

CAR QUARTERLY

Center for the Advancement of Reading (CAR) The California State University

A Message from the Chancellor's Office

Beverly Young, Assistant Vice Chancellor,
Academic Affairs

I'd like to extend my welcome to the new and challenging academic year of 2009/10! I hope you all had a good summer and are ready for the new year. This is a tough time for education in California in terms of budget and shrinking resources—and trying to do all the good work we do in less time every month makes this a more “interesting” time than usual. I continue to be impressed by the exciting things going on across our system despite the circumstances. You may want to occasionally access the CSU website for budget updates, <http://blogs.calstate.edu/budgetcentral/>, to keep current on latest developments. You also probably know that many of our campuses submitted major proposals to the federal Education Department for the expanded grant awards for the Teacher Quality Improvement program. Award announcements have just begun, and there is a “second chance” due date in October for new proposals and resubmissions. We think it is very likely that the CSU will be awarded a significant amount of federal funding under this program for teacher preparation initiatives. We'll keep you posted! I hope you all have a wonderful year, and I look forward to seeing you at the CAR Conference in the fall!



News from the CAR Directors

Nancy Brynelson
Hallie Yopp Slowik

The Center for the Advancement of Reading (CAR) is guided in its work by two groups. One group is the Council of Faculty Representatives. Each campus with a teacher education program and CalStateTEACH has a representative on the Faculty Council. We welcome new member **Sally Spencer**, CSU Northridge. She replaces **Kathleen Rowlands**, whose contributions to the work of the Council over the years are deeply appreciated. Best wishes to Kathleen in the many projects she has undertaken. This semester **Paul Boyd-Batstone**, CSU Long Beach, substitutes for **Jessica Zacher**, who gave birth to a beautiful baby boy, Valmik Pandya (“Miki”) this summer. Congratulations to Jessica, her husband, and Miki’s sister, Isabella. We also warmly welcome **Elizabeth Garza**, CSU

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San Marcos, who replaces **Patricia Stall**. Many thanks to Patricia for her past service.

The second group is the Advisory Board, consisting of representatives from public organizations and the Council. New to the board are **Deb Sigman**, Deputy Superintendent of the Curriculum, Learning, and Accountability Branch at the California Department of Education, and **Joan Macon**, President of the California Reading Association. Welcome! They replace **Anthony Monreal** and **Rosemary Rankin** to whom we extend our thanks for their service during the past several years.

The final page of this newsletter lists all members of both groups.

CSU Reading Conference 2009

With Foundation funds, we are moving ahead with the Fall 2009 Reading Conference, “Literacy for All Learners,” which will be held in Sacramento on November 5, 2009. We are so very pleased to have **Dr. Richard Villa** and **Dr. Ernest Morrell** as keynote speakers. Dr. Villa is a popular and inspiring speaker on differentiation and inclusion. Dr. Morrell is highly regarded for his work in critical literacy and urban education. California is fortunate to have both of these individuals in the state, and CAR is especially fortunate that each has agreed to speak at the eighth annual CSU Reading Conference. DON’T miss this event!

The CSU struggles with a difficult budget, and travel support is nearly nonexistent. However, travel is the only cost incurred by attendees of the CSU Reading Conference. There is NO registration fee, and participants receive FREE MATERIALS. We encourage all reading faculty—and our public school partners—to contact their campus CAR Council representative (listed on the final page of this newsletter). The representative is responsible for registering individuals for the conference.

Conference attendees also have FREE admission to the Leadership Summit sponsored by our partner, the Association of California School Administrators, which is held in the same location, on November 5.

What's New on the Web?

Some new documents have been added to the Professional Resources page on the CAR website (www.calstate.edu/car). We encourage you to explore the site!

California State Resources:

- *California Preschool Learning Foundations Power-Point Presentation* (CAR)
- *RICA—Program Planning Worksheet* (CAR)

National Resources:

- *The Nation's Report Card* (National Assessment of Educational Progress)
- *To Read or Not To Read: A Question of National Consequence* (National Endowment for the Arts)
- *International Literacy Statistics: A Review of Concepts, Methodology, and Current Data* (UNESCO)

Faculty Publications

Recent publications by CSU reading faculty include those listed below. Congratulations to the authors for their contributions to the field.

Borba, M. (2009). Caring closes the language-learning gap. *Phi Delta Kappan*, 90, 681-685.

Fisher, D., & Frey, N. (2009). *Background knowledge: The missing piece of the comprehension puzzle*. Portsmouth, NH: Heinemann.

Ganske, K., & Fisher, D. (Eds.) (2009). *Comprehension across the curriculum: Perspectives and practices K-12*. New York: Guilford.

Gordon, Lynn M. (2009). *The big collection of phonics flipbooks: 200 reproducible flipbooks that target the phonics and word study skills every primary student*

needs to know. New York: Scholastic.

Hull, G. Zacher, J., & Hibbert, L. (2009). Youth, risk, and equity in a global world. *Review of Research in Education*, 33, 117-159.

Moss, B. (2009). *25 strategies for guiding reading through information texts*. New York: Guilford.

