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Changing Leadership

This summer Beverly Young retired from the CSU where she served first as a faculty member at CSU Fullerton and then for many years as Assistant Vice Chancellor of Academic Affairs. Beverly launched the Center for the Advancement of Reading in the



Beverly Young

2002 and was a strong advocate for its work. Her influence on teacher preparation in the state and the nation has been considerable. She served on many advisory committees, oversaw numerous innovative programs and projects, and was the “go-to”

programs and projects, and was the “go-to” source of knowledge about teacher preparation. We wish her well in her future endeavors and thank her for her support over the years.

We are delighted to welcome Joe Aguerrebere as the Interim Assistant Vice Chancellor. Dr. Aguerrebere began his professional career as a high school teacher in Southern California, serving in five diverse school systems as a teacher, assistant principal, principal, and district office administrator in elementary, middle, and high school settings. He later served as a tenured professor of educational administration at CSU Dominguez Hills and deputy director at the Ford Foundation in New York. Most recently he served as president and CEO of the National Board for Professional Teaching Standards in Washington DC. CAR Council representatives met him at the October council meeting.

A Message from the Chancellor's Office

Joseph Aguerrebere

Though not completely recovered from the Great Recession of recent years, the outlook for California's education sector is steadily improving. Our state budget is more stable and our vision for educating California's students is becoming clearer. The work of the Center for the Advancement of Reading (CAR) has contributed to that vision. I am happy to join the leadership team at the Chancellor's Office as we move forward together.

With the retirement of Beverly Young, I was appointed in July to serve as Interim Assistant Vice Chancellor for Teacher Education and Public School Programs at the Chancellor's Office. Also joining the Chancellor's Office leadership team in July is Dr. Loren Blanchard, Executive Vice Chancellor for Academic and Student Affairs. He brings a wealth of experience, serving most recently as Provost at Xavier University in Louisiana. His area of expertise and research is in teacher education and student success.



Joseph Aguerrebere

My recent visit to multiple sites at the successful statewide Teacher Summit on July 31st makes me optimistic about this school year. The theme of the summit was “Better Together,” which sums up how we need to work if we are to educate and provide hope to the next generation of students growing up in California. You have my best wishes for a productive and enjoyable academic year.



News from the Center

Nancy Brynelson – nbrynelson@calstate.edu

Hallie Yopp Slowik – hyopp@fullerton.edu

Culminating more than two years of work developing California's new *English Language Arts/English Language Development Framework*, we have helped launch the new document at more than a dozen events across the state beginning in December 2014. On January 29, 2016, CAR will co-sponsor its own framework launch with the Los Angeles County Office of Education in Los Angeles. We hope that your school district partners in Southern California and many of you are able to attend this important event. A flyer with a link to registration and a "sessions at a glance" are available at <http://www.cde.ca.gov/ci/rl/cf/Elaeldfwlaunchevents.asp>. In addition, we were pleased to be invited to develop the new Executive Summary for the *ELA/ELD Framework*. Please see the article on "Resources" in the next column for more information on the *ELA/ELD Framework*, its Executive Summary, and other supporting materials. Now that this major project is complete, we look forward to working with members of the CAR Council of Faculty Representatives to provide additional resources related to literacy, teacher preparation, the framework, and more.

Update on ERWC

The Expository Reading and Writing Course (ERWC) has been in the news lately as an example of an effective education innovation. A quasi-experimental study conducted by WestEd found that high school seniors enrolled in the ERWC performed better on the CSU's English Placement Test (EPT) compared to students enrolled in other courses—a finding that was statistically significant at the 1 percent level. The average difference in the EPT scores represented a positive effect size of 0.13. The full report is available at <https://www.wested.org/resources/evaluation-of-expository-reading-writing-course/>.

Nancy Brynelson discussed these findings and the curriculum at an October briefing in Washington DC, "Evidence at Work: Success Stories from Federal Investments in Education Innovation."

See a Tweet about the event at <https://twitter.com/SFAeducation/status/659815152502644737>. In addition, Robert Slavin wrote about the briefing in his weekly Huffington Post blog: http://www.huffingtonpost.com/robert-e-slavin/good-news-from-i3-project_b_8478848.html. Earlier, the CSU Public Affairs office issued a press release August 4, 2015, "ERWC Spells Success: ERWC Proven Successful Through English Placement Test Results": <http://news.calstate.edu/erwc-spells-success/>.

