

CAR QUARTERLY

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A Message from the Chancellor's Office

Beverly Young, Assistant Vice Chancellor,
Academic Affairs

Hello CAR faculty colleagues, and happy 2014! I hope that the new year is off to a good start for you. The upcoming time promises to be even busier than usual in education as California prepares for the transition to the CA Common Core State Standards in English Language Arts/Literacy and Mathematics as well as to the new system of student assessment, the California Assessment of Student Performance and Progress, or CAASPP. As you know, the CSU is very proud that our own Center for the Advancement of Reading (CAR) and its Co-Directors, Nancy Brynelson and Hallie Yopp Slowik, were contracted by the state to serve as the primary authors of the new English Language Arts/English Language Development Framework for Grades TK-12. In addition, we are currently working with the CSU Deans of Education to schedule regional faculty meeting days to share ideas and best practices for changes in our preservice programs to address the new TK-12 education environment. I hope that you will all look for the announcement of these meeting days in your region and plan to attend.

News from the Center

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

We were pleased to provide funding to convene a meeting of the CAR Council of Faculty Representatives at the Chancellor's Office in late fall. The agenda was full, and each representative was provided a flash drive with a copy of a PowerPoint presentation to share with faculty on their

campuses as appropriate. Please contact your campus's representative for more information. (See the last page of this newsletter for a list of representatives.)

The past year, two projects have consumed much of the Center's time: the ERWC and the ELA/ELD Framework. A second edition of the Expository Reading and Writing Course (ERWC) for high school seniors was prepared, new modules for students in grades 7-11 were developed, and implementation is in full swing. Many thanks are extended to the faculty involved in the project as writers or presenters at professional learning events throughout the state. We also appreciate our partners in public schools and county offices. The ERWC continues to be well received. Updates on the English Language Arts/English Language Development (ELA/ELD) Framework are provided in the next article.

As California moves forward with implementation of new standards, resources are being developed. Preservice and inservice teachers likely will find them very valuable, and faculty report using them in teacher preparation programs. In a future newsletter we will provide a more comprehensive list, but here we highlight two resources:

- CCSS Professional Learning Modules for Educators, offered by the California Department of Education, are available at <http://www.cde.ca.gov/re/cc/ccssplm.asp>. Currently, twelve modules are ready for use.
- Teachers College Reading & Writing Project has numerous videos of Common-Core aligned teaching and learning. Go to <http://readingandwritingproject.com/resources/common-core-standards/ccs-videos.html>.

As always, best wishes in your important work!



Update on the ELA/ELD Framework

The draft ELA/ELD Framework and a feedback survey currently are online for public review. We encourage all faculty to offer feedback on the document. Comments on as little or as much of the document as you are able to review will be helpful. Please know that because there likely will be paring down, we appreciate learning what you find valuable and important as well as hearing your recommendations and concerns. The current public review period ends on February 13. Comments will be discussed by the Instructional Quality Commission and direction will be provided to the lead authors for changes. A second round of public review will begin in mid-May. Please go to <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrk2014pubrev.asp>. Input from teacher preparation faculty is crucial.

Faculty Publications

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

Articles

Fisher, D., & Frey, N. (2013). Show me the proof: Requiring evidence in student responses. *Principal Leadership*, 13(7), 57-61.

Frey, N., Fisher, D., & Nelson, J. (2013). It's all about the talk. *Kappan*, 94(6), 8-13.

Katz, M., Brynelson, N., & Edlund, J. R. (2013). Enacting rhetorical literacies: The Expository Reading and Writing Curriculum in theory and practice. In D. E. Alvermann, N. J. Unrau, and R. B. Ruddell (Eds.) *Theoretical Models and Processes of Reading* (6th ed.) (pp. 978-1014). Newark, DE: International Reading Association.

Lapp, D., Grant, M., Moss, B., & Johnson, K. (2013). Students' close reading of science texts: What's now? What's next? *The Reading Teacher*, 109-119.

Books

Boyd-Batstone, P. (2013). *Helping English language learners meet the Common Core: Assessment and instruction*. NY: Routledge.

Fisher, D., Frey, N., & Alfaro, C. (2013). *The path to get there: A Common Core road map for higher student achievement across the disciplines*. New York: Teachers College.

Yopp, H. K., & Yopp, R. H. (2014). *Literature-based reading activities: Engaging students with literary and informational text* (6th ed.). Boston: Pearson.

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

Update on Reading/Language Arts Teacher Preparation from the Center for Teacher Quality

The three graphs on the following page were prepared for CAR by the CSU Center for Teacher Quality as a result of the annual surveys designed to study the effectiveness of CSU teacher credential programs. Responses are based on the ratings of teacher preparedness by supervisors of first-year teachers who earned Multiple Subject, Single Subject, and Education Specialist credentials.

Contacting the Center

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Figure A: Percentage of Multiple Subject program graduates rated by their supervisors as well or adequately prepared to teach reading/language arts.

