

CAR QUARTERLY

Spring 2012
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CENTER FOR THE ADVANCEMENT OF READING IS CELEBRATING 10 YEARS

OF DEDICATED SERVICE TO CSU, TEACHERS, AND
STUDENTS ACROSS CALIFORNIA.

A Message from the Chancellor's Office

Beverly Young, Assistant Vice Chancellor,
Academic Affairs

Hello CAR colleagues. I am so proud and excited to celebrate CAR's 10th anniversary with all of you! Our shared work in CAR over these years has been impressive. When CAR was established, it was partly to reassure many in the state about the competence and quality in CSU programs in the preparation of teachers of reading. We have done that and so much more! Thanks to all of you who represent your campuses in CAR's work, and congratulations!



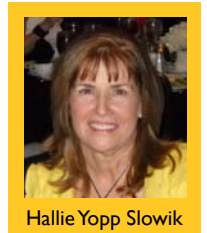
Beverly Young

News from the Center

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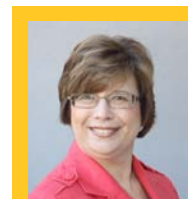
Ten years have flown by quickly, but they have been filled with considerable activity! Faculty from across the system have collaborated on many projects that have touched the lives of teacher educators, classroom professionals, and students from preschool through adolescence. At a recent meeting of the Advisory Board, we revisited CAR's Mission Statement and discussed the extent to which the points in the statement have been addressed in the last decade. We were pleased that board members were able to identify numerous ways in which CAR has lived its mission. As a part of our discussion, we considered whether the statement

needed to be updated. It was unanimously agreed that the statement is as relevant and important today as it was ten years ago. Kudos to the original group of faculty and public stakeholder partners who developed the statement! The names of the current Faculty Representatives and Advisory Board members who were part of the original group have been starred on the lists on page 5.



Hallie Yopp Slowik

As a part of our tenth anniversary celebration, we asked former Co-Directors MaryEllen Vogt, Dana Grisham, and Douglas Fisher to provide brief reflections on their experiences with CAR. Their remarks follow this column. We also invited members of the Advisory Board and the Council of Faculty Representatives to make comments. Due to space limitations, we could not include them all, but you will find selected comments in the red boxes sprinkled throughout this newsletter.



Nancy Brynelson

We thank all the faculty and public stakeholder partners who have served on the CAR Council of Faculty Representatives and the Advisory Board. You are the Center. It was your vision, and the work of CAR represents your energy, expertise, and insights. We also thank faculty and other colleagues who participated in the activities the Center sponsored—whether only one or many.

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"CAR is so valuable! It has helped me keep up with the latest changes in reading instruction and policies in California. I also have found the Co-directors and my CSU colleagues very helpful and supportive. I wish we had more opportunities to meet and work together to help all children."

Joan Fingon
Professor, CSU Los Angeles
Member, Council of Faculty Representatives



Did you read *CAR Quarterly* newsletters, view *CAR* presentations, attend *CAR* conferences or forums, follow *CAR* Tweets, access the *CAR* website, provide input on *CAR* documents? Thank you! Our hope is that you found value in what has been offered.

The bulleted items below are a partial list of the accomplishments and activities of the Center during its first ten years.

