

CAR QUARTERLY

Center for the Advancement of Reading (CAR) The California State University

A Message from the Chancellor's Office

Beverly Young, Assistant Vice Chancellor,
Academic Affairs

Greetings! I hope you have had an engaging and productive academic year. Since our last newsletter, I'm pleased to let you know that CSU Northridge has joined the list of CSU campuses that were successful in receiving a federal Teacher Quality grant for the coming five years. As a group, the CSU campuses won more than 16% of all federal dollars in this very competitive competition, and this is allowing our campuses to take on some exciting new challenges in educational reform. Also, we once again presented the annual results of our teacher preparation evaluation to the CSU Board of Trustees in May. As a system, we continue to show strong improvements in many important areas. Equally important, the evaluation data help us to determine the areas that continue to be a challenge for individual campuses and the system as a whole. Our continuing improvement efforts are deeply rooted in this evidence of change over time. This continues to be a busy and challenging period for all of us in teacher preparation and in higher education in general. As always, thank you for the work that you do in literacy and teacher preparation. Have a wonderful summer!



News from the CAR Directors

Nancy Brynelson
Hallie Yopp Slowik

We welcome new CAR Advisory Board members **Joan Macon** (California Reading Association), **Suzan Solomon** (PTA), and **Naomi Eason** (California County Superintendents Educational Services Association). The Advisory Board, along with the Council of Faculty Representatives, plays a significant role in supporting and providing direction for CAR's activities.

Although we are unable to sponsor our annual Reading Conference this upcoming year, CAR remains very busy. As faculty are undoubtedly aware, we have been working on an Early Literacy Statement. Please see the article elsewhere in this newsletter for more information. See also our Winter 2009-2010 newsletter. (All newsletters are posted on the CAR Web site: www.calstate.edu/car.) We are also reviewing and revising the notebook *Principles*

INSIDE THIS ISSUE

A Message from the Chancellor's Office	1
News from the CAR Directors	1
Faculty Publications	1
Partner Focus: CCSESA	2
RICA Results	2
CSU Early Literacy Statement	2
Certificate and Specialist Standards	2
Impact of the CSU	2
Looking Ahead	3
Contacting the Center	3
Council of Faculty Representatives	4
Advisory Board	4
Mission Statement	4

and Resources: *Enhancing CSU Single Subject Reading Courses*, which was originally produced in 2004.

Other activities include continued work on the Early Assessment Program, RIAP (Reading Institutes for Academic Preparation), and ERWC (Expository Reading and Writing Course). In addition, CAR Co-Director **Nancy Brynelson** has been writing a grant proposal for I3 funding.

The CAR Council will likely meet in the Fall 2010 semester. We encourage faculty to communicate with their representatives about issues they would like to see CAR address.

Faculty Publications

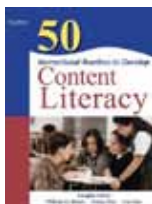
Recent publications by CSU reading faculty include those listed below. Congratulations to the authors for their contributions to the field.

Adler, M. (2009). *Writers at play: Making the space for adolescents to balance imagination and craft*. Portsmouth, NH: Heinemann.



Brassell, D. (2009). *75+ reading strategies: Boost achievement and build a life-long love of reading*. Petersborough, NH: Crystal Springs.

Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2011). *50 instructional routines to develop content literacy, 2nd ed.* Boston: Allyn and Bacon.



Jacobson, J., & Lapp, D. (2010). Revisiting Bloom's Taxonomy: A framework for modeling writing and critical thinking skills. *The California Reader*, 43(3), 32-47.

Karathanos, K. (2010). Teaching English language learner students in U.S. mainstream schools: Intersections of language, pedagogy, and power. *International Journal of Inclusive Education*, 14(1), 49-65.

Please send CAR Co-Director Hallie Yopp Slowik the full citation of any recent publications by CSU reading faculty. She can be reached at hyopp@fullerton.edu.

Partner Focus: CCSESA

CAR's Advisory Board consists of representatives from several stakeholder groups as well as several CAR Council members. The Board meets twice a year, information is shared among the organizations, and input into the CSU's activities in terms of the preparation of teachers to teach reading is solicited. In turn, the CSU offers insights into the work of the other organizations.

CCSESA--California County Superintendents Educational Services Association--has actively participated in the CAR Advisory Board, the CAR Reading Conference, and other CAR activities since CAR was established. What is CCSESA? It is an organization of county offices of education in California. As noted on its Web site (www.ccsesa.org), its mission "is to strengthen the service and leadership capabilities of California's 58 County Superintendents in support of students, schools, districts, and communities."

CAR works primarily with a representative from the Language Arts Subcommittee of CCSESA's Curriculum and Instruction Steering Committee (CISC). **Joyce Wright** served as the representative to the CAR Advisory Board for many years. Her contributions to the Board are deeply appreciated. Stepping in as the representative this year is **Naomi Eason**, the Language Arts Subcommittee Chair.

The Language Arts Subcommittee is very active and influential in public education. It coordinates and plans activities that support districts in their work with students. It has developed resources such as the Student Assessment and Placement in Reading/Language Arts Programs for Grades 6-12, the Reading/Language Arts Adoption Toolkit, and the Reading/Language Arts Instruction and Special

Needs (forthcoming) publications.