Resources

California's standards in English Language Arts and Literacy were adopted five years ago in 2010, and the English Language Development standards were adopted in 2012. Implementation of the standards is supported by the *ELA/ELD Framework*. The framework is a lengthy document—more than 1,000 pages—due to several factors. Among them is that it addresses two sets of standards—a first in frameworks! Another reason is that it includes numerous examples of practice, as requested by educators throughout the state. Framework launches are being held throughout the state to familiarize educators with the guidance provided in the document. In addition, numerous resources are posted online, including the new Executive Summary. Teacher preparation faculty may find many of these helpful in their work with teacher candidates.

ELA/ELD Framework: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Executive Summary: http://www.scoe.net/castandard/Documents/summary_ela-eld_framework.pdf

Information about Launches: <http://www.cde.ca.gov/ci/rl/cf/elaeldfwlaunchevents.asp>

Resources: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>



K-8 Instructional Materials Adoption

In November, the State Board of Education approved the recommendations of the Instructional Quality Commission (IQC) for the adoption of instructional materials for five types of programs, identified in the chart that follows. Teams of educators reviewed the programs last summer and then made recommendations to the IQC.

School districts are not required to adopt one of the recommended programs; however, districts must demonstrate that the program they do adopt has undergone review. See Chapter 12 of the *ELA/ELD Framework* for details. View the CDE Instructional Materials site for information on the process and the approved recommendations: <http://www.cde.ca.gov/ci/rl/im/>.

Number	Program	Condensed Description
1	Basic ELA	Provides a comprehensive curriculum in ELA for grades K-8; addresses the needs of students working at or near grade level
2	Basic ELA/ELD	Provides a comprehensive curriculum in ELA for grades K-8 with integration of the CA ELD Standards; intended to ensure all students master the CA CCSS for ELA and corresponding CA ELD Standards and includes materials necessary for designated ELD instruction
3	Basic Biliteracy	Provides instructional materials in English and in a language other than English with the goal of developing literacy in the two languages; is consistent with the content of the CA CCSS for ELA and includes linguistic modifications for the non-English language; the materials also provide instruction consistent with the CA ELD Standards
4	Intensive Intervention ELA	Provides an accelerated, intensive intervention pathway that supports the needs of students in grades 4-8 who are two or more years below grade level; designed to accelerate students' successful reentry into a basic program
5	Specialized ELD	Provides an intensive, accelerated pathway that supports the needs of English learners in grades 4-8 whose academic performance is below grade level and whose lack of language proficiency precludes them from performing at grade level

Follow CAR on Twitter!

Don't miss informative Tweets from the Center. A few recent ones include the following:

CAHSEE eliminated as a requirement for high school graduation:

<http://www.cde.ca.gov/nr/ne/yr15/yr15rel83.asp>

Have you seen this 2014 IES practice Guide on teaching academic content and literacy to ELs?

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/english_learners_pg_040114.pdf

See ILA's preliminary report on tchr prep for literacy instruction:

<http://www.literacyworldwide.org/docs/default-source/where-we-stand/teacher-preparation-report.pdf?sfvrsn=4>

View ELA/ELD instructional materials: <http://www.cde.ca.gov/ci/cr/cf/lrdoc.asp>.





Council of Faculty Representatives

CSU Bakersfield	<i>Kristina LaGue</i>
CSU Channel Islands	<i>Manuel Correia</i>
CSU Chico	<i>Deborah Summers</i>
CSU Dominguez Hills	<i>Lisa Hutton</i>
CSU East Bay	<i>Valerie Helgren-Lempesis</i>
CSU Fresno	<i>Imelda Basurto</i>
CSU Fullerton	<i>Ruth Yopp-Edwards</i>
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CSU San Marcos	<i>TBD</i>
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CSU Stanislaus	<i>Susan Neufeld</i>
CalStateTEACH	<i>Rebecca Chirchick</i>

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CSU Faculty Representatives	<i>Deborah Summers</i>
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	<i>Paul Boyd-Batstone</i>
	<i>Irene Nares-Guzicki</i>
	<i>Susan Neufeld</i>



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.