

CAR QUARTERLY

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

News from the CAR Directors

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We hope you are enjoying summer and finding it both relaxing and productive. We have been working on plans for the upcoming academic year. Included among these plans are meetings of the Council of Faculty Representatives and the Advisory Board. CAR Council members will gather at the Chancellor's Office in Long Beach on October 29. The Advisory Board is scheduled to meet in mid-December. Faculty, stakeholders, and other interested individuals are encouraged to share questions and comments about the CSU's preparation of teachers for reading instruction with their campus representative or with either of us. We will address these at our meetings. We welcome hearing from you.



Nancy Brynelson

We also have scheduled regional preservice meetings for the Early Assessment Program and ERWC. Please see the following article for details. In addition, we share with you information about the CSU's new Early Start Program.

The biggest news on the horizon for teacher educators in reading/literacy is the California adoption of the Common Core Standards. See article on page 3. We will be spending time this fall comparing the new standards to California's former standards and considering the impact on our teacher preparation programs.



Hallie Yopp Slowik

Regional Preservice Meetings

This fall the Chancellor's Office is sponsoring regional meetings for Single Subject preservice faculty in English education and content literacy, including those who teach in undergraduate subject matter preparation programs. The goal of the meeting is to enhance the capacity of credential programs to bring awareness of the CSU Early Assessment Program to preservice candidates and to share resources and best practices in three areas: 1) college readiness and ways to increase college going; 2) Early Assessment Program (EAP); and 3) content of professional development provided to practicing teachers related to EAP, i.e., Expository Reading and Writing Course (ERWC), and implications of this PD for preservice English education and content literacy programs.

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These meetings are a unique opportunity to learn more about current local and statewide efforts aimed at improving high school students' academic preparation. The meetings will provide a forum for informally sharing experiences using the ERWC and/or presenting EAP content in preservice courses with other preservice faculty working on similar goals. The sessions will be facilitated by CSU faculty members who conduct professional development for high school teachers and who have incorporated many of these ideas into their own preservice coursework. Participants will receive the most current resources for integrating information about college readiness and ERWC into preservice classes, including the full ERWC curriculum and several professional books and articles. The first of these meetings was successfully held at CSU Monterey Bay last May.

Upcoming sessions include Friday, September 10 at San Francisco State; Friday, September 17 at CSU Long Beach; and Friday, September 17 at CSU Sacramento. The Sacramento session will be broadcast as a video-conference as well. Additional sessions are planned for CSU Stanislaus, CSU Los Angeles, and San Diego State or CSU San Marcos; dates will be announced soon. For more information on these events or to register for one, please contact Adele Arellano at ara@csus.edu or Nancy

Brynelson at nbrynelson@calstate.edu. If you are interested in participating in the videoconference, the deadline to register is September 3, 2010.

Early Start Program

In June, Executive Order 1048 was issued, establishing the Early Start Program. This program—not without controversy—is designed to address concerns about the proficiency levels of incoming freshmen in the areas of English and mathematics. Those who have been admitted but who have not demonstrated proficiency either through their performance on the Early Assessment Program (EAP), taken in the junior year of high school, or the Entry Level Mathematics Exam (ELM) and/or the English Placement Test (EPT), taken in the senior year, will be required to engage in remediation activities prior to the term for which they were admitted to the CSU. Thus, students admitted for a fall semester or quarter must enroll in an approved activity during the preceding summer. (Proficiency need not be demonstrated until the end of their first year of enrollment, per Executive Order 665.) The intent of the program is to better prepare students in math and English before they begin their freshman year, improving their chances of successfully pursuing a degree. Each campus will develop its own approach to satisfying the requirements of the Early Start Program. The first students to be affected are those targeting admission in the Fall 2012. For more information, go to www.calstate.edu/eo/EO-1048.html.

Faculty Publications

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

Fingon, J., Frank, C., & Kawell, S. (2010). Young Readers Camp: Developing a university model for supporting struggling readers and families. *The California Reader*, 43(4), 36-41.

Frey, N. (2010). Response to Intervention (RTI) FAQs. *The California Reader*, 43(4), 4-8.

Gentile, L. (2010). Language, literacy and learning behavior: Response to Intervention (RTI) for Tier II students. *The California Reader*, 43(4), 25-35.

Schulz, A. R. (2010). Book Talk. *The California Reader*, 43(4), 42-50.

Smetana, L. (2010). A view from the middle tier: Looking closely at Tier II intervention. *The California Reader*, 43(4), 15-24.

Spencer, S., & Manis, F. (2010). The effects of a fluency intervention program on the fluency and comprehension outcomes of middle-school students with severe reading deficits. *Learning Disabilities Research and Practice*, 25(2), 76-86.