CCSESA has generously shared these materials at CAR meetings and conferences. Faculty are encouraged to contact the language arts specialist at their local county office of education if they would like to learn more about the work of CCSESA.

RICA Results

Although a statewide or CSU systemwide pass rate is not announced, each campus receives its scores. Reading faculty are encouraged to contact the individual on their campus who has access to the scores in order to determine how well their programs are supporting their credential candidates' in demonstrating the knowledge measured by the exam.

CSU Early Literacy Statement

Many thanks to all who reviewed the CSU Early Literacy Statement. We are pleased that the faculty expressed overwhelming support the contents of the document. Some recommendations were offered; these were taken under careful advisement by the author team and revisions were made as appropriate. Revisions provided clarification and did not alter the spirit of the message. The document will be published soon and will be made available on the CAR Web site. If you have questions or comments, please feel free to contact Hallie Yopp Slowik at hyopp@fullerton.edu.

Certificate and Specialist Standards

This summer, a draft of the revised Standards for the Reading Certificate and Reading and Language Arts Specialist Credential Programs will be presented to the Commission on Teacher Credentialing. The Standards were drafted by the Reading Advisory Panel. Members of the Panel include CAR Co-Directors **Nancy Brynelson** and **Hallie Yopp Slowik** and CSU Bakersfield CAR representative **Barbara Bartholomew** in addition to representatives from the UC system, private IHE's, and the K-12 system.

The Standards were revised to align with the updated Multiple and Single Subject Teacher Preparation Program Standards 7A, 7B, and 8B(d), the updated RICA content specifications, and the most recent K-12 Reading/Language Arts Framework. A draft was posted for public comment for several months during the 2009-2010 academic year and revised accordingly.

The Commission will comment on the draft at its June meeting and act on it at its August meeting. Commission meetings are broadcast live. Go to www.ctc.ca.gov/live.html.

Impact of the CSU

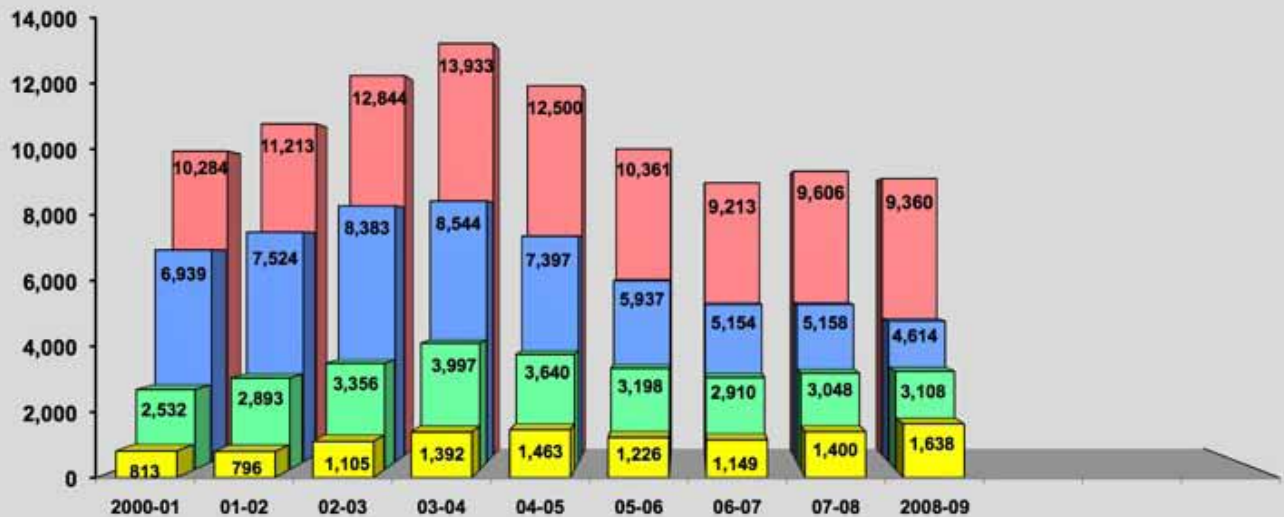
The CSU has a significant impact on public education. We prepare many of the teachers who work with California's students. Faculty may find the graph shared here interesting. It displays the number of Multiple Subject, Single Subject, Education Specialist, and total program completers in the CSU for the past nine years. **David Wright** (Director, CSU Center for Teacher Quality) compiled the data.

Looking Ahead

Among the topics in upcoming issues of the *CAR Quarterly* are updates on the following:

- Preschool Frameworks
- Common Core State Standards

CSU Credential Program Completers Each Year



Rose = All new CSU teachers
 Blue = New CSU elementary teachers
 Green = New CSU secondary teachers
 Yellow = New CSU special education teachers

Summary: In nine years, CSU produced 99,314 fully qualified new teachers for K-12 students throughout California.

Contacting the Center

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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*
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Irene Nares-Guzicki
 San Diego State University
Barbara Moss
 CSU Stanislaus
Susan Neufeld

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.