- *CAR Quarterly* newsletters (2008-present)
- *Preparing Teachers to Teach Reading Effectively* (2002)
- *Preparing Teachers to Teach Reading Effectively* (2007 Revision)
- *The Early Years: Promoting a Promising Start in Literacy Development* (2010)
- Annual CSU Reading Conference (2002-2009)
- Intersegmental Reading Faculty Forums (2002-2008)
- Website (www.calstate.edu/car)
- Twitter account (www.twitter.com/csucar)
- Informative brochure on the Center
- Secondary Literacy Summits (co-sponsor, 2010-2011)
- Informative PowerPoint presentations and other resources for faculty
- Single Subject Reading Task Force
- *Principles and Resources: Enhancing CSU Single Subject Reading Courses* (2004)
- Expository Reading and Writing Course, including statewide professional development workshops and annual Leader Certification sessions
- Reading Institutes for Academic Preparation (RIAP), including annual Leadership Institutes
- Participation at the Teacher Education Summit
- Meetings of the Council of Faculty Representatives
- Regional and Advisory Board meetings
- Teacher Education Task Force *From Rhetoric to College Readiness: The Expository Reading and Writing Course* (Investing in Innovation (i3) Development Grant)
- Preservice Faculty Workshops on College Readiness and the Early Assessment Program
- Representation on California State Literacy Team, RICA Specifications Panel, Reading Panel, Preschool Foundations and Framework groups, and more.

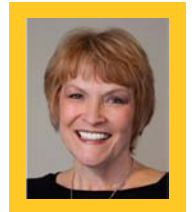
"The Center has facilitated communication between the CSU and many of the agencies involved supporting teachers of literacy. The opportunities to discuss and act on our shared visions for California's children and adolescents have been invaluable."

Valerie Helgren-Lempesis
Professor, CSU East Bay
Member, CAR Advisory Board

Reflections from Past Co-Directors

MaryEllen Vogt (2002-2004)

In the summer of 2002, I was quite surprised when I received a phone call in my office at Cal State Long Beach from the CSU Chancellor's Office. I was asked to come to the office across from the Queen Mary to discuss the formation of a new CSU system-wide project that would have as its focus better coordination in the elementary reading methods courses being taught across the CSU. There I met Beverly Young from the Chancellor's Office and Nancy Brynelson, who had previously worked as a consultant for the California Department of Education. Nancy and I agreed to take on this new project.



We both jumped in and soon learned that we enjoyed problem solving, curriculum review, working lunches, and glasses of Chardonnay during the off-hours. We also discovered that our CSU colleagues who were subsequently tapped for membership on the *CAR* leadership team shared an interest in examining practices in teacher education throughout the university system, as well as learning from one another. As we all began to work together, we saw some great things developing, highlighted at our first annual *CAR* conference (with a sell-out crowd).

During my tenure, we also began exploring secondary reading courses, and a subcommittee of the *CAR* leadership team worked long and hard on a comprehensive binder for the secondary reading lecturers and professors through the CSU system.

So...here we are ten years later and there have been three co-directors since 2004 when I retired. When Nancy and I signed on, we anticipated *CAR*'s longevity as maybe one or two years. It's been fascinating over the past ten years to see *CAR* involved in so many aspects of literacy for CSU



students, extending way beyond teacher education into students' preparedness for university reading and writing demands.

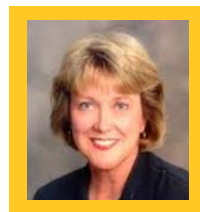
I extend my thanks and congratulations to Nancy and to the other co-directors who followed me. You all have exceeded CAR's early mission and goals, and you make me proud to have been on the ground-level of the Center for the Advancement of Reading!

MaryEllen, now retired, continues to write and provide professional development throughout the country, focusing especially on the SIOP Model. She spent a semester in Cologne, Germany as a visiting professor. She is enjoying time with grandchildren and a 60 pound Goldendoodle, volunteers with community organizations, and sings in two choruses in the Tahoe area. MaryEllen notes "Life is very good for us and I wish the same for all of you, my CSU colleagues!"

"ACSA values the opportunity we have had through our relationship with the Center to collaborate with the CSU and to provide services that support the literacy development of California's students."

