

CAR QUARTERLY

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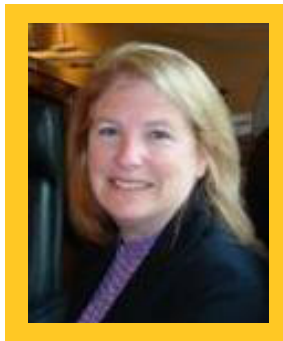
A Message from the Chancellor's Office

Beverly Young, Assistant Vice Chancellor,
Academic Affairs

Greetings to CSU literacy faculty and colleagues. I hope that you are enjoying the beginning of the holiday season and that your academic year is going well. As I'm sure you are all well aware, this continues to be a difficult time for public higher education in California, in terms of our state fiscal support and with related challenges. I hope we can all continue to focus on the powerful good work that we continue to engage in for our students--and their students--across the state. And related to that positive note, congratulations to our colleague, Nancy Brynelson, for playing a lead role in the successful award of a federal i3 grant related to the Expository Reading and Writing Course for high schools. Our proposal was one of only 23 funded (out of close to 600 proposals) and was rated among the top three in the nation. Nancy's hard work and dedication to this important component of the CSU effort to increase the college readiness of our entering students will make a significant difference in the state. In closing, thank you again for your continued important work, and I wish each of you the best in 2012.

**CSU ERWC
2011 Investing in
Innovation Fund (i3)
Grant Winner!**

...more on page 3.



News from the Center

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

The CAR Council of Faculty Representatives held its first Web-based meeting on October 21, 2011. Using Elluminate, representatives discussed a number of items of significance in the preparation and education of literacy teachers in the P-12 system. Updates and resources about California's implementation of the Common Core State Standards and new assessment system were shared. Also discussed was the timeline for development of a new English Language Arts framework and adoption of instructional materials that address the new standards. In addition, the Council reviewed several projects sponsored by the CSU, including those spearheaded by CAR. Projects include the Early Assessment Program, Expository Reading and Writing Course, Early Start Program, *Enhancing CSU Single Subject Reading Courses* (the resource notebook developed for those responsible for preparing candidates to support the literacy development of high school students), and CSU Teacher Evaluation Surveys. Faculty are encouraged to talk with their Council representatives about these efforts.

Council Representatives suggested that CAR sponsor Elluminate meetings that target single topics, such as the secondary literacy course, efforts to better serve the literacy development of English Learners, and assessment. These "CAR Conversations" would be open to all interested faculty in the CSU. We welcome suggestions for topics. What literacy-related issue would you to discuss with your CSU colleagues? Tell your campus representative or contact one of us.



In keeping with the mission of serving as a forum for the interchange of public and academic interests as well as fostering connections among CSU literacy faculty, P-12 partners, and public education stake holders, CAR's Advisory Board meets once or twice a year to discuss the common goal of serving California's children and youth. The Advisory Board will next meet in January, 2012. See the final page of this newsletter for a list of board members.

For timely notifications of important events, including important opportunities to provide input to policy, please be sure to follow CAR on Twitter: www.twitter.com/csucar.

Faculty Publications

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

Ajaji, B. (2011). Teaching alternative licensed literacy teachers to learn from practice: A critical reflection model. *Teacher Education Quarterly*, 38(3), 169-189.

Aminy, M., & Karathanos, K. (2011). Benefiting the educator and student alike: Effective strategies for supporting the academic language development of English Learner (EL) teacher candidates. *Issues in Teacher Education*, 20(2), 95-109.

Graff, N. (2011). "An effective and agonizing way to learn": Backwards design and new teachers' preparation for planning curriculum. *Teacher Education Quarterly*, 38(3), 151-168.

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

Common Core in California

California continues to move forward on the implementation of the Common Core State Standards. A timeline (see next article) has been established and resources are increasingly available. A year ago, the *CAR Quarterly* provided a list of informative Web resources addressing California's adoption of the standards. These can be found in Volume 3, Issue 2 under the *CAR Quarterly* Newsletter link on the CAR website: www.calstate.edu/car. Here we share a few more:

1. For a concise overview focused on the literacy-related standards, view a PowerPoint presentation that CAR developed for faculty. It is available under the CAR Publications and Resources link on the CAR website.
2. To search the standards, use <http://db.readinglions.net/commoncore>. This site provides users with the opportunity to search the new standards by grade, strand, and keyword. For example, to locate writing standards that address informational text, users select a grade level ("All") and strand ("Writing Standards K-12") from pull-down menus, and then type in a keyword ("informational text"). The standards appear and a printable form is available.
3. To compare the current California English Language Arts standards to the new California Common Core Standards, view the chart available by the Sacramento County Office of Education: http://www.scoe.net/castandards/multimedia/k-12_ela_crowwalks.pdf.

