



A MESSAGE FROM THE CHANCELLOR’S OFFICE



As the spring term begins to wind down, I want to share some work that I am involved in that supports your efforts related to literacy development and teacher education. As your CSU representative, I have had the opportunity to engage in conversations and discussions regarding how teachers

are prepared to teach reading. On a national level, I have had the privilege of being involved in an Institute of Education Sciences (IES) working group on evidence-use in teaching reading, and soon we will publish a Blueprint for Research. This paper is in response to the fact that despite the growth in the amount of research available on how children learn to read and the role teachers and instruction play in reading development, our knowledge of how to teach reading has not translated into clear gains in reading achievement as demonstrated by recent scores on the National Assessment of Educational Progress (NAEP). The goal of this blueprint is to provide IES with guidance on establishing research directions and investments over the next decade framed around the following questions:

- How do we impact educator knowledge and practice with the scientifically compelling evidence related to the teaching of reading?
- What factors ensure that gains in educator knowledge affect implementation of evidence-based instructional practices and student achievement in reading including students with or at-risk for disabilities? English learners? Students from multiple cultural groups?

I look forward to sharing this blueprint with you when it becomes available.

On a more regional level, I serve on the Leadership team for the UC/CSU Collaborative on Neurodiversity and Learning, which was funded by a one-time legislative allocation in 2020. Three of our campuses (CSU Dominguez Hills, Northridge, and Los Angeles) are involved in this important effort. Along with colleagues from

UCLA, elementary and special education faculty members from these CSU campuses are working collaboratively to develop a model postsecondary teaching reading curriculum and accompanying professional development materials for teacher educators, focused on dyslexia.

In these and in other literacy efforts, I will continue to rely on your collective expertise and the leadership of co-director Tanya Flushman to help inform me so that I might better support policy makers and practitioners.

Warm regards, Marquita

FACULTY SPOTLIGHT



Kai Greene, Ph.D. CCC-SLP is an assistant professor and a licensed speech-language pathologist at California State University, Dominguez Hills where he teaches courses in the College of Education: Department of Special Education. Now in his third year as a tenure-track faculty member, his classes address topics such as atypical and typical development and speech-language-communication disorders in K-12 populations. As well, he teaches a

INSIDE THIS ISSUE

1	A Message from the Chancellor’s Office
1	Faculty Spotlight
2	News from the Center
3	Expository Reading and Writing Curriculum (ERWC) Update
4	Mission Statement
4	Council of Faculty Representatives
4	Advisory Board
4	Contacting the Center

FACULTY SPOTLIGHT (*continued*)

course with specific focus on inclusionary practices for Spanish-English dual language learners. In addition he thoroughly enjoys the academic engagement of working with graduate students through all stages of development and completion of an applied research thesis project. During this time, he has served as a committee member for the annual CSUDH Student Research Conference and actively contributes to the dual language committee for the College of Education.

Dr. Greene's research interests continually focus on the intersection of Spanish-English bilingual language acquisition, development, and disorders. Of particular interest is dynamic assessment measures and applied intervention strategies to differentiate language differences from language learning difficulties. Currently as a faculty member at a university teacher education program, scholarly activities now extend to examine ways to better prepare pre-service teachers as inclusion specialists who will advocate for school-age students who not only come from a range of cultural and linguistic backgrounds but also present with diverse learning needs.

Recently, and with much enthusiasm, he became a task force member of the UC/CSU California Collaborative for Neurodiversity and Learning. In this capacity, participating faculty are restructuring and aligning course syllabi, assignments, and instructional materials in order to merge

current brain research to integrate better practices to support California's K-12 neurologically diverse students with dyslexia and other literacy-based learning challenges.

Dr. Greene completed his BA in Latin American Studies (1987) at UCLA. Initially he started out as a teaching assistant and then as an Eastman Project elementary bilingual classroom teacher for the Los Angeles Unified School District. In addition, he worked as an environmental education curriculum specialist with the United States Peace Corps in conjunction with Wildlife Conservation International/Caribbean Conservation Corporation in the Bay Islands of Honduras, Central America. He then completed his MA degree from California State University Los Angeles in Communication Sciences and Disorders (2002) and returned to work with LAUSD as a school-based speech-language pathologist. In time, he returned to school and attended the University of Texas at Austin from 2007 – 2012 earning his doctoral degree in Communication Sciences and Disorders with a concentrated clinical focus on diagnostic and intervention approaches for school-age Spanish-English emergent bilinguals. Eventually he arrived at his current position as a university professor. After three decades of service in the field of education, his curiosity to learn and better understand how teachers teach and how students learn continues.

NEWS FROM THE CENTER

Mentor teachers are truly an essential part of preparing future literacy teachers. In retrospect, many teachers highlight the significant role their mentor teacher played in their training and in shaping their perspective on what it means to be a teacher. We are well aware of the many wonderful literacy mentor teachers who work in the CSU system to tirelessly train their future colleagues. One of our recent agenda items is to better publicize and celebrate mentor teacher efforts in a public way so that their efforts can be acknowledged and appreciated and so that others in the profession can learn from their example.

