



CAR/W QUARTERLY

A MESSAGE FROM THE CHANCELLOR’S OFFICE



Thank you to Dr. Flushman for inviting me to contribute to the winter newsletter. As you read this, I will have retired after 33 years of service to the CSU. As a proud CSULA alumnus, it has been my honor to support the development and implementation of quality educational preparation programs

from various “seats.” First as a teacher in the Los Angeles Unified School District (decades ago!), then as a student, lecturer, and professor first at CSULA and then CSULB. I had the privilege of serving as dean of the College of Education for nine years prior to joining the Chancellor’s office in 2016. In my role as Assistant Vice Chancellor, I served as steward of the work we do at the Chancellor’s office in support of campus educator preparation programs. I had the opportunity to work alongside my dean, faculty, and staff colleagues to recruit, prepare, and retain diverse educators for our state. I share all of this as context, as our collective work to prepare such educators has never been as important as it is now. The multiple pandemics we have experienced over the last two years have left an indelible mark on education, across the segments. In PK-12 educators are developing innovative ways to address learning recovery and to support the emotional health of students still reeling from the effects of COVID-19. For those of us who prepare and support educators for these schools, we are developing new ways to address the “culture wars” that threaten the rights of educators to teach history and social studies in authentic ways to ensure the voices and experiences of all citizens are heard and reflected in the curriculum.



I look forward to the lessons you are learning about teaching and clinical experiences that will help to inform our collective path forward, so that when we do return to “the new normal” there will be a heightened focus on equity and excellence for all students. As the largest single educator preparation system in the state, (annually we prepare the majority of teachers); what we (you) do in the CSU matters. Thank you for your continued work on behalf of our students.

Warm regards, Marquita



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FACULTY SPOTLIGHT



Jennifer Fletcher is a Professor of English at California State University, Monterey Bay, where she coordinates the undergraduate program for future English teachers. She also teaches writing courses for first-year college students. Her twenty-five years of

experience in education include a decade as a high school teacher. The author of *Teaching Arguments* (2015), *Teaching Literature Rhetorically* (2018), and *Writing Rhetorically* (2021), Jennifer facilitates workshops and webinars on rhetorical literacy skills for teachers across the country and is a frequent speaker at conferences.

A strong believer in the value of teacher collaboration, Jennifer is involved with several K16 partnerships focused on supporting the long-term success of all students. She serves as a curriculum developer, workshop leader, and steering committee chair for the California State University's Expository Reading and Writing Curriculum (ERWC), a nationally recognized rhetoric-based literacy initiative. She also serves as a consultant for the College Board's AP English Language and Composition Course and the Pre-AP Program and as a member of the advisory board for the WRITE Center (Writing Research to Improve Teaching and Evaluation) at the University of California, Irvine.

Jennifer is committed to assets-based instruction that supports students in making their own choices as readers, writers, and thinkers. Author and teacher Kelly Gallagher calls her book *Writing Rhetorically* "an antidote to a far-too-common problem: an unhealthy co-dependency between young writers and their writing teachers." He writes, "I love how this book gives teachers practical strategies to move students from 'bounded' to 'expansive' thinking, and more importantly, how Fletcher positions her students to own the hard decisions necessary to sharpen their writing skills."

As Chair of California State University's Expository Reading and Writing Curriculum (ERWC) Steering Committee, Jennifer collaborates with educational partners across states and sectors to promote the effective design and implementation of the secondary ELA curriculum. Prior to serving as chair, Jennifer served as a member of the ERWC Advisory Committee and ERWC Task Force, first becoming involved with this academic preparation initiative in a leadership capacity



in 2005 when she was an English teacher at Buena Park High School. She has contributed to multiple editions of the curriculum and served as an instructional coach for teachers in San Jose as part of ERWC's two Investing in Innovation (i3) grants.

During the 2020-21 academic year, Jennifer coordinated ERWC's first annual webinar series, bringing speakers such as Matthew Kay, April Baker-Bell, and Tricia Ebarvia to the ERWC community. Jennifer also helped establish ERWC's first blog (erwc.blog). She is particularly proud of the work ERWC leaders accomplished during the emergency shift to distance learning caused by the COVID-19 pandemic. Despite and in response to extraordinary challenges, ERWC hosted numerous webinars to support effective online instruction and culturally and linguistically sustaining teaching, certified new cohorts of professional learning leaders, developed new Canvas courses for teachers and students, and published a professional learning resources binder and ERWC mini-module reader.

Jennifer is a native of California who earned her Ph.D. in English from the University of California, Riverside. She lives with her husband and two teenagers on the Central Coast of California, where she enjoys hiking, reading, and gardening.



NEWS FROM THE CENTER

Foundational Skills TPE Document: The Center continues to collaborate with the UC/CSU California Collaborative for Neurodiversity and Learning to create practical documents to support the implementation of the new literacy TPEs in the area of foundational skills. After getting extensive feedback from stakeholders and researchers and practitioners at CCTE, we are ready to begin disseminating the elaborated TPE document. Our first efforts will emphasize working with literacy teacher preparation faculty in the CSU system and will include creating materials (e.g., slides, screencast and guided group discussion prompts) that campuses can use when aligning their coursework with the new TPEs. When completed, these materials will be posted on the CAR/W website.

Equity and Inclusivity Study Group: The Equity and Inclusivity study group has continued our work in better understanding the ways literacy teacher educators can infuse culturally relevant curriculum and practice in teacher preparation programs. We have spent the bulk of our time participating in a book circle where we had the good fortune to read Dr. Ghody Muhammad's, *Cultivating Genius: An Equity Framework for Culturally Responsive and Historic Literacy*. The book grounded our rich discussions allowing each member to share experiences with equity literacy work at individual campuses. These productive conversations led to our most recent project which includes sharing artifacts that represent the work being done to embed equitable and inclusive practices in literacy in CSU teacher preparation course work. Our larger aim is to create a type of repository of these types of artifacts and to share our work more broadly in the system.

Exemplary Secondary Teacher Committee (EST): The EST Committee has been working hard on a project that connects and showcases exemplary secondary literacy cooperating teachers in California. A state-wide call for nominations yielded a number of wonderful teachers who could potentially participate in this effort. The committee will work this winter to identify the participating teachers and plan the professional learning community. The hope is to begin this learning community in April and to highlight some of the participants on the CAR/W website this year.

Teacher Performance Expectation (TPE) Committee: The TPE committee has had a series of working meetings where we are drafting an elaborated TPE document for secondary literacy teacher preparation faculty. The aim of this document is to create a scaffold for programs as they work to implement the new TPEs. It provides explanatory information and examples for each of the domains listed in the TPEs (meaning making, language development, effective expression, content knowledge and foundational skills). We are also very excited about our efforts to create an appendix to the document that aims to help content area teachers utilize high leverage disciplinary literacy practices that will also help them address the TPEs in their classes (e.g., science and history). This document is still in progress and we hope to share it with other campuses at some point in the spring.



EXPOSITORY READING AND WRITING CURRICULUM (ERWC) UPDATE

Live Conferences: After two years of virtual meetings, we are hoping to host in person ERWC conferences this June in Southern and Northern California. We are busy planning the logistics for a vibrant and interactive conference, and will be sending out a call for speakers shortly.

Curriculum Update: The ERWC 3.0 customizable reader is now available and teachers can select their modules from a wide array of materials and pair them with mini modules to tailor the curriculum for their particular district or classroom.

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MISSION STATEMENT

The CSU Center for the Advancement of Reading and Writing (CAR/W), 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.

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California Association of Teachers of English	<i>TBD</i>
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CONTACTING THE CENTER

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