



**A MESSAGE FROM THE CHANCELLOR’S OFFICE**



“May you live in interesting times” is an English expression that’s purported to be a translation of a traditional Chinese curse. While seemingly a blessing, the expression is usually used ironically; life is better in “uninteresting times” of peace and tranquility than in “interesting” ones, which are usually times of trouble.

When spring 2020 semester began, I don’t think any of us predicted that we would find ourselves where we are today in these “interesting,” unprecedented and tragic times. I have been amazed by the goodness of our citizens, our shared concern and action for our family and community members, our collective willingness to use science to help guide consequential and minor decisions and our ability to adjust with grace to the many changes to our daily lives.

I have been so impressed with our faculty and PK-12 educators who have transitioned to virtual instruction in such a short amount of time. Despite variability in instruction depending upon several factors, CSU students overall are continuing their coursework and clinical placements and making timely progress to degree. I am concerned with the variability of virtual instruction for our PK-12 students given the differences in district and school capacity. I worry about students of color, poor students and those with disabilities. A recent statewide poll by Education Trust-West indicates that significant gaps in access to resources and elevated stress exist for many California families. <https://west.edtrust.org/press-release/poll-ca-parents-concerned-about-school-closures-caused-by-covid-19/>

Despite these challenges, educators are keeping the interest of their students front and center while managing a new

workspace that often includes instruction of their own children. This is resulting in a newfound admiration for all that teachers, counselors and leaders do every day. My heartfelt thanks to each of you.

Let me end with another note of gratitude and encouragement for the project on literacy instruction that is beginning this spring under the leadership of CAR/W co-director Dr. Tanya Flushman. The purpose of this faculty project is to gain a deeper understanding of the literacy instruction offered to credential candidates in the CSU. I support the goal to have a strong, evidence-based understanding of the high-quality literacy instruction that occurs in our university, and I look forward to learning from all of you.

Wishing you good health, peace and tranquility,  
Marquita

**INSIDE THIS ISSUE**

- 1 A Message from the Chancellor’s Office
- 2 Faculty Spotlight
- 3 News From the Center
- 3 ERWC Update
- 4 Mission Statement
- 4 Council of Faculty Representatives
- 4 Advisory Board
- 4 Contacting the Center

## FACULTY SPOTLIGHT

Allison Briceño, Ed.D., is an assistant professor in the Department of Teacher Education at San José State University (SJSU), where she coordinates the Reading and Literacy Leadership Credential and MA Program. Dr. Briceño's substantial experience in bilingual teacher preparation has been extremely valuable to the Faculty Council in the two years that she has served. Her educational background is extensive, including a doctoral degree in education in international and multicultural education with an emphasis in second language acquisition from the University of San Francisco. Additionally, she has a master's in education, policy and organizational leadership studies from Stanford University and bachelor's degrees in English and Spanish from the University of Pennsylvania.



Dr. Briceño has strong experience as an educator in both K-12 schools and higher education. Her teaching philosophy is constructivist, student-centered, relationship-driven and focused on social justice. She has taught courses at SJSU at the credential, master's and doctoral level and consistently receives praise from students for her high-impact teaching practices. Briceño's passion for social justice is also apparent in the curricular innovation she undertakes in her courses. In her Multiple Subjects Literacy Methods course at SJSU, she emphasizes teaching minoritized students. With critical literacy (Freire & Macedo, 1987) and English learner supports as its foundation, she incorporates a significant focus on multilingual and multicultural literature. Additionally, Briceño taught for more than a decade in one of California's highest poverty and most underperforming school districts, where she served as an elementary bilingual teacher, bilingual reading specialist, professional developer and literacy coordinator.

Briceño has clearly established a growing reputation as a scholar within her field. Her research focuses on bilingual teacher preparation, culturally sustaining pedagogy and bilingual education. In the past five years, she has published 23 articles and book chapters. Briceño's recent scholarship has appeared in *Teacher Education Quarterly*, *International Multilingual Research Journal*, *Reading Teacher*, *Language and Education*, *Bilingual Review/Revista Bilingüe* and *Reading Psychology*. The audience for her research is broad and, consequently, she has received numerous professional invitations based on her work. Briceño has presented at 18 professional conferences and school districts as an invited speaker.

Briceño's service to the profession is far-reaching. She has served in positions of leadership with significance beyond SJSU, including the board of directors for the Reading Recovery Council of North America and three California Department of Education committees: 1) Literacy Needs Assessment Committee, 2) The Dual Language Transition Team for State Superintendent of Public Instruction Tony Thurmond, and 3) the English Learner Roadmap Committee, which resulted in a new state policy called the English Learner Roadmap.

The Center for the Advancement of Reading and Writing is fortunate to have such a passionate and accomplished faculty member. We are so grateful for Dr. Briceño's presence on the Faculty Council!



## NEWS FROM THE CENTER

In these uncertain times, our understanding of how things work is being challenged daily. The ways of life we all assumed to be routine such as sending children off to school Monday through Friday have been disrupted for the foreseeable future. In times of tumult, I often find myself taking inventory to better understand my environment. Consequently, as the new codirector for CAR/W, I have also felt the need to get a better sense of the environment. What is the nature of literacy instruction for teacher preparation in the CSU? How can we better speak with authority and evidence about the wonderful things being accomplished at campuses across California? I feel that now, more than ever, is a fortuitous time to scan our university.

In 1998, the Center helped complete a review of the CSU to get a sense of the literacy instruction offered to credential candidates. In the 20-plus years since this review, new research and practices have emerged as important and essential for instruction, with technology in particular changing the literacy demands of citizens. Our coursework and programs have also changed to reflect those new learnings and meet those new demands.

To this end, I have enlisted the expertise and experience of our CAR/W Council of Faculty Representatives to help with the 2020 CSU Literacy Survey Project. The intent of this project is to yield an evidence-based understanding of the high-quality literacy instruction occurring across the CSU. Not only will this information serve us well as we engage in continuing conversations about literacy with stakeholders but it will also serve as a mechanism for our own continuous improvement.

The CSU Literacy Survey project has begun in spring 2020 and will continue into the next academic year. This work will be highlighted in future newsletters and we look forward to sharing our process and findings with our readers.

## ERWC UPDATE

The Expository Reading and Writing Course (ERWC) is adapting rapidly to the changing conditions within the educational system. This spring, a series of seven webinars has been posted to help teachers understand how ERWC could be used in an online environment. These webinars cover getting started, various supportive technologies and differentiating instruction.

Approximately 40 3.0 modules are being taught by teachers across the state. Production continues on others, with additional modules being released weekly. Leadership certification will be in July (with dates to be determined) and is intended to be an online certification with two options for attendance. The feedback from the modules to support integrated and designated English learners has been very positive as districts are finding they meet a critical need in helping long-term English learners.

Professional learning for the Investing in Innovation grant institutes in California and Washington will again be held in the summer. The scope and plan for both grants have been modified to account for the disruption in instruction occurring in spring 2020. The plan for fall 2020 will depend on the structure of K-12 schools.



# CAR/W QUARTERLY



## 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.

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