K-12 Materials Adoption

The regular K-12 framework development and corresponding K-8 instructional materials adoption cycle in California was suspended in July 2009 pursuant to ABX4 2 (Evans), Chapter 2, Fourth Extraordinary Session, due to the fiscal climate in the state. The recent passage of Assembly Bill 250 (Brownley) partially lifts the suspension. The timeline for the development of a new K-12 English Language Arts Framework and adoption of K-8 instructional materials is provided in the following chart, adapted from a California Department of Education presentation (<http://www.cde.ca.gov/ta/tg/sa/documents/ccssnotevr2011.pdf>).

Milestone	Time
Curriculum Commission approves plan, timeline, and criteria committee application	1/20/12
Field review of framework	9/2013
State Board of Education action on framework	5/2014
Common Core assessments begin	2014-15
Submission of materials for adoption	3/2018
State Board of Education approves materials	11/2018
Use of adoption materials	2018-19



Because there is a gap between the assessments of progress on the Common Core State Standards (2014-15) and the adoption of new instructional materials (2018-19), Senate Bill 140 (Lowenthal) was enacted. SB 140 requires the Department of Education to develop a list of K-8 supplemental English language arts materials (and K-7 mathematics materials) that bridge the gap between the adopted instructional materials currently used in school districts and California's new Common Core State Standards. It also authorizes school districts to purchase those materials, even though they are not on the state's existing list of instructional materials approved for adoption. Supplemental materials submitted by publishers will be reviewed by teachers and content experts for alignment with the new standards. The criteria for review will be determined by the State Board of Education at its January 2012 meeting, and review will occur during the spring. Opportunities for public review and input will be provided. It is anticipated that final recommendations for supplemental materials will be announced in October 2012. Purchase of the supplemental materials by districts is voluntary.

ERWC for Grades 7-11

Funded by a grant from the Merced County Office of Education, high school teachers and CSU and community college faculty members have been hard at work creating 20 new ERWC modules for grades 7-11. Eventually there will be four modules available at each grade that teachers can use to integrate reading and writing instruction using non-fiction text. Because of their alignment, these modules will be particularly valuable as schools transition to the Common Core State Standards. The new materials, once completed, will be made available to high school teachers who attend ERWC workshops. The CSU is currently exploring ways that professional development can be offered to middle school teachers who are interested in the modules for grades 7-8.

i3 Development Grant Award

The Fresno County Office of Education (FCOE), in partnership with the CSU and WestEd, was just awarded an Investing in Innovation (i3) Development Grant by the US Department of Education for the project, From Rhetoric to College Readiness: The Expository Reading and Writing Course. One of only 23 awards in the nation, the FCOE, CSU, and WestEd will use the funds to expand, update, and refine the ERWC curriculum; increase the scope

and effectiveness of professional development; establish intensive implementation classroom in key locations across the state; and investigate the effectiveness of the ERWC using a rigorous, quasi-experimental research design. The project will operate for four years beginning January 1, 2012.

CSU Teacher Evaluation Surveys

The CSU annually surveys credential program graduates and their employers. The following charts provide summary data on literacy-related items across the system for employers of those who completed Multiple Subject, Educational Specialist, and Single-Subject programs. Education deans have campus data. Faculty are encouraged to view those and consider any programmatic implications. CAR welcomes feedback on the data. Please speak with your representative to the Council or contact the CAR Co-Directors. See the final page of this newsletter for your campus representatives and the co-directors' contact information. See page 4 for the evaluation figures.

Looking Ahead

CAR celebrates its tenth anniversary in the spring! Look for a review of CAR's activities and messages from past co-directors.



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

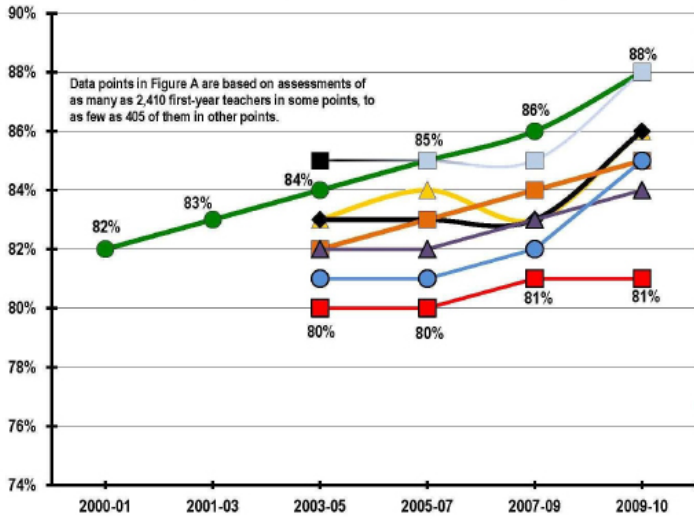


Figure A
Elementary School Principals Assess the Readiness of First-Year Teachers from the CSU to Teach Seven Domains of California's Reading-Language Arts Curriculum (K-6)

