

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

A belated Happy 2009 to all of our CAR colleagues! I hope the year is off to a good start for each of you. While the state continues to struggle with fiscal issues, we are still hopeful that the important contributions that are made by the CSU to California's economy are recognized in the process. On a more positive note, be on the lookout for the CSU announcement of a new privately funded initiative, the CSU Center to Close the Achievement Gap. This important new endeavor is a great example of how the CSU can "step up" to address one of the more challenging issues in P-12 education, and how our campus education programs can play an important role in helping to ensure access to equity in educational opportunity for all of California's students.

News from the CAR Directors

Nancy Brynelson
Hallie Yopp Slowik

Greetings! We know that each of our education programs is working hard to maintain the high quality that the system is known for in spite of these difficult economic times. Without a doubt, the faculty are the most important factor in quality, and we are proud to be associated with the extraordinary reading instructors in the system. Best wishes to you all!

We hope that you and your colleagues check the CAR Web site occasionally. We have recently posted several new documents that are of likely interest to faculty. View the Professional Resources link.

It was with regret that we sent a recent message to Council members that the Spring Faculty Forum would not be held this year due to budget constraints. We continue to seek other funding, and we are working on a variety of ways to support faculty in keeping up-to-date with state and federal legislation and policy. We have very much appreciated our California Department of Education and Commission on Teacher Credentialing colleagues who gave their time to interact with faculty at these forums the past several years.

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Highlights from the Advisory Board

CAR's Advisory Board met in Sacramento on December 17, 2008. These meetings offer a venue for our public education partners to provide input to the CSU and to learn about our outstanding CSU programs and projects. Highlights from the December meeting are noted here:

- **Anthony Monreal**, California Department of Education, reported that increasing numbers of waivers are being submitted by school districts to delay adoption of the new reading/ language arts instructional materials. He also expressed concerns about teachers' preparedness to work with English Learners. He suggested that a different model of preparation (i.e., one that does not completely integrate CLAD instruction in the preservice program) may better support teachers in their work with English Learners.
- **Joyce Wright**, Curriculum and Instruction Steering Committee, California County Superintendents, discussed the delivery of professional development (authorized by SB 472) to prepare teachers to use recently adopted reading/language arts instructional materials. Those agencies, organizations, companies, and individuals wishing to provide the professional development must submit their curriculum to the

State Board of Education for approval. She also noted that the preschool years are the focus of considerable attention in the state and nation due to the recognition that the quality care and education in the early years provide the foundation for later success.

- **Holly Jacobson**, California School Boards Association, commented that school boards are seeking relief from the mandate to purchase newly adopted materials within 24 months. She noted that school boards are likely to be distracted from the focus on reading because the Algebra requirement for eighth graders has drawn considerable attention.
- **CSU Representatives** CSU faculty representatives to the Advisory Board provided updates on campus efforts in a number of critical areas, including preschool initiatives (**Valerie Helgren-Lempesis**, CSU East Bay), writing across the curriculum at the university (**Patricia Irvine**, San Francisco SU), assessment and tutoring of youth in the community through a regional Reading Center (**Irene Nares-Guziki**, CSU Monterey Bay), and the Early Assessment Program and the California Partnership for Achieving Student Success (**Lisbeth Cesar**, Cal Poly SLO).

RIAP Funding Announced

Five campuses were recently awarded funding to offer Reading Institutes for Academic Preparation (RIAP) beginning spring 2009. CSU Bakersfield, CSU Fullerton, CSU Northridge, Cal Poly Pomona, and CSU Sacramento were selected from among 15 campuses seeking funding. Given the budget crisis, only 100 participants will be served this year compared to 500 participants last year. The purpose of RIAP is to provide professional development to multidisciplinary teams of high school teachers and university faculty. The aim is to help high school students develop college-ready language and literacy proficiencies. In addition, participants develop skills needed to provide leadership for literacy improvement and the Early Assessment Program at their school sites and districts.

Preschool Happenings

As Faculty Representatives on the CAR Council have discussed at our meetings the past few years, there is considerable activity in the state in terms of serving California's preschoolers. Learning foundations have been developed in four areas: Social-Emotional Development, Language and Literacy, English-Language Development, and Mathematics. These were published in 2008 by the California Department of Education in *California Preschool Learning Foundations, Volume 1*. A framework to accompany Volume 1 is in development. Members of the CAR Council provided feedback to the writing team after reviewing a draft.

Reading faculty are strongly encouraged to review the foundations (particularly those in Language and Literacy and English-Language Development) and to share them with credential candidates as issues in literacy development and language development are addressed in courses. We have provided a link on the CAR Web site (www.calstate.edu/car): click on Professional Resources, then click on California State Professional Resources to find the foundations.

Foundations in Visual and Performing Arts, Physical Development, and Health are currently being developed, and Science and History/Social Science foundations will follow.

Faculty Publications

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

DeVoogd, G. (2009). Rechecking the research and the professional role of teachers: A response to Timothy Shanahan. *The California Reader*, 42(2), 4-15.