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

What's New on the Web?

New documents are occasionally added to the Professional Resources page on the CAR Web site (www.calstate.edu/car). We encourage you to explore the site. Although you may find the documents with a search engine, we post links on our site to make your access to influential documents easier.

National Resources:

- *Writing to Read* (Carnegie)

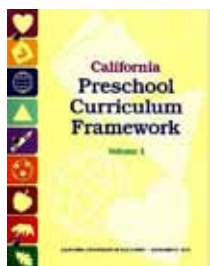
Partner Focus: ACSA

The Association of California School Administrators (ACSA) has been involved with the CSU Center of the Advancement of Reading (CAR) since CAR was established nearly 10 years ago. ACSA supports CAR through its service on our Advisory Board, participation in CAR events, and, in recent years, through its collaboration on our annual Reading Conference. We are grateful to **Linda Wisher**, ACSA representative to CAR's Advisory Board, for her energy and team spirit.

ACSA's mission is threefold: to support California's educational leaders, ensure all students have the essential skills and knowledge needed to excel, and champion public education. ACSA provided leadership in the adoption of the California Professional Standards for Education Leaders and conducts academies, conferences and summits to support new and experienced school and district leaders and to address important issues in curriculum and instruction, assessment and accountability, and student learning.

ACSA was established in 1971. Information about the organization and its activities can be found at www.acsa.org. The organization's position on legislation and policy can be found at http://www.acsa.org/MainMenuCategories/Advocacy/PositionsonLegislation_1.aspx. Position papers on topics such as assessment and accountability and the integration of technology into teaching and learning can be found at <http://www.acsa.org/FunctionalMenuCategories/Media/PositionPapers.aspx>.

Preschool Frameworks and Foundations



Hot off the presses, the *California Preschool Curriculum Framework, Volume 1*, is now available at <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf>. The *Framework* is a companion piece to the *California Preschool Learning Foundations, Volume 1*, released in 2008, and focuses on the domains

of social-emotional development, language and literacy, English-language development, and mathematics. Also available is the second edition of *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning Resource Guide*, published in 2009. Go to <http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>. Faculty who teach literacy courses are encouraged to view these documents.

Common Core Standards

The Common Core State Standards in English Language Arts and Mathematics were released in early June by the National Governors Association and the Council of Chief State School Officers. The standards identify expectations students should achieve, by grade level, during their K-12 education so that they are able to succeed in college and the workforce. They are intended to provide benchmarks for all students, regardless of the state in which they reside. Draft standards were made available for public comment and nearly 10,000 people responded.

The English Language Arts Standards include standards for English language arts and for literacy in history/social studies, science, and technical subjects. The latter standards supplement—not supplant—content standards and are predicated on teachers of the subject matter using their content expertise to help students meet the reading, writing, speaking, listening, and language demands of their fields.

Each state will choose whether or not to adopt the standards and are allowed to augment the standards by 15%. To date, 30 states have adopted the standards, including California.

Information about the Common Core Standards is available at www.corestandards.org. The augmented standards adopted by the California State Board of Education are located at <http://www.scoe.net/castandards>.

Looking Ahead

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

- Preschool Updates
- Implementing the Common Core Standards in California
- Adolescent Literacy
- Standards for the Reading Certificate and Reading and Language Arts Special Credential

Contacting the Center

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Council of Faculty Representatives

CSU Bakersfield	<i>Barbara Bartholomew</i>
CSU Channel Islands	<i>Manuel Correia</i>
CSU Chico	<i>Deborah Summers</i>
CSU Dominguez Hills	<i>Lisa Hutton</i>
CSU East Bay	<i>Valerie Helgren-Lempesis</i>
CSU Fresno	<i>Imelda Basurto</i>
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Sonoma State University	<i>MaryAnn Nickel</i>
CSU Stanislaus	<i>Susan Neufeld</i>
CalStateTEACH	<i>Jean Krsak</i>

Advisory Board

Association of California School Administrators <i>Linda Wisher</i>
California Department of Education <i>Deb Sigman</i>
California Reading Association <i>Joan Macon</i>
California School Boards Association <i>Holly Jacobson</i>
California State PTA <i>Suzan Solomon</i>
Advisory Board, Curriculum and Instruction Steering Committee, California County Superintendents <i>Naomi Eason</i>
CSU Chico <i>Deborah Summers</i>
CSU Dominguez Hills <i>Lisa Hutton</i>
CSU East Bay <i>Valerie Helgren-Lempesis</i>
CSU Monterey Bay <i>Irene Nares-Guzicki</i>
San Diego State University <i>Barbara Moss</i>
CSU Stanislaus <i>Susan Neufeld</i>

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.