

CAR QUARTERLY

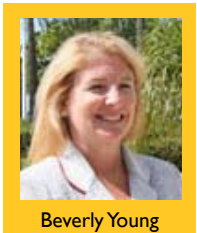
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A Message from the Chancellor's Office

Beverly Young, Assistant Vice Chancellor,
Academic Affairs



Beverly Young

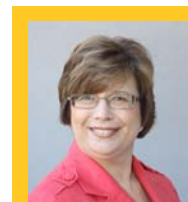
Greetings to the CSU Center for the Advancement of Reading (CAR) affiliates and friends. As you know, the CSU continues to be very proud of CAR's work, especially as evidenced by the state's recent recognition of CSU expertise by asking CAR Co-Directors Nancy Brynelson and Hallie Yopp Slowik to serve as the lead authors of the new English Language Arts and English Language Development Framework for the state adoption of the K-12 Common Core State Standards and English Language Development Standards. This is a very important task and will help to shape the ELA/ELD curriculum and instruction in California for years to come. So even as the new academic year opens with the state's continuing fiscal struggles, we are excited to continue the important work of the CSU and to take on such significant new challenges. Congratulations to Nancy and Hallie!

News from the Center

Nancy Brynelson - nbrynelson@calstate.edu
Hallie Yopp Slowik - hyopp@fullerton.edu

Welcome to a new academic year! It is a very busy time for educators in California. The Center and individual CSU language arts/literacy faculty are involved with many activities that will impact public education and teacher preparation programs in the years ahead. We are pleased to have the opportunity to participate in the development of the ELA/ELD Framework. We thank Beverly for her support and look to our

colleagues in the CSU and beyond to provide feedback on drafts through the formal mechanism provided by the process. Please check CAR's tweets regularly for these opportunities as well as for other time-sensitive news. In this issue of the *CAR Quarterly*, we share information about the committees involved in the work of developing the framework.

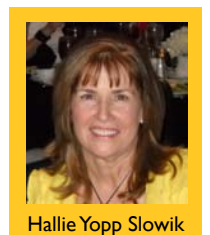


Nancy Brynelson

In addition to framework development, CAR is updating the curriculum and professional learning component of the Expository Reading and Writing Course (ERWC) and studying the impact of the program. More on this in a future newsletter.

We hope to sponsor in the spring a web or in-person meeting of CAR Council members and to offer one or two web-based topical meetings for all interested language arts/literacy colleagues in the CSU.

Best wishes for the 2012-2013 year!



Hallie Yopp Slowik

Developing the Framework

The *Reading/Language Arts Framework for California Public Schools* was last updated in 2007. Currently, work is being done to revise the framework, newly titled *English Language Arts/English Language Development Framework for California Public Schools*, to incorporate the following:

- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects



- current research in English language arts instruction
- new English language development standards (scheduled for adoption by the California State Board of Education at a Fall 2012 meeting)

Several committees are involved with this work. They include the following:

IQC

The Instructional Quality Commission (IQC) replaced the Curriculum Development and Supplemental Materials Commission of years past beginning in January 2012. The role of the IQC is to advise the California State Board of Education (SBE) on matters related to curriculum, instructional materials, and content standards. The IQC's members are appointed by the SBE, the California State Assembly, and the California State Senate. Current members are largely personnel from school districts (classroom teachers, coaches, teachers on special assignment, specialists, and administrators), with a few individuals from county offices of education, private educational companies, the University of California, and the Assembly and Senate. Chairing the IQC this year is Bill Honig, President of CORE. All meetings are open to the public. More information about the IQC can be found at www.cde.ca.gov/be/cc/cd/index.asp.

ELA/ELD SMC

Members of the IQC serve on subject matter committees. The English Language Arts/English Language Development (ELA/ELD) Subject Matter Committee (SMC) consists of six members and is chaired by Jo Ann Isken, Assistant Superintendent of Instruction in Lennox School District. This committee will review applications and make recommendations to the IQC for membership on the Curriculum Framework and Evaluation Criteria Committee (CFCC), provide guidance for development of the framework, and review drafts of the framework in preparation for full IQC review.

