



CAR/W QUARTERLY

A MESSAGE FROM THE CHANCELLOR'S OFFICE



Welcome back to fall term. I hope you had a restful yet productive summer and that your semester is off to a strong start. I am writing with a brief update on a proposal that will be going before the board of trustees in September. The proposal is to include a year of quantitative reasoning as a new admission requirement for first time

freshman, effective fall, 2026. The proposed requirement could be fulfilled with a high school science course, an elective with a quantitative reasoning foundation, such as coding or personal finance, or a mathematics course. It could also be met with a quantitatively based course offered through Career and Technical Education (CTE) programs or through dual enrollment in partnership with local community colleges. The idea is that high school students take the next appropriate quantitative reasoning course to strengthen preparation for college-level coursework and career readiness.

You may be asking yourself why I am writing about a quantitative reasoning requirement, when your collective work is devoted to literacy. As the Division team has thought about this proposal, we have reflected on the success of the Expository Reading and Writing Curriculum (ERWC) and lessons learned. As you know, the ERWC is offered in more than 1,000 high schools and provides seniors with the opportunity to complete a fourth-year course in English language arts. We intend to use the successful ERWC as a model to expand course availability in mathematics and quantitative reasoning in California high schools.

Since 2016, CSU staff have been working with the California Department of Education, PK-12, and community college partners to develop a "bridge" or transitional course from high school to higher education through the California Mathematics Readiness Challenge Initiative (CMRCI). Currently, these courses can be found across the state from Nevada County in the north to San Diego County in the south. Through partnerships between CSU campuses

at Monterey Bay, Northridge, Sacramento, San Bernardino, Pomona, Long Beach, San Jose and San Diego and school districts and county offices of education, these transitional courses exist in more than 160 California high schools, with more than 10,000 students participating.

I am hopeful that the Board of Trustees will approve the quantitative reasoning proposal and we will continue to work with districts to expand these course offerings, beginning with the districts we have identified as most in need of additional capacity.

As Nancy moves closer to retirement, I have been reflecting on her legacy. ERWC is a shining example of what a leader and thoughtful faculty can do together to ensure that we prepare the strongest teachers possible to serve PK-12 students in our state and the nation.

Best, Marquita

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NEWS FROM THE CENTER

There are many new and impending changes here at the Center. As highlighted in our Spring Newsletter, Dr. Tanya Flushman is the new co-director of CAR/W. Tanya previously served as Cal Poly San Luis Obispo's representative to the Center and is very excited about her new work and learning from her fellow director and all of the faculty reps. Nancy Brynelson will be retiring in January and a search will be conducted this fall to fill the vacancy left by our esteemed colleague. Additionally, in order to consolidate and strengthen offices run through the Chancellor's Office, the physical location of the Center will be moving to Long Beach.

The CAR/W Council of Faculty Representatives will meet this October in Sacramento in conjunction with the California Reading Association's Professional Development Institute. Among the topics to be discussed will be state and CSU system updates (e.g., the status of RICA, draft TPEs for literacy and reading development) and Center updates (e.g., personnel updates, new council members, upcoming advisory board meeting). We will also revisit our mission as we welcome new representatives and prepare for our work this year. Other literacy colleagues, please share any questions, concerns, and requests you may have with your representatives.

In this time of transition for the Center, the co-directors will take this opportunity to meet individually with key stakeholders on the CAR/W Advisory Board. It is our hope that these meetings will provide useful insight into our mutual work around literacy and literacy education. As always, we appreciate the insights provided by our colleagues regarding the preparation of candidates to teach reading and writing in multiple subject, single subject, and special education settings.



CAR/W WINS CRA'S LITERACY LEADER AWARD!



The Executive Board of the California Reading Association has selected the Center for the Advancement of Reading and Writing as the winner of the CRA Literacy Leader Award for 2019. This is an exciting honor for the Center and great recognition of the literacy work done on behalf of the CSU system. The award will be presented on Saturday, October 19, 2019, at the annual meeting of the California Reading Association in Sacramento, CA.

