



CAR/W QUARTERLY

A MESSAGE FROM THE CHANCELLOR'S OFFICE



The end of spring term is a time to reflect upon and celebrate the good work of our faculty on behalf of our students. I recently had the privilege of serving as Grand Marshal for the College of Education at CSU Long Beach. Observing our students (the majority of whom are first generation) and their families celebrating their achievement was an inspiring reminder of our collective

efforts. The preparation of the next generation of counselors, teachers, and leaders continues to be of utmost importance, especially in our current environment. That is, in addition to the deep content and clinical preparation that our candidates receive, I hope that they also are prepared to ensure that their future students become informed and concerned citizens—the next generation of change agents who will shape the future of our democratic nation.

A literate society is critical to our democracy. As stated in the recent CAR/W publication, *Preparing Teachers to Provide Excellent Literacy Instruction*, "Literacy empowers individuals to achieve their personal potential and to contribute to their community's potential. Literacy development is a lifelong process, and instruction and experiences in preschool through grade twelve provide the foundation upon which future possibilities are built." CSU faculty are leaders in this effort as teachers, authors, researchers, contributors to policymaking, partners with school districts, and more. I applaud this new document and the work of all CSU literacy faculty.

I wish you a restful and productive summer.

Marquita

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NEWS FROM THE CENTER

We were delighted that the Center was able to support a second meeting of the CAR/W Council of Faculty Representatives this academic year. We had a full agenda, which included discussions of California and CSU activities (RICA, the *California English Learner Roadmap*, and the CSU Graduation Initiative) and Center activities (new resources for faculty and ERWC modules). Faculty engaged in thoughtful discussions of our collective work to support California's teachers and students, and representatives left with materials to share with their literacy colleagues on their campuses, including the Center's just-published *Preparing Teachers to Provide Excellent Literacy Instruction* document and the CDE's *California Dyslexia Guidelines* and *California English Learner Roadmap*. Many resources are available on our website: www.calstate.edu/car.



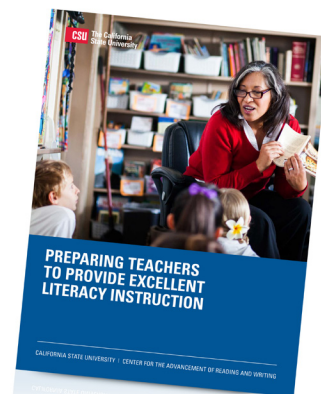
The next meeting of the Council of Faculty Representatives will be in Riverside on October 26, 2018, in conjunction with the California Reading Association's annual Professional Development Institute. Please let your campus representative know what topics you would like the Center to address as well as what resources you would find helpful in your important work with California's current and prospective teachers. The list of campus representatives is on the final page of this newsletter.

ERWC SUMMER INSTITUTES BEGIN!

Beginning in May 2018 more than 220 English language arts (ELA) teachers from almost 50 high schools in California and Washington will participate in nine summer institutes funded by the Investing in Innovation (i3) Validation grant awarded to Fresno County Superintendent of Schools in collaboration with the CSU. At the i3 institutes, teachers will prepare to pilot the third edition of the Expository Reading and Writing Curriculum (ERWC) with their students in grades 11 and 12. In addition, ELA and English language development (ELD) teachers from Sacramento and Fresno/Tulare area high schools will participate in two summer institutes funded by the National Professional Development (NPD) grant awarded to the CSU. At the NPD institutes, teachers will prepare to pilot ERWC modules with integrated and designated ELD with their English learner students in grades 9 through 12. Teachers from both projects will provide valuable input next academic year on the 70+ ERWC modules that have been developed by educators from across California and Washington. These new modules will be finalized for implementation by all teachers in 2019-20. To learn more about the ERWC, view the following on our website: <http://calstate.edu/car/erwc-project.shtml>.

NEW CAR/W PUBLICATION

The latest edition of a document that describes the work of the CSU in preparing literacy educators was released in April. Council representatives took several printed copies to their campuses to share with faculty and administrators. *Preparing Teachers to Provide Excellent Literacy Instruction* is the third edition of a document developed by faculty just prior to the establishment of the Center in 2002. The document describes the fundamental principles that guide literacy instruction in the CSU, elements of CSU teacher preparation for literacy instruction, and the CSU literacy faculty. In addition to the paper version, *Preparing Teachers to Provide Excellent Literacy Instruction* is available on our website at www.calstate.edu/car/publications.



WHO IS PREPARING CALIFORNIA'S TEACHERS?