ELA/ELD CFCC

The ELA/ELD Curriculum Framework and Evaluation Criteria Committee (CFCC) will participate in drafting the ELA/ELD Framework. It will consist of 20 members, who will be selected to ensure balanced representation of regions, ELA and ELD content knowledge, and grade-

level experience. In addition, at least one member must have experience providing instruction to students with disabilities. A majority of CFCC members must be kindergarten through grade twelve teachers at the time of appointment. The application period closed mid-August and at its September meeting the IQC selected names to forward to the SBE, which will act on the recommendations in November.

Update on English Language Development Standards

Karen Cadiero-Kaplan, Director, English Learner Support Division, California Department of Education (formerly San Diego State faculty member), and Robert Linqanti, Director, English Learner Evaluation and Accountability Support, WestEd, recently presented new standards for English Language Development (ELD) to the State Board of Education (SBE). The standards were developed over a period of six months by staff from CDE and WestEd in consultation with a Panel of Experts comprised of California teachers, administrators, and university faculty.

The 2012 standards represent several key shifts in the conceptualization of language acquisition. For a summary of the shifts, see slides 10-11 of the PPT presented to the SBE at <http://www.cde.ca.gov/be/ag/ag/yr12/documents/sep12item03eldrev.pdf>. Among the shifts is a reduction in the number of proficiency levels, from five to three. See the chart on the following page of this newsletter for names and summary descriptions of the levels, as provided in CDE's *Overview of the California English Language Development Standards and Proficiency Level Descriptors* on page 4. (See next link, which also provides a more detailed description of entry and exit points for these levels.)

Aligned with the Common Core State Standards, the 2012 ELD standards are organized into three categories—Part I: Interacting in Meaningful Ways; Part II: Learning About How English Works; and Part III: Using Foundational Literacy Skills. Please see <http://www.cde.ca.gov/sp/el/er/eldstandards.asp> for the most recent drafts of the standards and other information. Documents available include an overview with proficiency level descriptors, grade level standards, and appendices. Formal adoption of the standards by the SBE is expected in November.



Proficiency Level	Description
Emerging	Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
Expanding	Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
Bridging	Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Transitional Kindergarten Begins

California’s historic transitional kindergarten (TK) program was officially launched this year. According to the Kindergarten Readiness Act of 2010 (SBI381), the kindergarten entry date changes from admitting children who will five years of age by December 2 to September 1. The change begins its three years phase in this academic year, with this year’s group of kindergarten entrants turning five by November 1. Children whose fifth birthday occurs between this year’s cut-off date (November 2) and the previous cut-off (December 2) will be admitted to a TK program in their local school districts. Although some

districts have offered prekindergarten or “preppy K” programs for years, all districts must make a TK program available for children affected by the new legislation. TK classes are taught by holders of a Multiple Subject Teaching Credential. Senate Bill 1853 provides optional formal educational and professional learning opportunities for TK teachers. For more information about transitional kindergarten, view the following sites:

www.cde.ca.gov/ci/g/em/kinderfaq.asp; www.tkcalifornia.org; www.preschoolcalifornia.org.

Next Generation of Assessments

The next generation of K-12 student assessments is on the horizon. In June 2011, California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing member. This national consortium consists of 27 states that are collaborating to develop a student assessment system aligned to the CCSS. CSU’s **Beverly Young** is the higher education representative to the Executive Committee overseeing the work.

Online, computer adaptive assessments are being developed for mathematics and English Language Arts for students in grades 3 through 8 and grade 11; students with significant disabilities will continue to take the California Alternate Performance Assessment. Opportunities for public review of drafts have been provided. (See CAR’s tweets at www.twitter.com/csucar.) A pilot test will begin in spring 2013. Teachers will participate in item and task development and students will engage with a variety of computer-administered tasks. The assessment is expected to be fully functional by the 2014-2015 academic year.

More information is available at <http://www.smarterbalanced.org/smarter-balanced-assessments/item-writing-and-review/>

CCSS and Teacher Preparation

Adoption of the CCSS requires that practicing and prospective teachers are prepared to teach to the new standards. The California Commission on Teacher Education (CTC) has plans to review several items relevant to teacher preparation to determine their alignment with the CCSS. These include the following:

- Teaching Performance Expectations (TPEs)
- Subject Matter Requirements (SMRs)
- California Subject Examinations for Teachers (CSETs)



Once that work is complete, it is likely that CTC will review Subject Matter Program Standards and Educator Preparation Program Standards for CCSS alignment as well.