NANCY BRYNELSON'S RETIREMENT



Nancy Brynelson

As mentioned in Marquita's message, Nancy Brynelson will be retiring at the end of this calendar year. Nancy has been the Co-Director of CAR/W since 2002 while overseeing the CSU's Expository Reading and Writing Curriculum (ERWC). Nancy's tireless commitment to the success of all students has made the statewide implementation of the CSU ERWC possible. Her extraordinary leadership and organizational skills helped bring this initiative to scale across the state. Additional honors and achievements in Nancy's illustrious career include:

- Co-author of the 2015 *English Language Arts/English Language Development Framework*
- Multiple Subject Teaching Credential, Bilingual Cross-Cultural Specialist Credential, and Administrative Services Credential
- Positions at the CDE: Education Programs Consultant in the Reading/Language Arts Leadership Office, and Education Programs and Child Development Consultant with the School Improvement Program
- Positions in K-12: Director of Categorical Programs, elementary school principal, Director of Special Projects and Bilingual Education, Director of Special Projects and Instructional Materials Center, Bilingual Resource Teacher and Migrant Instructional Support Teacher/Special Projects Coordinator.

- Inductee into the California Reading Hall of Fame, recipient of the CRA Marcus Foster Memorial Award and the CATE Award of Merit.

Her contributions to the profession have been remarkable and her leadership within the Center and the CSU system will be greatly missed. Please join me in wishing Nancy some well-deserved rest and relaxation in this next chapter!

EXPOSITORY READING AND WRITING CURRICULUM (ERWC) UPDATE

Last June, 429 high school and middle school teachers, CSU and community college faculty members, county office of education specialists, and other staff attended the ERWC Leadership Conferences in Sacramento and Costa Mesa to launch the third edition of the curriculum. Keynoting both conferences was Reyna Grande, author of *The Distance Between Us*, which is one of the books featured in the new grade 11 curriculum. Now expanded to grades 11 and 12, teachers welcomed the new course modules with enthusiasm. In addition, new modules have been developed to include integrated and designated English language development at grades 9-12. We are very proud of this groundbreaking work, which is intended to support students who are long-term English learners.

This summer our professional learning teams conducted 10 Investing in Innovation Validation grant institutes in California and Washington and three National Professional Development grant institutes in California with project teachers. Revising and finalizing the 80+ new modules with the feedback from our project teachers is taking longer than we anticipated, but we plan to have all phase 1 and phase 2 modules posted online by December 1, 2019.



REVISIONS TO TPES FOR THE TEACHING OF READING AND DEVELOPING LITERACY



The CTC has been working with a subject-matter expert group to revise the California Teaching Performance Expectations. At a recent meeting in August, the group convened to review and provide feedback on a draft document. This document was revised and is now available for public comment. The Commission is seeking feedback on the new draft (TPEs) for the teaching of reading and developing literacy. A public survey will be available for comments until October 4, 2019. If adopted by the Commission, these TPEs will apply to all Preliminary Multiple Subject, Single Subject, and Education Specialist credential candidates and preparation programs.

Considerable conversation continues regarding the future of assessing the skills of literacy teaching in a standardized manner. At the most recent August meeting, the majority of the subject-matter experts recommended to CTC staff that any future and/or revised assessment be practice-based. The Commission is scheduled to have an information item related to literacy on their September agenda with action to follow in November. They will decide how to proceed with the TPEs and RICA and whether to forward a recommendation to the Legislature, as any changes to the Education Code for RICA would need to be enacted by the Legislature and signed by the Governor.

Representatives on the subject-matter panel include stakeholders such as CA Department of Education, EdTPA and literacy faculty from across the state including Nancy Brynelson (CAR/W), Tanya Flushman (CAR/W and Cal Poly San Luis Obispo) and Mimi Miller (CSU Chico).



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?

- The ILA declares high quality literacy instruction a human right. <https://www.literacyworldwide.org/blog/literacy-daily/2019/09/09/international-literacy-association-declares-high-quality-literacy-instruction-a-human-right>
- Do your teacher prep programs have pathways for equitable access to high-quality literacy teacher preparation? For evidence-based quality indicators, consult Risko and Reid (2019), *The Reading Teacher*, "What really matters for literacy teacher preparation?"
- The CTC is seeking feedback on new draft TPEs for the teaching of reading and developing literacy. Please click here for the survey: <https://www.surveymonkey.com/r/CTCLiteracy>. The survey will remain open for input through Friday, October 4, 2019.
- Explore the breadth of research-based scholarship related to preservice teacher preparation in literacy through UT Austin's CITE-ITEL's database: <https://cite.edb.utexas.edu/>



MISSION STATEMENT

The CSU Center for the Advancement of Reading and Writing, dedicated to excellence in literacy instruction, promotes the preparation of knowledgeable and highly skilled teachers and reading/literacy 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.

CAR/W QUARTERLY



COUNCIL OF FACULTY REPRESENTATIVES

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CONTACTING THE CENTER

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