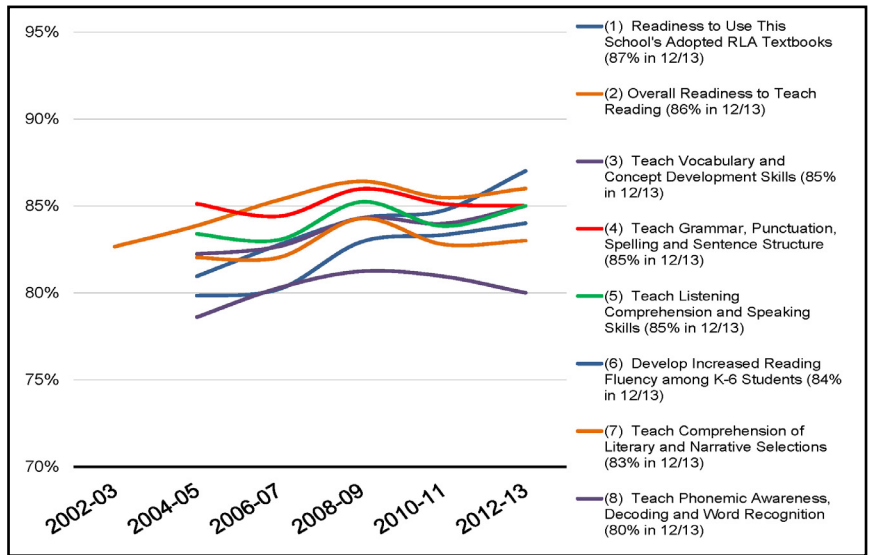


Figure B: Percentage of Education Specialist program graduates rated by their supervisors as well or adequately prepared to teach reading/language arts.

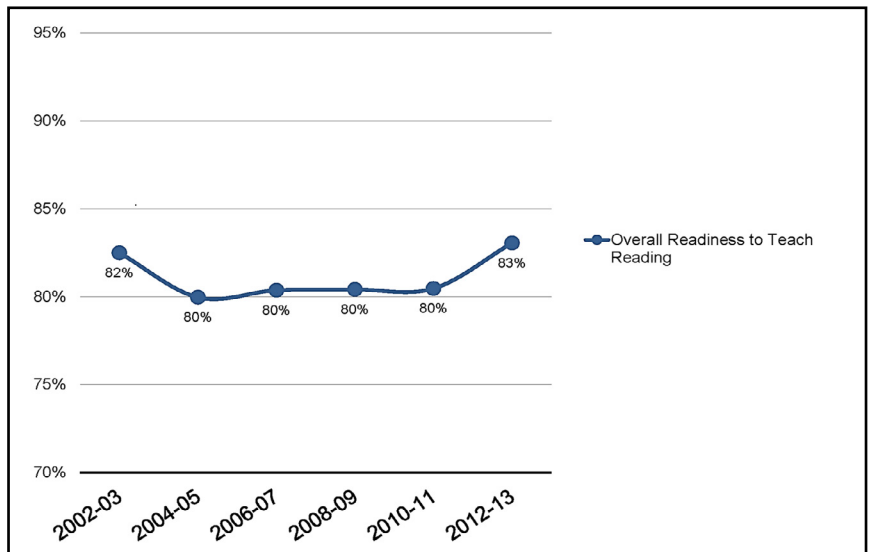
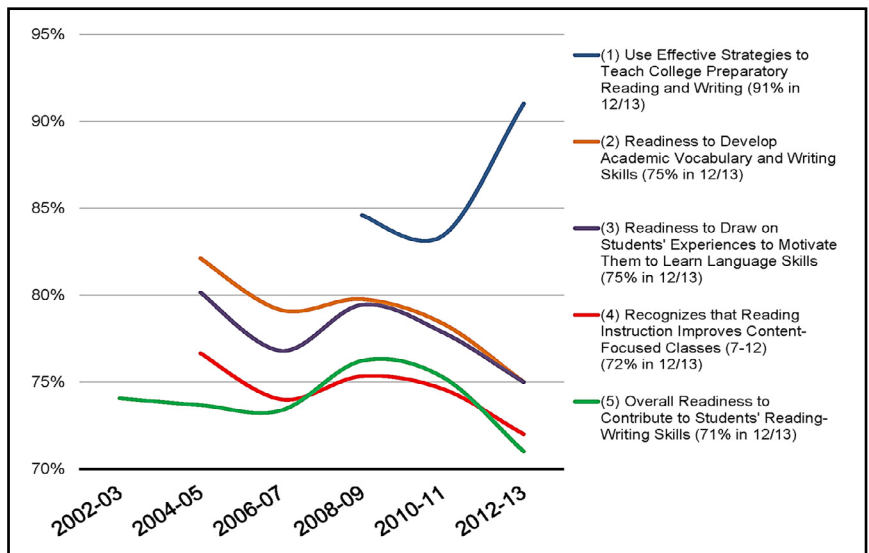


Figure C: Percentage of Single Subject program graduates rated by their supervisors as well or adequately prepared to develop students' reading/writing skills.





Advisory Board

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Linda Wisher

California Department of Education

Deb Sigman

California Reading Association

Lynn Gurnee

California School Boards Association

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California State PTA

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MaryAnn Nickel

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CalStateTEACH

Rebecca Chirchick

**pending appointment*

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.