Fisher, D., Frey, N., & Lapp, D. (2009). Meeting AYP in a high-need school: A formative experiment. *Journal of Adolescent and Adult Literacy*, 52, 386-396.

Garan, E. M., & DeVoogd, G. (2008-09). The benefits of sustained silent reading: Scientific research and common sense converge. *The Reading Teacher*, 62, 336-344.

Gibson, S. A. (2008-09). An effective framework for primary-grade guided writing instruction. *The Reading Teacher*, 62, 324-334.

Theurer, J. L., & Arbildo, S. (2009). Empowering students through specific vocabulary instruction. *The California Reader*, 42(2), 29-33.

Yopp, H. K., & Yopp, R. H. (2009). Phonological awareness is child's play! *Young Children*, 64(1), 12-21.

Please send CAR Co-Director [Hallie Yopp Slowik](#) the full citation of recent publications by CSU reading faculty.

Students Take New RICA in August

Multiple Subject and Education Specialist credential candidates are required to pass the Reading Instruction Competence Assessment (RICA) in order to obtain their credentials. As a result of the publication of the 2007 *Reading/Language Arts Framework*, the RICA is undergoing its first major revision since its implementation. Similarly, credential programs throughout the state recently submitted plans to the CTC for modifying their reading/language arts programs in light of the new framework.

The first administration of the updated RICA will be August 2009. The five domains being assessed and their relative weights are 1) planning, organizing, and managing reading instruction based on ongoing assessment (10%); 2) word analysis (33%); 3) fluency (13%); 4) vocabulary, academic language, and background knowledge (20%); and 5) comprehension (23%). Multiple choice, constructed response, and case study items are currently being finalized. CAR Co-Director, **Nancy Brynelson**, is serving with teachers, professors, and administrators on the RICA Design Team.

Check under Professional Resources on the CAR Web site (www.calstate.edu/car) for more information on the RICA. Go to Professional Resources (California State) to view a chart comparing the original and new RICA specifications. A careful review of the new content specifications will be helpful as faculty advise candidates regarding their preparation for the exam.

A revised study guide will be posted on the CTC site in mid-June (link provided on the CAR Web site).

Please note: Your credential students may participate in field testing of constructed response items this April. In return, candidates will be given a \$40 voucher toward the RICA registration fee. Contact your campus's representative on the CAR Council for details.

Specialist Credential and Certificate Updates Due from the CTC Soon

Just as the Multiple Subject and Single Subject accreditation standards in reading, writing, and related language instruction recently have been updated, so too are the Reading Specialist and Certificate accreditation standards being updated. The existing *Standards of Program Quality and Effectiveness for the Reading Certificate and the Reading and Language Arts Specialist Credential* were adopted in 1998. CAR Co-Director **Hallie Yopp Slowik** is serving on the Commission on Teacher Credentialing's Reading Panel, which is responsible for revising the standards.

Looking Ahead

Among the topics in the next *CAR Quarterly* are the following:

- More on Preschool
- Expository Reading and Writing Curriculum
- Fall 2009 Reading Conference

Contacting the Center

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Faculty Council of Representatives

CSU Bakersfield	<i>Barbara Bartholomew</i>
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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>
Humboldt State University	<i>Jayne McGuire</i>
CSU Long Beach	<i>Jessica Zacher</i>
CSU Los Angeles	<i>Joan Fingon</i>
CSU Monterey Bay	<i>Irene Nares-Guzicki</i>
CSU Northridge	<i>Kathleen Rowlands</i>
Cal Poly Pomona	<i>Jodene Kersten</i>
CSU Sacramento	<i>Marcy Merrill</i>
CSU San Bernardino	<i>Ina Katz</i>
San Diego State University	<i>Barbara Moss</i>
San Francisco State University	<i>Patricia Irvine</i>
San Jose State University	<i>To be determined</i>
Cal Poly San Luis Obispo	<i>Lisbeth Ceaser</i>
CSU San Marcos	<i>Patricia Stall</i>
Sonoma State University	<i>MaryAnn Nickel</i>
CSU Stanislaus	<i>Susan Neufeld</i>
CalStateTEACH	<i>Jean Krsak</i>

Advisory Board

Association of California School Administrators <i>Linda Wisher</i>
California Department of Education <i>Anthony Monreal</i>
California Reading Association <i>Rosemary Rankin</i>
California School Boards Association <i>Holly Jacobson</i>
California State PTA <i>Barbara Ledterman</i>
Curriculum and Instruction Steering Committee, California County Superintendents <i>Joyce Wright</i>
CSU Dominguez Hills <i>Lisa Hutton</i>
CSU East Bay <i>Valerie Helgren-Lempesis</i>
CSU Monterey Bay <i>Irene Nares-Guzicki</i>
San Diego State University <i>Barbara Moss</i>
San Francisco State University <i>Patricia Irvine</i>
Cal Poly San Luis Obispo <i>Lisbeth Ceaser</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.