

# CAR QUARTERLY

Spring 2011  
Volume 3, Issue 3

## INSIDE THIS ISSUE

A Message from the Chancellor's Office. . .	1
News from the CAR Directors. . .	1
Faculty Publications. . .	2
Transitional Kindergarten. . .	2
Report from the Commission on Teacher Credentialing. . .	2
Striving Readers Comprehensive Literacy Grant. . .	3
California's Common Core Content Standards for ELA. . .	3
Contacting the Center . . .	3
Council of Faculty Representatives . . .	4
Advisory Board . . .	4
Mission Statement . . .	4

## A Message from the Chancellor's Office

Beverly Young, Assistant Vice Chancellor,  
Academic Affairs

Hello faculty colleagues!

I hope that your spring term is going well, and that you are enjoying your teaching, research, and other professional activities this year. This is a challenging time for us in the CSU, as it seems that every conversation involves our budget issues with the state. I hope that we are all able to focus on the opportunities that these issues provide, even when unexpected. Although our work may seem easier when we are not so constricted by money considerations, I really do believe that this context does allow us the opportunity to view our work in a new way and perhaps set some priorities that may result in a sharper focus on the most important parts of what we do. That being said, I also hope that this "opportunity" does not last forever, and that the CSU is once again more appropriately supported by the state in the not too distant future. Thank you again for all that you do for the students of California!



## News from the CAR Directors

Nancy Brynelson - nbrynelson@calstate.edu

Hallie Yopp Slowik - hyopp@fullerton.edu

This year marks the tenth since a meeting of faculty from each CSU campus offering a credential program was convened at the Chancellor's Office to discuss effective ways of communicating what we, the largest higher education system in the nation, do to prepare teachers in the field

of literacy and to share effective practices. That meeting turned into a series of meetings, which led to the establishment of a CSU Center for the Advancement of Reading. CAR will celebrate its tenth anniversary next year. We thank all the faculty and stakeholders who have contributed to and participated in the activities of CAR as we work together toward the important goal of providing the best literacy education for all of California's children and youth.

CAR is in the process of establishing a Twitter account. Our plan is to post Tweets announcing important literacy events that impact the preparation and continued development of teachers. We will soon send the link to CAR Council members. Follow us!

We are deeply saddened by the recent death of **Dr. Armin Schulz**, beloved faculty member at CSU Stanislaus. Dr. Schulz was very active in the literacy field and made significant and lasting contributions to his campus, community, state, and beyond. He was a past President of the California Reading Association (CRA), and he was the recipient of several awards: the state-wide Marcus Foster Memorial Reading Award honoring both service and scholarship to the state, the California Association of Teachers of English (CATE) "Classroom Excellence Award," and his campus's Outstanding Professor of the Year award. Colleagues on his campus and in the larger literacy community will miss him. In lieu of flowers the family would appreciate donations to the CSU Foundation - Faculty Center for Excellence in Teaching and Learning (FCETL) at CSU Stanislaus in memory of Dr. Armin R. Schulz. For more information about FCETL please visit the website at [www.csustan.edu/facultycenter](http://www.csustan.edu/facultycenter).



## Faculty Publications

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

Bowers, E., & Keisler, L. (2011). *Building academic language through content-area text: Strategies to support English language learners*. Huntington Beach, CA: Shell Education.

Fingon, J. C. (2011). Integrating children's books and literacy into the physical education curriculum. *Strategies: A Journal for Physical and Sport Educators*, 24(4), 10-13.

Fisher, D., & Frey, N. (2011). *Improving adolescent literacy: Content area strategies at work* (3rd ed.). Boston: Allyn & Bacon.

Herrell, A. L., & Jordan, M. L. (2012). *Fifty strategies for teaching English Language Learners* (4th ed.). Boston: Allyn & Bacon.

Lombardi, J. (2011). *Guide to PACT: Performance Assessment for California Teachers*. New York: Pearson Allyn Bacon.

McCormick, J. (2011). Transmediation in the language arts classroom: Creating contexts for analysis and ambiguity. *Journal of Adolescent & Adult Literacy*, 54, 579-587.

Murawski, W., & Spencer, S. (2011). *Collaborate, communicate, & differentiate! How to increase student learning in today's diverse schools*. Thousand Oaks, CA: Corwin Press.

Please send CAR Co-Director Hallie Yopp Slowik the full citation of any recent publications by CSU reading faculty. She may be reached at [hyopp@fullerton.edu](mailto:hyopp@fullerton.edu).

## Transitional Kindergarten

As noted in the Winter 2010-2011 issue of the *CAR Quarterly*, Senate Bill 1381 mandates the establishment of transitional kindergartens beginning Fall 2012. Transitional kindergartens will accommodate those children who are affected by the change in the birth date requirement for entrance into kindergarten. Like kindergartens, attendance in transitional programs is voluntary. Transitional kindergartens will be taught by teachers who hold Multiple Subject Teaching Credentials. It is critical that Multiple Subject Credential programs prepare credential candidates to provide age and developmentally appropriate curriculum and instruction for young children.

CAR has developed a PowerPoint presentation that provides an overview of California's implementation of transitional kindergartens. Faculty are welcome to share it with colleagues and credential candidates. It is available under the CAR Publications and Resources link at the CAR website: [www.calstate.edu/car](http://www.calstate.edu/car). It was also emailed to members of the CAR Council of Faculty Representatives. See the last page of this newsletter for each campus's representative.

