

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 and I hope that your spring term is off to a wonderful start. Even in these difficult budget times, the CSU has had some very positive news in teacher preparation---six of our campuses (Bakersfield, Chico, Dominguez Hills, Los Angeles, Monterey Bay, and San Luis Obispo) were successful in winning federal Teacher Quality Grants at the close of 2009, bringing over \$35 million dollars to the CSU for program development and innovation over the next five years! The second round of this funding is to be announced within a few weeks, and we are confident that the CSU will gain even more federal funding. This is, of course, a welcome opportunity to engage in some creative and innovative thinking about program redesign, and we offer our congratulations to these campuses. The Chancellor's Office staff was deeply engaged in supporting the work of these campuses in the proposal process and will be happy to help with new campus proposals if we can be of assistance. As always, I continue to appreciate the great work that you are doing in the preparation of California's teachers and wish you a wonderful year ahead!



News from the CAR Directors

Nancy Brynelson
Hallie Yopp Slowik

CAR is advised by both a Council of Faculty Representatives and an Advisory Board. The Council consists of one faculty member from each campus that has a teacher preparation program and CalStateTEACH. New to the Council are **Marguerite Conrad**, San Francisco State University, and **Anita Hernandez**, Cal Poly San Luis Obispo. As we welcome them, we extend a fond farewell to long time members **Patricia Irvine**, who is now an Associate Dean at SFSU, and **Lisbeth Ceaser**, whose other university obligations are taking her other directions. We appreciate their long and valuable service. They represented their campuses, and the system, well. Best wishes!

The Advisory Board consists of six faculty (drawn from the Council) and representatives from six stakeholder agencies. Replacing Lisbeth Ceaser and Patricia Irvine, who served on this board many years, are **Susan Neufeld**,

INSIDE THIS ISSUE

A Message from the Chancellor's Office	1
News from the CAR Directors	1
CSU Reading Conference	1
What's New on the Web?	2
Faculty Publications	2
Preservice Regional Meetings	2
CSU Early Literacy Statement	2
New RICA Results	2
Looking Ahead	3
RICA Chart	3
Contacting the Center	3
Council of Faculty Representatives	4
Advisory Board	4
Mission Statement	4

CSU Stanislaus, and **Deborah Summers**, CSU Chico. We delighted they are willing to join the board and we know they will have much to contribute. Thank you!

A list of Council members and Board members may be found on our website (www.calstate.edu/car) and at the end of this newsletter. If you have questions or comments about the CSU's work to offer excellence in the preparation of reading teachers, feel free to contact any of us.

CSU Reading Conference

The 2009 Reading Conference, *Literacy for All Learners*, was well received. Participants indicated in anonymous evaluations that they very much enjoyed the keynote presentations and roundtable conversations. **Richard Villa**, Bayridge Consortium, spoke on differentiation and inclusion, and **Ernest Morrell**, UCLA, spoke on critical literacy and urban education. Many thanks to each of them for their contributions to our conference and to our profession. Roundtable sessions addressed current policy and issues in teacher education. We appreciate our colleagues in the California Department of Education (**Tom Adams**, **Veronica Aguila**, **Sharon Johnson**, **Lillian Perez**, **Carrie Roberts**), Commission on Teacher Credentialing (**Larry Birch**, **Phyllis Jacobson**, **Gerri Mohler**, **Yvonne Novelli**) and the California County Offices of Education

(**Raynette Sanchez, Joyce Wright**) for sharing their work and insights and engaging in conversations with CSU faculty and our P-12 partners.

We regret to report that, due to budget limitations, we are unable to sponsor a Reading Conference in 2010. This is unfortunate as it was one of the events that brought together faculty, stakeholders, and P-12 partners from throughout the state to discuss and reflect on important issues in reading education.

What's New on the Web?

Some new documents have been 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 these documents with a search engine, we post links on our site to make your access to influential documents easier.

National Resources:

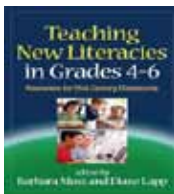
- Race to the Top (U.S. Department of Education)
- Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success (Carnegie)

Faculty Publications

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

Fingon, J. (2009) What teachers say about school reform does matter. *Reading Today* 27 (2),18.

Grant, M., & Fisher, D. (2009). *Reading and writing in science*. Thousand Oaks, CA: Corwin.



Moss, B., & Lapp, D. (Eds.). (2009). *Teaching new literacies in grades 4-6*. New York: Guilford.

Smetana, L, Odelson, D., Burns, H., & Grisham, D. L. (2009). Using graphic novels in the high school classroom: Engaging Deaf students with a new genre. *Journal of Adolescent & Adult Literacy*, 53, 228-240.

Street, C., & Stang, K. (2009). In what ways do teacher education courses change teachers' self confidence as writers? *Teacher Education Quarterly*, 36, 75-94.