All teacher preparation programs should ensure that candidates are fully informed about the CCSS and that they are prepared to teach to them. CAR has provided information about the CCSS since 2009 to Council Representatives from each CSU with a teacher preparation program, and more information and resources are forthcoming. Under “CAR Publications and Resources” on the CAR website, a slide presentation (recently updated) is available for faculty to view with colleagues or students as they wish. Other resources, including videos, presentations, and documents, are available at the sites listed in the chart below.

Common Core State Standards Resources

CCSS English Language Arts and Literacy Resources
www.cde.ca.gov/re/cc/elaliteracyresources.asp

Common Core State Standards
www.cde.ca.gov/re/cc/index.asp

Council of Chief State School Officers
www.ccsso.org

Smarter Balanced Assessments
www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp

Student Achievement Partners
www.achievethecore.org

Faculty Publications

Recent publications by CSU faculty involved with literacy instruction include those listed below. Congratulations to the authors for their contributions to the field.

Bartholomew, B. (2012). Where’s literature in the Common Core? *Educational Leadership*, 69(7), 82-85.

Fingon, J. C., & Ulanoff, S.H. (2012). (Eds.) *Learning from culturally and linguistically diverse classrooms: Using inquiry to inform practice*. New York: Teachers College Press.

Grant, M., Lapp, D., Fisher, D., Johnson, K., & Frey, N. (2012). Purposeful instruction: Mixing up the “I,” “We,” and “You.” *Journal of Adolescent and Adult Literacy*, 56, 45-55.

Lapp, D., Wolsey, T. D., & Shea, A. (2012). “Blogging helps your ideas come out”: Remixing writing instruction + digital literacy = audience awareness. *The California Reader*, 45(1), 14-20.

Moustafa, M. (2012). California’s Common Core State Standards in English Language Arts: What’s new, what’s not, and what’s missing. *The California Reader*, 45(4), 7-14.

Selvester, P., & Summers, D. G. (2012). *Socially responsible literacy: Teaching adolescents for purpose and power*. New York: Teachers College Press

Please send CAR Co-Director Hallie Yopp Slowik (hyopp@fullerton.edu) the full citation of any recent publications by CSU literacy faculty. Thank you.

Contacting the Center

Center for the Advancement of Reading

6000 J Street, Modoc Hall 2003
Sacramento, CA 95819-6018
(916) 278-4176

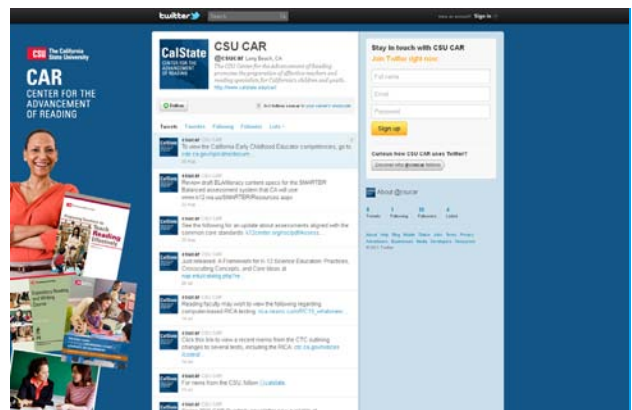
www.calstate.edu/car

Nancy Brynelson, Co-Director
nbrynelson@calstate.edu
(916) 278-4581

Hallie Yopp Slowik, Co-Director
hyopp@fullerton.edu
(657) 278-3900

Follow CAR on Twitter

To stay up-to-date on the latest CAR news, be sure to follow us on Twitter at www.twitter.com/csucar.





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San Francisco State U.	<i>Marguerite Conrad</i>
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Sonoma State U.	<i>MaryAnn Nickel</i>
CSU Stanislaus	<i>Susan Neufeld</i>
CalStateTEACH	<i>Jean Krsak</i>

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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.