equity: Resources for Early Childhood Educators	https://www.literacyworldwide.org/blog/literacy-daily/2018/01/25/a-pathway-to-equity-resources-for-early-childhood-educators
International Literacy Association	A Pathway to Equity: Resources for Administrators	https://www.literacyworldwide.org/blog/literacy-daily/2018/02/01/a-pathway-to-equity-resources-for-administrators
Teaching Tolerance	Critical Practices for Anti-Bias Education	https://www.tolerance.org/sites/default/files/2017-06/PDA%20Critical%20Practices_0.pdf
Teaching Tolerance	Social Justice Standards	https://www.tolerance.org/frameworks/social-justice-standards



FOLLOW CAR/W ON TWITTER!

Don't miss informative Tweets from the Center. Did you see the ones below, which are among our most recent?

- Celebrate @AmericanLibraryAssociation's Banned Books Week by #reading! [@ILAToday #literacy #library](https://literacyworldwide.org/blog/literacy-daily/2018/09/03/celebrating-the-freedom-to-read)
- Resources related to social and emotional learning (SEL) from @CADeptEd available here: <https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp>
- Discussion of CalTAP @CaCTC Thursday, Aug. 2. See documents and find link to view Commission meeting here: <https://www.ctc.ca.gov/commission/agendas/2018-08/august-2018-commission-meeting>
- Learn about the Global California 2030 initiative. #languages #literacy #teachers #WorldCitizens <https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>

CAR/W QUARTERLY

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>
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CSU Monterey Bay	<i>Irene Nares-Guzicki</i>
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San Francisco State	<i>Marguerite Conrad</i>
San José State	<i>Katya Aguilar</i>
Cal Poly San Luis Obispo	<i>Tanya Renee Flushman</i>
CSU San Marcos	<i>Christiane Wood</i>
Sonoma State	<i>Rhianna Casesa</i>
Stanislaus State	<i>Susan Neufeld</i>
CalStateTEACH	<i>Rebecca Chirchick</i>

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Association of California School Administrators	<i>Scott Borba</i>
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	<i>Valerie Helgren-Lempesis</i>
	<i>Lisa Hutton</i>
	<i>Irene Nares-Guzicki</i>
	<i>Susan Neufeld</i>



MISSION STATEMENT

The CSU Center for the Advancement of Reading and Writing, 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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