Linda Wisler, Educational Services Executive
Association of California School Administrators
Member, CAR Advisory Board

Dana Grisham (2004-2006)



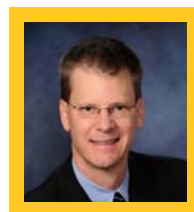
For over five years—three as a member of both the Council of Faculty Representatives and Advisory Board and two as a co-director—CAR was at the center of my service to the university and to the literacy learning establishment that I love. CAR created a community of literacy scholars who shared both accomplishments and challenges. In those days, we met face to face, but that collegiality is served today by the electronic newsletters published on the CAR website and soon by the online CAR Conversations. What CAR affords us is the opportunity to know our far-flung colleagues, their programs, their research, their accomplishments, and their challenges. Council Representatives share information with their campus-based colleagues, which is vital to our enterprise. While I served as faculty co-director at CAR, I worked on many projects. Two really meant a lot to me. First, the conferences that were held annually before Draconian budget cuts put an end to them, brought us

together as a community and enabled us to partake of professional development from each other as well as other nationally recognized scholars. A second project was called TETF, or the Teacher Education Task Force. Campus representatives from general education and special education met over a year to learn more about one other's fields. TETF was a powerful example of the kind of productive communication and output that can occur when faculty met with the goal of increasing communication and collaboration.

Dana retired from the CSU in 2010, but she continues to teach and engage in research. She still loves to collaborate and attributes some of her success in that to her CAR experiences. Her book on Transforming Writing Instruction with Technology will be published this year by Guilford. She is currently working on CCSS and text complexity with Freddy Hiebert through TextProject (<http://textproject.com>).

Douglas Fisher (2006-2008)

The Center for the Advancement of Reading brings together experts and practitioners who care deeply about students' reading. Over the years, CAR has facilitated a number of powerful conversations about quality literacy instruction and how to best prepare teachers for the realities they face in schools. I remember attending my first CAR conference and interacting with people whose work I was reading and who were implementing instructional improvements. I walked away from that conference enlightened and energized. I'm so pleased that CAR continues to foster interactions among people in this learning community. I know that I benefited greatly from the conversations I was able to have as a member of CAR and hope that many generations of CSU faculty to come will have the same opportunity.



During my time as faculty co-director, we focused on expanding the Expository Reading and Writing Course. It was very exciting to observe the process that provided hundreds of California students access to instruction surrounding informational texts. We also focused on the implementation and refinement of the Reading Institutes for Academic Preparation (RIAP). I attend a RIAP session in nearly every region in the state and was so impressed with the collaborative relationships I observed between university faculty, district and county staff, and teachers.



RIAP made a difference in the teaching repertoires of hundreds and hundreds of California teachers, not to mention the achievement of thousands of students. Alas, RIAP is yet another victim of the budget realities in California but the knowledge gained during those years endures.

Doug is a faculty member at SDSU and he teaches at Health Sciences High and Middle College School. He is currently working on lessons for the Common Core State Standards and recently co-authored a book about text complexity—a timely topic!

“The opportunities that have been offered by the Center to interact with CSU colleagues and engage with public agencies have enriched my professional life.”

Ruth Yopp-Edwards
Professor, CSU Fullerton
Member, Council of Faculty Representatives

“We value our relationship with the CSU and appreciate the opportunities to collaborate through the Center for the Advancement of Reading as we work collectively to support the literacy development of California’s students.”

Deborah V. H. Sigman, Deputy Superintendent
California Department of Education
Member, CAR Advisory Board

Faculty Publications

The *CAR Quarterly* was launched in 2008. Since that time, this column has announced the publication by CSU reading faculty of **58 articles or book chapters** and **29 books**, including the new publications listed below. There is no doubt that CSU faculty are influencing the field.

Fisher, D., Frey, N., & Lapp, D. (2012). *Teaching students to read like detectives: Comprehending, analyzing, and discussing texts*. Indiana University: Solution Tree Press.

Fisher, D., Frey, N., & Lapp, D. (2011). What research says about intentional instruction. In Samuels, S. J., & Farstrup, A. E. (Eds.) *What research says about reading instruction, 4th ed.* (pp. 369-378). Newark, DE: International Reading Association.