Percentages of CSU First-Year Teachers with Multiple-Subject Credentials Who Were Reported to be Well-Prepared or Adequately-Prepared to Use Effective Teaching Practices in Each RLA Curriculum Domain

- Overall Readiness to Teach Reading
- Seven RLA Curriculum Domains:
- (1) Teach Grammar, Punctuation, Spelling and Sentence Structure
- ▲ (2) Teach Listening Comprehension and Speaking Skills
- ◆ (3) Teach Vocabulary and Concept Development Skills
- (4) Readiness to Use This School's Adopted RLA Textbook(s)
- ▲ (5) Teach Comprehension of Literary and Narrative Selections
- (6) Develop Increased Reading Fluency among K-6 Students
- (7) Teach Phonemic Awareness, Decoding and Word Recognition

The evaluator increased the measurement reliability of data points in Figures A, B and C by combining cohorts of CSU program completers.

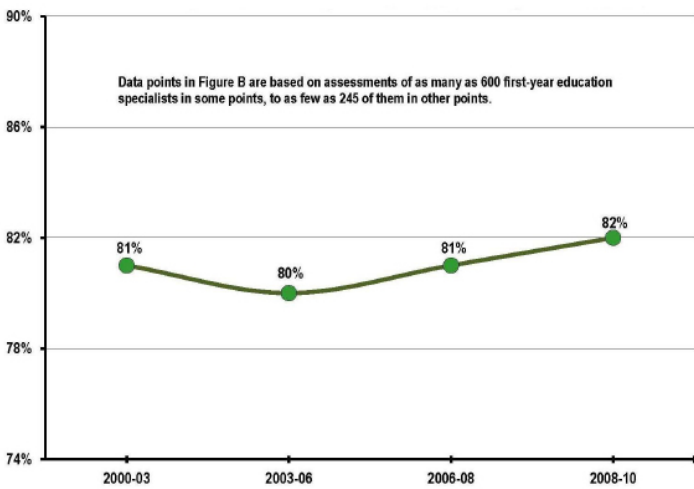


Figure B
Special Education Administrators Assess the Readiness of First-Year Education Specialists (Level I) from the CSU to Teach Reading According to California's Academic Content Standards in Reading

Percentages of CSU First-Year Education Specialists (Level I) Who Were Reported to be Well-Prepared or Adequately-Prepared to Teach Reading According to California Standards

- Overall Readiness to Teach Reading

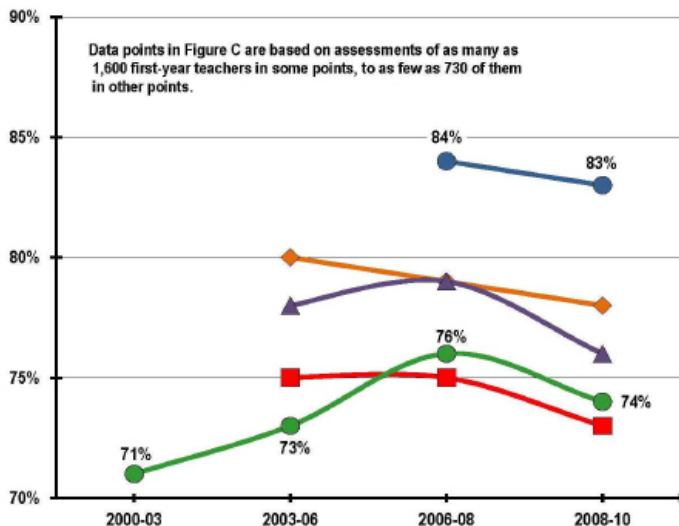


Figure C
Secondary School Leaders Assess the Readiness of First-Year Teachers from the CSU to Develop Students' Reading-Writing Skills in Content-Focused Classes (7-12)

Percentages of CSU First-Year Teachers with Single-Subject Credentials Who Were Reported to be Well-Prepared or Adequately-Prepared to Develop Students' Reading-Writing Skills in Content-Focused Classes

- Use Effective Strategies to Teach College Preparatory Reading and Writing
- ▲ Readiness to Develop Academic Vocabulary and Writing Skills
- ▲ Readiness to Draw on Students' Experiences to Motivate Them to Learn Language Skills
- Recognizes that Reading Instruction Improves Content-Focused Classes (7-12)



Advisory Board

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California Department of Education

Deb Sigman

California Reading Association

Lynn Gurnee

California School Boards Association

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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.