The California Commission on Teacher Credentialing (CTC) provides a report to the Governor and Legislature each year on the number of teachers who receive credentials, certificates, permits, and waivers. In April, CTC's annual report for 2016-17, *Teacher Supply in California*, was released. Selected data are shared in the table here, which was taken from the report (available at https://www.ctc.ca.gov/docs/default-source/commission/reports/ts-2016-2017-annualrpt.pdf?sfvrsn=d69e51b1_2).

NEW CREDENTIALS ISSUED BY PREPARATION PATHWAY AND CREDENTIAL TYPE, 2016-2017					
Preparation Route	Multiple Subject	Single Subject	Education Specialist	Total	Percent
CA IHE-Prepared (traditional)	4,232	3,567	927	8,726	52.8%
CA IHE-Prepared (Intern)	843	919	1,286	3,048	18.5%
District/County Office-Prepared (Intern)	82	108	380	570	3.5%
Out of State/Out of Country-Prepared	1,753	1,706	713	4,172	25.3%
TOTAL	6,910	6,300	3,306	16,516	100%

Of the three Institution of Higher Education (IHE) systems, the California State University prepared nearly half (49.2%) of the new teachers in 2016-2017; Private/Independent Colleges and Universities prepared 43.4%, and the University of California prepared 7.4%.



FOLLOW CAR/W ON TWITTER!

Don't miss informative Tweets from the Center. Did you see the ones below, which are among our most recent?

- State Superintendent Torlakson announces that CA is joining a partnership with NGA and CCSSO to strengthen the quality of early childhood care and education. Learn more about Improving the Early Childhood Education Workforce here: <https://www.cde.ca.gov/nr/ne/yr18/yr18rel39.asp> #ECE #children #teachers
- How many public schools are there in CA? How many students and teachers? Who are they? Check this site for quick facts on education in California: <https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp>
- One out of every twenty Americans with a college degree earned it from the CSU. #chooseCSU
- Live stream the Board of Trustees meeting beginning at 10 a.m. here: <https://t.co/YSytD25AAH>
- Proud of this CSU student (and so many more)! [Black Panther writer/director Ryan Coogler] To all our students, it is your time! <https://twitter.com/calstate/status/987089344040058880>
- Thank you, California Department of Education (for the CDE CA Meals for Kids app): <https://twitter.com/CADeptEd/status/986729955894558721>
- See the updates on the English Learner Roadmap here: <https://www.cde.ca.gov/sp/el/rm/>

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COUNCIL OF FACULTY REPRESENTATIVES

CSU Bakersfield	<i>Bre Evans-Santiago</i>
CSU Channel Islands	<i>Manuel Correia</i>
CSU Chico	<i>Mimi Miller</i>
CSU Dominguez Hills	<i>Lisa Hutton</i>
CSU East Bay	<i>Valerie Helgren-Lempesis</i>
Fresno State	<i>Imelda Basurto</i>
CSU Fullerton	<i>Ruth Yopp-Edwards</i>
Humboldt State	<i>Marisol Ruiz</i>
CSU Long Beach	<i>Paul Boyd-Batstone</i>
Cal State LA	<i>Joan Fingon</i>
CSU Monterey Bay	<i>Irene Nares-Guzicki</i>
CSU Northridge	<i>Renee Ziolkowska</i>
Cal Poly Pomona	<i>Peter Olson</i>
Sacramento State	<i>Marcy Merrill</i>
CSU San Bernardino	<i>Kathryn Howard</i>
San Diego State	<i>Marva Cappello</i>
San Francisco State	<i>Marguerite Conrad</i>
San José State	<i>Katya Aguilar</i>
Cal Poly San Luis Obispo	<i>Tanya Renee Flushman</i>
CSU San Marcos	<i>Erika Daniels</i>
Sonoma State	<i>Rhianna Casesa</i>
Stanislaus State	<i>Susan Neufeld</i>
CalStateTEACH	<i>Rebecca Chirchick</i>

ADVISORY BOARD

Association of California School Administrators	<i>Scott Borba</i>
California Department of Education	<i>Tom Adams</i>
California Reading Association	<i>Joanne Devine</i>
California School Boards Association	<i>Julie Maxwell-Jolly</i>
California State PTA	<i>Otis Cross</i>
California County Superintendents Educational Services Association	<i>Lucy Edwards</i>
CSU Faculty Representatives	<i>Paul Boyd-Batstone</i>
	<i>Manuel Correia</i>
	<i>Valerie Helgren-Lempesis</i>
	<i>Lisa Hutton</i>
	<i>Irene Nares-Guzicki</i>
	<i>Susan Neufeld</i>



MISSION STATEMENT

The CSU Center for the Advancement of Reading and Writing, 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.

CONTACTING THE CENTER

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