Ulanoff, S. H., Fingon, J. C., & Beltrán, D. (2009). Using case studies to assess candidates' knowledge and skills in a graduate reading program. *Teacher Education Quarterly*, 36, 125-142.

Please send CAR Co-Director Hallie Yopp Slowik (hyopp@fullerton.edu) the full citation of any recent publications by CSU reading faculty. They will appear in an upcoming issue of the *CAR Quarterly*.

Preservice Regional Meetings

As a part of the FIPSE grant related to the Early Assessment Program (EAP) and the Expository Reading and Writing Course (ERWC), a faculty committee has developed resources for teacher education faculty who teach literacy courses for Single Subject English candidates. Typically these literacy courses include content literacy, English methods, and undergraduate subject matter preparation in English. The goal of this effort is to provide information to candidates about college readiness in academic literacy, the EAP, and the ERWC. At some CSU campuses the ERWC Assignment Template is used as an organizer for the various reading and writing strategies that preservice candidates learn.

Currently regional meetings are being organized to bring faculty together to receive these resources and discuss possible implications for their programs. Several professional books and journal articles will be provided to faculty who attend the regional discussions.

CSU Early Literacy Statement

A statement addressing the topic of early literacy has been drafted by CAR Co-Director **Hallie Yopp Slowik** in collaboration with **Valerie Helgren-Lempesis**, CAR Council member/CAR Advisory Board member and faculty at CSU East Bay and **Elizabeth Quintero**, member of BPECE (Baccalaureate Pathways in Early Care and Education, a community of CSU child development/early care and education faculty) and professor at CSU Channel Islands. CAR Council members from each campus are sharing the statement with reading education faculty who have expertise in early literacy for their feedback. Please contact your representative (listed on the final page of this newsletter) if you have not yet seen the statement. Child development/early care and education faculty with expertise in early literacy are also reviewing the document. Contact CAR Co-Director Hallie Yopp Slowik (hyopp@fullerton.edu) if you have questions or have not had the opportunity to view the draft and would like to do so.

New RICA Results

The revised RICA has now been administered four times: August, October, and December 2009 and February 2010. Passing rates on this new examination are generally lower than the previous examination. In September 2009 the Commission on Teacher Credentialing set the passing standard for the written exam at 80 of 120 possible weighted score points (scale score of 220). The Standard Setting Panel had originally recommended that the standard be set at 88; however, CTC staff recommended that the score be adjusted to address standard errors of measurement (-1 SEM). The passing rate for the August administration of the revised RICA for first-time test takers (collapsed across all institutions) was 68%. CTC staff

members have noted a slight increase in the passing rates since the first administration; however, statewide figures have not been released. Each campus receives a roster of scores for individuals who identified their affiliation with that campus when registering for the exam. Faculty may identify the campus contact person in order to ascertain campus scores.

Please see the chart below for information on the scoring and weighting of the different portions of the written RICA exam.

Looking Ahead

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

- Preschool Framework
- Standards for the Reading Certificate and Specialist Credential
- Update on the Common Core State Standards

Scoring and Weighting of the RICA Written Examination

RICA Format	Item Type ¹	Total Scorable Items	Total Possible Raw Score Points ²	Total Possible Weighted Score Points	Total Passing Score
Written Examination	MC	60	60	60	80 out of the total possible weighted score points of 120
	Domain 2 CR	1	6	12	
	Domain 3 CR	1	6	6	
	Domain 4 CR	1	6	6	
	Domain 5 CR	1	6	12	
	Case Study	1	8	24	

¹ MC = multiple-choice, CR = constructed-response (focused educational problems and instructional tasks)

² Each constructed response is scored independently by two scorers, and the scores are totaled for the final raw score. The score range is from "1" (limited or no understanding) to "3" (thorough understanding). The case study is scored similarly with the score range from "1" (little or no understanding) to "4" (thorough understanding). The total possible raw score points are then multiplied by a factor to reflect the weightings.

Contacting the Center

Center for the Advancement of Reading
 (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

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>
CSU Fullerton	<i>Ruth Yopp-Edwards</i>
Humboldt State University	<i>Jayne McGuire</i>
CSU Long Beach	<i>Paul Boyd-Batstone</i>
CSU Los Angeles	<i>Joan Fingon</i>
CSU Monterey Bay	<i>Irene Nares-Guzicki</i>
CSU Northridge	<i>Sally Spencer</i>
Cal Poly Pomona	<i>Jodene Kersten</i>
CSU Sacramento	<i>Marcy Merrill</i>
CSU San Bernardino	<i>Ina Katz</i>
San Diego State University	<i>Barbara Moss</i>
San Francisco State University	<i>Marguerite Conrad</i>
San José State University	<i>Katya Karathanos</i>
Cal Poly San Luis Obispo	<i>Anita Hernandez</i>
CSU San Marcos	<i>Elizabeth Garza</i>
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>
Curriculum and Instruction Steering Committee, California County Superintendents <i>Joyce Wright</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.