## Report from the Commission on Teacher Credentialing

Geri Mohler, CTC Consultant

New Reading Specialist Standards

As you are aware, revised standards for the reading specialist program were approved by the Commission last fall. The program standards have new names. The former Reading Certificate is now known as the Reading and Literacy Added Authorization (RLAA) and the Reading and Language Arts Specialist Credential is now known as the Reading and Literacy Leadership Specialist Credential (RLLSC). At the end of January, a technical assistance webcast was provided at CTC. It provided information about the standards and the transition process. This webcast was archived and can be viewed at any time. Along with the webcast, multiple tools were provided to assist programs in the transition and a Frequently Asked Questions document has been prepared and will be updated regularly. Programs were asked to provide a date when they would be transitioning to the new standards and most programs have responded. One of the next steps for the Commission is to establish a blog or some kind of collaborative means by which programs can share ideas, questions and concerns. When that has been prepared, programs will be notified. For information, go to [www.ctc.ca.gov/educator-prep/reading-specialist.html](http://www.ctc.ca.gov/educator-prep/reading-specialist.html).

Advisory Panel on General Education Programs (Multiple/Single Subject Programs)

At its April meeting, the Commission addressed the establishment of an advisory group to discuss the revision of the Multiple/Single Subject program standards. You may wish to follow this work/discussion or even apply to participate in the work of the proposed advisory panel. Here is a link to the Commission item that begins this discussion: [www.ctc.ca.gov/commission/agendas/2011-04/2011-04-3F.pdf](http://www.ctc.ca.gov/commission/agendas/2011-04/2011-04-3F.pdf). In June, another agenda item with a plan for the

implementation of the advisory group will be presented. You can keep track of Commission agenda items here: [www.ctc.ca.gov/commission/agendas-minutes.html](http://www.ctc.ca.gov/commission/agendas-minutes.html).

In order to inform this panel in its work, a survey will be sent out to stakeholders to learn how the changes in Multiple/Single Subject program standards related to reading are being implemented and to get feedback as to the perceived appropriateness of the standard language. This includes standards 7A, 7B and 8B(d). Please be on the lookout for this survey, which will be sent out at the beginning of the next school year.

### Striving Readers Comprehensive Literacy Grant

The California Department of Education (CDE) recently submitted an application for a Striving Readers Comprehensive Literacy Grant to the U.S. Department of Education. The application was developed by the SRCL State Literacy Team, on which CAR Co-Director **Nancy Brynelson** serves. Priorities of the grant include improving student learning outcomes, enabling more data-based decision-making, and using technology effectively. CDE will hear in August if the application is successful. However, we have heard that there will be very few state SRCL grants awarded. Moreover there is no assurance of funding beyond one year. Should California be funded, school districts would submit proposals to CDE for funding. For the sub-grant, districts would be asked to implement a comprehensive and coherent literacy program that serves students from birth through grade twelve. They would be required to partner with service providers for early care and education and encouraged to partner with institutions of higher education. Districts would be asked to address the needs of students evidencing gaps in achievement and to align curriculum and instruction with the Infant/Toddler Learning and Development Foundations, the Preschool Learning Foundations, and California's Common Core Content Standards. Other key features include implementation of the Response to Instruction and Intervention model and assessments for students at all levels. For more information please see [www.cde.ca.gov/pd/ca/rl/srclhomepage.asp](http://www.cde.ca.gov/pd/ca/rl/srclhomepage.asp).

### California's Common Core Content Standards for English Language Arts

As noted in our previous issue of the *CAR Quarterly*, California adopted its own version of the Common Core State Standards in August, 2010. In that issue, we provided links to many useful resources. We have also developed our own PowerPoint presentation as a resource to faculty. It was recently provided to members of the CAR Council of Faculty Representatives to distribute to literacy faculty to use if and as they wish. It has also been posted under the CAR Publications and Resources link on the CAR website. Although implementation is not anticipated for a several years, California's version of the Common Core State Standards should be a part of all credential candidates' education now. We hope faculty will find the PowerPoint useful. We look forward to faculty and other stakeholders' feedback.

### 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](http://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

*We thank Jessica Corral, Administrative Support Coordinator, CSU Office of the Chancellor/Center for the Advancement of Reading, for the new look of the CAR Quarterly.*



## Advisory Board

Association of California School Administrators  
*Linda Wisher*

California Department of Education  
*Deb Sigman*

California Reading Association  
*Joan Macon*

California School Boards Association  
*Holly Jacobson*

California State PTA  
*Suzan Solomon*

Curriculum and Instruction Steering Committee,  
California County Superintendents  
*Naomi Eason*

CSU Faculty Representatives  
*Deborah Summers*  
*Lisa Hutton*  
*Valerie Helgren-Lempesis*  
*Irene Nares-Guzicki*  
*Barbara Moss*  
*Susan Neufeld*

## Council of Faculty Representatives

CSU Bakersfield	Barbara Bartholomew
CSU Channel Islands	Manuel Correia
CSU Chico	Deborah Summers
CSU Dominguez Hills	Lisa Hutton
CSU East Bay	Valerie Helgren-Lempesis
CSU Fresno	Imelda Basurto
CSU Fullerton	Ruth Yopp-Edwards
Humboldt State U.	Jayne McGuire
CSU Long Beach	Paul Boyd-Batstone
CSU Los Angeles	Joan Fingon
CSU Monterey Bay	Irene Nares-Guzicki
CSU Northridge	Sally Spencer
Cal Poly Pomona	Jodene Kersten
CSU Sacramento	Marcy Merrill
CSU San Bernardino	Ina Katz
San Diego State U.	Barbara Moss
San Francisco State U.	Marguerite Conrad
San Jose State U.	Katya Karathanos
Cal Poly San Luis Obispo	Anita Hernandez
CSU San Marcos	Elizabeth Garza
Sonoma State U.	MaryAnn Nickel
CSU Stanislaus	Susan Neufeld
CalStateTEACH	Jean Krsak

## 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.