One way that we believe we can do this is through seeking and honoring, Exemplary Secondary Mentor Literacy teachers. The CSU Center for the Advancement of Reading and Writing (CAR/W) is seeking nominations for exemplary literacy mentor secondary teachers. This call is for all cooperating secondary teachers in the CSU system. Teachers may be self-nominated or nominated by a teacher preparation faculty member (including faculty, lecturers, university supervisors, etc). All nominations will be reviewed





NEWS FROM THE CENTER (*continued*)

and screened by the CAR/W selection committee. If chosen, teachers will participate in a second round whereby they will propose a highlighted lesson to be captured via video. These videos will be showcased and used for educational purposes and select teachers will be featured on our CAR/W website. We look forward to sharing more details about this project in the future!

One of our other ongoing projects is to support CSU faculty as they work to align their credential programs to the new literacy Teacher Performance Expectations (TPEs) that are to be implemented beginning Fall 2021. Committees of faculty from the Center have been working to elaborate the adopted TPEs through providing definitions and examples of practice where helpful. For example, the multiple subjects foundational skills TPEs were elaborated on in collaboration by Dr. Tanya Flushman (Co-Director, CAR/W) and Dr. Sue Sears (UC/CSU CA Collaborative for Neurodiversity). The intent is to use these internal documents when designing and/or redesigning coursework to align with the TPEs. If you are interested in these documents, please contact Dr. Tanya Flushman at tflushma@calpoly.edu.

EXPOSITORY READING AND WRITING CURRICULUM (ERWC) UPDATE

The Expository Reading and Writing Curriculum (ERWC) is ready to officially archive ERWC 2.0 and fully launch 3.0. Please see the [blog](#) written by Jeff Frieden, *Upgrading to ERWC 3.0: Why You Should Be Excited*. In it, Mr. Frieden discusses the new opportunities for teachers that come with the upgrade to 3.0. The blog is being written by ERWC teachers, leads, and facilitators offering opportunities for sharing best practices and instructional innovations. During this time, this has been a great way for teachers to connect and help each other out.

We also want to share our Twitter Link (https://twitter.com/CSU_ERWC) where we are sharing exciting news about ERWC. There you can find tips from teachers, links to the blog and the webinars and upcoming information about ERWC. As we look to 2021-2022, we are excited about our customizable readers and mini-module readers that will launch this summer. Please keep watching this space for our webinar series which will begin again in fall of 2021, in the meantime, you can watch the webinars at our [ERWC site](#).



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.

COUNCIL OF FACULTY REPRESENTATIVES

CSU Bakersfield	<i>Alice Hays</i>
CSU Channel Islands	<i>Manuel Correia</i>
CSU Chico	<i>Mimi Miller</i>
CSU Dominguez Hills	<i>Kai Greene</i>
CSU East Bay	<i>Valerie Helgren-Lempesis</i>
Fresno State	<i>Imelda Basurto</i>
CSU Fullerton	<i>Kim Norman</i>
Humboldt State	<i>Marisol Ruiz</i>
CSU Long Beach	<i>Deborah Hamm</i>
Cal State LA	<i>Jennifer McCormick</i>
CSU Monterey Bay	<i>Joanna Wong</i>
CSU Northridge	<i>Vanessa Goodwin</i>
Cal Poly Pomona	<i>Peter Olson</i>
Sacramento State	<i>Marcy Merrill</i>
CSU San Bernardino	<i>Nicole Klimow</i>
San Diego State	<i>Katie Sciurba</i>
San Francisco State	<i>Marguerite Conrad</i>
San José State	<i>Allison Briceño</i>
Cal Poly San Luis Obispo	<i>Julee Bauer</i>
CSU San Marcos	<i>Christiane Wood</i>
Sonoma State	<i>Rhianna Casesa</i>
Stanislaus State	<i>Susan Neufeld</i>
CalStateTEACH	<i>Amanda Steiman</i>

ADVISORY BOARD

California Association for Bilingual Teacher Education	<i>TBD</i>
California Association of Teachers of English	<i>TBD</i>
California Commission on Teacher Credentialing	<i>David Deguire</i>
California Department of Education	<i>Aileen Allison-Zarea</i>
California Reading Association	<i>Stephanie Jeppson</i>
CAR/W Governance Council	<i>Allison Briceno</i>
	<i>Kai Greene</i>
	<i>Marcy Merrill</i>
	<i>Christiane Wood</i>
CISC ELA/ELD Subcommittee	<i>Lucy Edwards</i>
UC/CSU California Collaborative for Neurodiversity	<i>Sue Sears</i>

CONTACTING THE CENTER

CENTER FOR THE ADVANCEMENT OF READING AND WRITING

401 Golden Shore Ave.
Long Beach, CA, 90802
calstate.edu/car

Tanya Flushman
Co-Director
tflushma@calpoly.edu
(805) 756-5537