Wilson, N. S., Grisham, D. L., & Smetana, L. (2009). Investigating content area teachers' understanding of a content literacy framework: A yearlong professional development initiative. *Journal of Adolescent & Adult Literacy*, 52, 708-718.

Please send CAR Co-Director Hallie Yopp Slowik (hyopp@fullerton.edu) the full citation of any recent publications by CSU reading faculty. They will appear in an upcoming issue of the *CAR Quarterly*.

Fast Facts about the CSU

- The CSU is the largest system of senior higher education in the country.
- The system serves approximately 450,000 students.
- The system employs about 23,000 faculty (51% full-time, 55% of fulltime faculty are female).
- The CSU has awarded nearly 2.5 million degrees since it was created in 1961.
- 22 of the 23 campuses offer teacher preparation programs. (The California Maritime Academy does not.) In addition, the CSU offers an online program, CalStateTEACH.

EAP, ERWC, RIAP: A Refresher

EAP is the CSU's Early Assessment Program, which assesses high schoolers' readiness for college-level English and mathematics. In their junior year, high schoolers have the opportunity to complete additional test items as a part of the California Standards Test (CST): They respond to 15 additional questions in both English and math, and they write an essay as part of the English exam. When they receive the test results for the CST, they also learn whether they are ready, conditionally ready (math only), or not yet ready for CSU college-level mathematics or English courses. Students can use these data to plan their senior years. Some high schools offer students the **ERWC**, the CSU-designed Expository Reading and Writing Course to improve their reading and writing skills. The course emphasizes the in-depth study of expository, analytical, and argumentative reading and writing. Five CSU campuses—Bakersfield, Fullerton, Northridge, Pomona, and Sacramento—currently offer **RIAP**, Reading Institutes for Academic Preparation. High school teachers attend institutes, designed by the CSU, where they learn strategies for improving their students' reading compre-

hension, vocabulary, academic language, and writing. They also learn about the ERWC, and many use elements of the ERWC in their classes.

RICA Update

The revised RICA was administered for the first time in August 2009. Candidates do not know the results of the exam, however, because passing scores were just established. The Commission on Teacher Credentialing determined the passing scores for the RICA video performance and the RICA written examination at its meeting on October 1-2, 2009. The decision was informed by the work of a Standard Setting Panel that met to review the results of the exam and recommend passing scores. The panel included several CSU representatives: **Erica Bowers**, CSU Fullerton; **Nancy Brynelson**, CAR; **John Shefelbine**, CSU Sacramento; and **Sally Spencer**, CSU Northridge. When the CAR Council of Faculty Representatives meets in November, candidates and credentialing institutions should have received the results of the August and the October administrations of the exam. At the CAR Council meeting we will discuss strategies for supporting faculty to help

their candidates understand the changes and requirements of the new exam.

The CTC Exam website for RICA is a valuable resource for candidates and faculty. It is available at <http://www.rica.nesinc.com/> and includes many types of preparation materials, including RICA content specifications, test structure table, annotated bibliography, written examination practice test with answer key and sample written responses, video performance assessment information guide, and a score report explanation. We have included in this newsletter the test structure table that summarizes the weighting for various portions of the exam.

Looking Ahead

Among the topics in upcoming issues of the *CAR Quarterly* are updates on the following:

- Preschool Framework
- Standards for the Reading Certificate and Specialist Credential

Content Specifications Domain	Number of Competencies*	Approximate Weighting	Approximate Number of Multiple-Choice Items	Number And Type of Constructed-Response Items	
				Focused Educational Problems and Instructional Tasks	Case Study
Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment	2	10%	10	0	1 (4-page response assessing all domains)
Domain 2: Word Analysis	5	33%	24	1 (2-page response)	
Domain 3: Fluency	2	13%	8	1 (1-page response)	
Domain 4: Vocabulary, Academic Language, and Background Knowledge	2	20%	15	1 (1-page response)	
Domain 5: Comprehension	4	23%	13	1 (2-page response)	
TOTAL	15	100%**	70	4	1

* In the revised RICA Content Specifications, the competencies reflect the knowledge, skills, and abilities related to the specific domain.

** Approximate due to rounding adjustment

Contacting the Center

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Council of Faculty Representatives

CSU Bakersfield *Barbara Bartholomew*
 CSU Channel Islands *Manuel Correia*
 CSU Chico *Deborah Summers*
 CSU Dominguez Hills *Lisa Hutton*
 CSU East Bay *Valerie Helgren-Lempesis*
 CSU Fresno *Imelda Basurto*
 CSU Fullerton *Ruth Yopp-Edwards*
 Humboldt State University *Jayne McGuire*
 CSU Long Beach *Paul Boyd-Batstone*
 CSU Los Angeles *Joan Fingon*
 CSU Monterey Bay *Irene Nares-Guzicki*
 CSU Northridge *Sally Spencer*
 Cal Poly Pomona *Jodene Kersten*
 CSU Sacramento *Marcy Merrill*
 CSU San Bernardino *Ina Katz*
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Mission Statement

The CSU Center for the Advancement of Reading, dedicated to excellence in literacy instruction, promotes the preparation of effective teachers and reading 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.