Fisher, D., Lapp, D., & Frey, N. (2011). Comprehension: The cooperation of many forces. In Lapp, D., & Fisher, D. (Eds.) *Handbook of research on teaching of the language arts, 3rd ed.* (pp. 258-263). New York: Routledge.

Jacobson, J., Johnson, K., & Lapp, D. (2011). *Effective instruction for English language learners*. New York: Guilford.

Lapp, D., & Fisher, D. (Eds.). (2011). *Handbook of research on the teaching of the English language arts, 3rd ed.* New York: Routledge.

Lapp, D., Moss, B., & Rowsell, J. (2012). Envisioning new literacies through a lens of teaching and learning. *The Reading Teacher, 65*, 367-377.

Montelongo, J. A., Hernandez, A., & Herter, R. J. (2011). Identifying Spanish-English cognates to scaffold instruction for Latino ELs. *The Reading Teacher, 65*, 161-164.

Rowsell, J., & Lapp, D. (2011). New literacies in literacy instruction. In Morrow, L. M., & Gambrell, L. B. (Eds.), *Best practices in literacy instruction, 4th ed* (pp. 395-411). New York: Guilford.

Yopp, R. H., & Yopp, H. K. (2012). Young children’s limited and narrow exposure to informational text. *The Reading Teacher, 65*, 480-490.

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

Looking Ahead

CAR anticipates being very busy supporting and sharing the work of CSU faculty and public partners as the new Common Core State Standards with an accompanying assessment system and a new English Language Arts/English Language Development Curriculum Framework are developed and implemented. In addition, work on the ERWC is expanding through the i3 grant to include earlier grade levels. As always, we look to you for feedback, advice, and suggestions.

Contacting the Center

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Council of Faculty Representatives

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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>
Humboldt State U.	<i>Jayne McGuire</i>
CSU Long Beach	<i>Paul Boyd-Batstone</i>
CSU Los Angeles	<i>Joan Fingon</i>
CSU Monterey Bay	<i>Irene Nares-Guzicki*</i>
CSU Northridge	<i>Sally Spencer</i>
Cal Poly Pomona	<i>Jann Pataray-Ching</i>
CSU Sacramento	<i>Marcy Merrill</i>
CSU San Bernardino	<i>Barbara Flores</i>
San Diego State U.	<i>Barbara Moss</i>
San Francisco State U.	<i>Marguerite Conrad</i>
San Jose State U.	<i>Katya Karathanos</i>
Cal Poly San Luis Obispo	<i>Anita Hernandez</i>
CSU San Marcos	<i>Elizabeth Garza</i>
Sonoma State U.	<i>MaryAnn Nickel</i>
CSU Stanislaus	<i>Susan Neufeld</i>
CalStateTEACH	<i>Jean Krsak</i>

Advisory Board

Association of California School Administrators
*Linda Wisher**

California Department of Education
Deb Sigman

California Reading Association
Lynn Gurnee

California School Boards Association
Angelo Williams

California State PTA
Elana Levens-Craig

Curriculum and Instruction Steering Committee,
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Irene Nares-Guzicki, CSU Monterey Bay*
Valerie Helgren-Lempesis, CSU East Bay*
Lisa Hutton, CSU Dominguez Hills
Barbara Moss, San Diego State U.
Susan Neufeld, CSU Stanislaus
Deborah Summers, CSU Chico

“Congratulations on the tenth anniversary of the Center for the Advancement of Reading. We applaud you for your dedication to teacher preparation and your spirit of collaboration. The partnership of the Center and the California Reading Association reflects our deep commitment to preparing excellent teachers. All of us serve educators and their students better when we work together.”

Lynn Gurnee, President-Elect
California Reading Association
Member, CAR Advisory Board

“Congratulations to CAR on its tenth anniversary! The California State PTA appreciates the opportunity to represent parents and families in the discussions on family engagement as it impacts teacher preparation and literacy programs.”

Elana Levens-Craig, Education Commission
California State PTA
Member, CAR Advisory Board

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.