



2009 Reading Conference

LITERACY FOR ALL LEARNERS

Thursday, November 5, 2009
Sacramento Convention Center
Rooms 309 & 310

*Sponsored by the CSU Center for the Advancement of Reading (CAR)
in collaboration with the Association of California School Administrators (ACSA)*

Program at a Glance

9:00 a.m. – 9:45 a.m.
Registration & Coffee

9:45 – 11:00 a.m.
Welcome & Opening Remarks
Morning Keynote Presentation

11:15 a.m. – 12:15 p.m.
Roundtable Sessions

12:15 p.m. – 1:30 p.m.
Lunch (on your own)
ACSA Exhibits

1:30 p.m. – 3:00 p.m.
Announcements
Afternoon Keynote Presentation
Closing Remarks

3:00 p.m. – 5:15 p.m.
ACSA General Session

9:45 a.m. – 11:00 a.m.
Opening Session

Rooms 309 & 310

Welcome and Opening Remarks

Nancy Brynelson and Hallie Yopp Slowik

Co-Directors, Center for the Advancement of Reading
California State University Office of the Chancellor

Beverly Young

Assistant Vice Chancellor, Academic Affairs
California State University Office of the Chancellor

Morning Keynote Presentation

Differentiating Instruction: Collaborative Planning and Teaching for Universally Designed Learning

Richard Villa, Ed.D.

Bayridge Consortium, Inc.

Dr. Richard A. Villa has been a middle and high school classroom teacher, special educator, special education coordinator, pupil personnel services director, and director of instructional services. He currently works with schools, governmental and non-governmental agencies, and advocacy organizations to develop and implement organizational and instructional systems for educating all students within general education settings. He has authored numerous articles, book chapters, and books on inclusive education, differentiated instruction, collaborative planning and teaching, and school restructuring. In this session, he will explore both a retrofit and a universal design approach to differentiating instruction in mixed-ability classrooms. In addition, he will highlight strategies for effective collaborative planning and co-teaching.



11:15 a.m. – 12:15 p.m.
Roundtable Sessions

Rooms 309 & 310

TABLE 1 – California Department of Education: *Textbook and Framework Adoption*

Tom Adams, Director, Curriculum Frameworks and Instructional Resources, California Department of Education

Recent budget cuts have postponed all adoptions for five years. What are the implications for school districts and teacher education programs?

TABLE 2 – California Department of Education: *Professional Development and Federal Reading Initiatives*

Sharon Johnson, Administrator, and **Carrie Roberts**, Consultant, Reading/Language Arts Leadership, California Department of Education

New flexibilities in categorical program funding and budget cuts at the state and national levels have changed the landscape in professional development and other programs for reading/language arts. What's left and what isn't? What are the implications for school districts and teacher education programs?

TABLE 3 – Commission on Teacher Credentialing: *Reading Instruction Competence Assessment*

Phyllis Jacobson, Administrator, and **Yvonne Novelli**, Consultant, Professional Services, Commission on Teacher Credentialing

The newly revised RICA was administered for the first time in August 2009, and 68% of the test takers passed. What are the implications for teacher candidates and teacher education programs?



**TABLE 4 – Commission on Teacher Credentialing:
New Developments in Program Standards**

Larry Birch, Director, and Rebecca Parker, Consultant,
Professional Services, Commission on Teacher Credentialing

Last year Standards 7A and 7B were revised, and this year the standards for the Reading Certificate and the Reading and Language Arts Specialist Credential will be as well. Other changes include new options for English learner authorization, revised California Standards for the Teaching Profession, and revised standards for Education Specialist programs, including a new authorization in Communication Development. What are the implications for school districts and teacher education programs?

**TABLE 5 – California County Offices of Education:
Support for Preschool and K-12 Literacy**

Joyce Wright, Assistant Superintendent, Instructional Support Services, Sacramento County Office of Education, and Raynette Sanchez, Director, Curriculum and Instructional Services, Los Angeles County Office of Education

California's county offices of education support a variety of programs in schools and districts. In early literacy the California Preschool Instructional Network offers professional development for preschool educators. For grades K-12 the English-Language Arts Subcommittee has developed a range of tools to support schools and districts as they adopt new instructional materials and implement reading/language arts programs. What is available to teachers and schools? What should those who work in teacher education programs know?



1:30 p.m. – 3:00 p.m.
Afternoon Session

Rooms 309 & 310

Announcements

Nancy Brynelson and Hallie Yopp Slowik

Afternoon Keynote Presentation

Critical Literacy and Urban Youth

Ernest Morrell, Ph.D.

Dr. Ernest Morrell is an associate professor in the Urban Schooling division of the Graduate School of Education and Information Studies and Associate Director for Youth Research at the Institute for Democracy, Education, and Access at UCLA. For more than a decade he has worked with adolescents, drawing on their involvement with popular culture to promote academic literacy development. Morrell is the author of several books and numerous peer-reviewed journal articles, book chapters, and encyclopedia entries. He previously taught English at Oakland High school in Northern California where he was recognized by the Oakland Unified School District, Oakland Community Organizations, US Congresswoman Barbara Lee, and the California State Senate for his service to the Oakland Public Schools. Today he shares a vision of powerful literacy practices in urban education that provide youth the skills they need to succeed academically and function more powerfully as citizens in our multicultural democracy. Implications for teacher education, classroom practice, school reform, and literacy research will be discussed.

Closing Comments

Nancy Brynelson and Hallie Yopp Slowik

3:00 p.m. – 5:15 p.m.
ACSA General Session



FOR MORE INFORMATION, PLEASE CONTACT:

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