



CAR/W QUARTERLY

A MESSAGE FROM THE CHANCELLOR'S OFFICE



Happy New Year to all. As we begin 2019, I am writing to share information regarding Graduation Initiative (GI) 2025 (www2.calstate.edu/cs-system/why-the-csu-matters/graduation-initiative-2025/). As you know, GI 2025 is the California State University's (CSU)

ambitious initiative to ensure that all students have the opportunity to graduate in a timely manner, while also ensuring that opportunity and achievement gaps among subgroups of students are eliminated. I don't know how involved each of you is in your campus efforts to ensure student success, but I think it is important as faculty to understand this systemwide initiative that frames all of our work. I see a link between your work, preparing teachers to provide excellent literacy instruction, as crucial for college (and career) success and encourage you to seek ways on your campus to offer your expertise in support of GI 2025. As campuses consider ways to more fully engage students in the learning and teaching process, your expertise as teachers who understand how to differentiate instruction for all learners is invaluable.

Warm regards,
Marquita Grenot-Scheyer

NEWS FROM THE CENTER



Nancy Brynelson



Hallie Yopp Slowik

The Center for the Advancement of Reading and Writing (CAR/W) Council of Faculty Representatives met in Ontario in conjunction with the California Reading Association's Professional Development Institute in October. Among the topics discussed were

state updates, including the status of Reading Instruction Competency Assessment (RICA), California Department of Education (CDE) initiatives (such as the commitment to social and emotional learning), CSU Educator Quality Center survey results, and Graduation Initiative 2025. Also shared were Center updates, including new materials and resources, the redesigned website, and the third edition of the Expository Reading and Writing Course (ERWC). Representatives were provided a flash drive that contained a great deal of information to share with literacy colleagues on their respective campuses. We are fortunate to have sufficient funding to convene the Council a second time during this academic year. The meeting is scheduled for April 26, 2019, at the Chancellor's Office in Long Beach. Council representatives, please mark your calendars. Other literacy colleagues, please share any questions, concerns, and requests you may have with your representatives.

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The CAR/W Advisory Board, with members from key stakeholders, met in early February. 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.

The third edition of the ERWC is nearing completion. Currently being piloted in schools in California and Washington in grades 11-12, pilot feedback is being analyzed to make needed revisions. Also being piloted are curriculum modules with integrated and designated English language development in grades 9-12. We anticipate releasing the first round of completed modules at the 2019 ERWC Leadership Conference on June 17, 2019, in Sacramento and June 25, 2019, in Costa Mesa.



NEW VOLUME ON KEY LITERACY THEORIES INCLUDES ERWC

Calling on all literacy educators to question and develop theory that informs their classroom practice and their research, the seventh edition of *Theoretical Models and Processes of Literacy* (TMPL7) has recently been published by Routledge Press. While echoing its long history as *Theoretical Models and Processes of Reading* (TMPR), the volume includes many revised and several new chapters along with an entirely new section on critical approaches to literacy. The editors of TMPL7, Donna Alvermann, Norman Unrau (Professor Emeritus, Cal State LA), Misty Sailors, and Robert Ruddell, have brought together in this volume classic perspectives and models of literacy as well as those that are groundbreaking. Those more established perspectives and models are represented in chapters on schema theory, miscue analysis, and the reading

process. New, cutting-edge perspectives explore positioning theory, gender identity in literacy, play as the literacy of children, and affect theory. The volume also includes a chapter addressing the theoretical foundations of the ERWC, the rhetorically grounded high school English course to which many CSU faculty have contributed. The editors of this new volume have selected and supported the writing of chapters to inspire the interrogation of literacy theory and to foster its further evolution.



GLOBAL CALIFORNIA 2030

The CDE launched “Global California 2030” on May 30, 2018. As stated in the news release (www.cde.ca.gov/nr/ne/yr18/yr18rel42.asp), the initiative aims to expand the teaching and learning of world languages and the number of students proficient in more than one language in California.

We share here data regarding the California Seal of Biliteracy, which recognizes high school graduates who speak, read, and write in English and one or more additional languages with a high level of proficiency. In 2018, a record 55,214 students earned the California Seal of Biliteracy. The Seal was earned in more than 40 different languages. The top five languages were the following:

- Spanish (42,412)
- French (4,530)
- Mandarin (3,093)
- Japanese (1,068)
- American Sign Language (845)

Additional data and details on the procedures and requirements are available at www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp.

RICA UPDATE

Considerable conversation has ensued regarding the future of the RICA. For background information on the RICA and a discussion of issues, see information on the Commission on Teacher Credentialing (CTC) site www.ctc.ca.gov/docs/default-source/commission/agendas/2018-02/2018-02-4e.pdf?sfvrsn=4. To view passing rates, read this annual report published February 2018 www.ctc.ca.gov/docs/default-source/commission/agendas/2018-02/2018-02-4f.pdf?sfvrsn=2. The CTC has launched an effort to explore future directions for the preparation of candidates to provide excellent literacy instruction. Figure 1 provides the steps shared with the Council of Faculty Representatives at its meeting in October.

Step	Activity	Decision Maker(s)
1	Identify the knowledge and skills that a prospective teacher needs related to teaching literacy.	Subject matter experts will make a recommendation to the CTC for possible adoption.
2	Determine whether the standards or Teaching Performance Expectations should be amended to include the identified knowledge and skills.	CTC
3	Determine whether the skills of literacy/teaching reading should be assessed in a standardized manner. If yes, in a performance assessment or other stand-alone assessment, such as a potentially revised RICA?	Subject matter experts will make a recommendation to the CTC for consideration. The CTC will decide whether to forward the recommendation to the legislature, as appropriate.
4	If approved, amend the Education Code to be consistent with the CTC's actions.	Legislature

Representatives attending the October Council meeting were asked to indicate whether they would like to serve, or nominate a colleague to serve, as a subject matter expert. The following CSU faculty are serving as subject matter experts: Nancy Brynelson (CAR/W), Mimi Miller (CSU Chico), Rhianna Casesa (Sonoma State) and Hallie Yopp Slowik (CAR/W; Cal State Fullerton). The group will meet in February. Look for updates in our future newsletters or via e-mail.



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?

- Follow #ALAYma—for announcement of 2019 ALA Youth Media Awards, including Newbery, Caldecott, Printz, Coretta Scott King and more. PT: <http://ala.unikron.com/> #literature #books #readers #listeners
- CSU Proud! Theoretical Processes & Models of Literacy (2019) co-edited by Norm Unrau, Prof Emeritus, CSULA, includes chapter on ERWC by Nancy Brynelson, Co-Director, CAR/W, Mira-Lisa Katz, Prof Emerita, SSU, & John Edlund, Prof, CPP. <https://www.routledge.com/Theoretical-Models-and-Processes-of-Literacy-7th-Edition/Alvermann-Unrau-Sailors-Ruddell/p/book/9781138087279> #CSU #LiteracyLeaders
- Today @CADeptEd launched an updated version of the 2018 California School Dashboard with more information. Read about it here and follow the link to view the Dashboard: <https://www.cde.ca.gov/nr/ne/yr18/yr18rel81.asp> @calstate #TeachingandLearning #Teachers #CaliforniaStudents
- RT-CA Department of Education: State Superintendent of Public Instruction @TomTorlakson announced today that the high school graduation rates for 2018 remain near an all-time high. Learn more: <https://www.cde.ca.gov/nr/ne/yr18/yr18rel76.asp>

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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.

COUNCIL OF FACULTY REPRESENTATIVES

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CSU Channel Islands	<i>Manuel Correia</i>
CSU Chico	<i>Mimi Miller</i>
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