



CAR/W QUARTERLY

A MESSAGE FROM THE CHANCELLOR'S OFFICE



As we reflect on the end of a tumultuous school year and where we are going post pandemic, I am optimistic that so many educators are looking for new ways of learning and engaging that are emerging for our students. It was made clear during the pandemic that schooling, educating, and learning

are not interchangeable terms and nor are they singular activities. As educators, we are now thinking about what is schooling? And what does that have to do with learning? What is educating and what does that have to do with schooling?

As we upend our traditional views of what a quality educational experience looks like, we are also being tasked with asking to what end are we educating our students? Are we educating them to be well rounded citizens? For jobs of the future that have not been developed yet? Or for the status quo?

I am looking forward to a reflective summer thinking about what is the next step. What are we missing? What are we not thinking about that needs to be included? As I plan sessions for forward thinking educators, I am optimistic that we are all learning together, there is no one right answer, and that together, we are stronger.



I am looking forward to a 2022-2023 school year and being in spaces with educators contemplating what we have to offer, not only our students, but society at large. What do we bring to the table as we engage in the learning process with the students in our care? How can we create environments that honor the diversity of the student population and the needs of society? How do we emerge stronger together as we build the educational system of the future?

These are truly exciting times and I want to leave you with this book that I am reading about *The Soul of Learning* by Mary Keator and Vajra Watson where we contemplate what teaching and learning could be. *The Soul of Learning* documents a transformative journey through the interiority of our being into a revolutionary call for collective belonging.

As we anticipate summer, I am wishing all of you a wonderful end of a tumultuous school year.

Sincerely, Zee Cline
Interim Academic Vice Chancellor, Educator Preparation and Public School Programs

INSIDE THIS ISSUE

- 1 A Message from the Chancellor's Office
- 2 Faculty Spotlight
- 2 News from the Center
- 3 Expository Reading and Writing Curriculum (ERWC) Update
- 4 Mission Statement
- 4 Council of Faculty Representatives
- 4 Advisory Board
- 4 Contacting the Center

FACULTY SPOTLIGHT



We are pleased to announce that Dr. Shireen Pavri has accepted the position of Assistant Vice Chancellor for Educator and Leadership Programs (formerly known as Educator Preparation and Public School Programs), effective June 6, 2022. Dr. Pavri will step into the role previously held by Dr. Marquita Grenot-Scheyer, who retired in December after 33 years of service to the CSU.

Dr. Pavri's department advocates for teacher education at the state and national levels, and supports campuses in achieving equity and excellence in educator preparation. Dr. Pavri will provide vision and support for the CSU's commitment to prepare more high-quality teachers, counselors and leaders for California's PK-12 schools. She will also coordinate the CSU's contributions to PK-12 reform and support the academic preparation of PK-12 students to ensure they are prepared for college success.

Dr. Pavri is currently serving in her sixth year as dean of the College of Education at Cal State Long Beach, where she has managed a \$14 million budget; raised nearly over \$9 million in donor support for student scholarships and college priorities; launched multiple equity, diversity and inclusion initiatives to better recruit

and support underrepresented students; promoted faculty development centered on equity and culturally sustaining practices; and strengthened partnerships with more than 125 school districts, community colleges and educational agencies. Under her tenure, the college has grown enrollment so that it now grants more teaching, administrative and other credentials than any other CSU campus.

Beginning her career as a multilingual special education teacher in Mumbai, India, Dr. Pavri has achieved more than 32 years of experience in teaching, school psychology, research and higher education administration and leadership, including 13 years as Associate Dean and Dean at Cal State Long Beach. She holds a Ph.D. in Special Education from the University of Illinois at Urbana-Champaign, Master's and Education Specialist degrees in School Psychology from Miami University in Ohio, Bachelor's and Master's degrees in Special Education from SNDT Women's University in Mumbai, and a Bachelor's degree in Psychology from St. Xavier's College in Mumbai.

We are thrilled that Dr. Pavri has chosen to apply her considerable expertise and leadership skills to advancing equity, opportunity, and high-quality education for students across California. We look forward to collaborating with her closely at CAR/W. Please join me in extending a warm welcome to this valued new member of the Academic and Student Affairs leadership team.

NEWS FROM THE CENTER: DR. TANYA FLUSHMAN

CAR/W and the CSU will be well represented on the Senate Bill (SB) 488 Literacy Workgroup for the Commission on Teacher Credentialing. Several CSU faculty, including Dr. Bathina and I, are serving on this important Workgroup from a diverse cross section of interested communities and experts in PK-12 and higher education. The work of the SB 488 Literacy Workgroup will be to advise and provide recommendations regarding the standards and teaching performance expectations (TPEs) pertaining to literacy development and the teaching of reading for beginning teachers in order to earn a Preliminary Multiple Subject, Single Subject and Education Specialist teaching credential. The purpose of the group is to inform the Commission regarding how best to frame expectations for teacher preparation in the area of literacy and language development and address the provisions of recent legislation.





EXPOSITORY READING AND WRITING CURRICULUM (ERWC) UPDATE: DR. JYOTHI BATHINA

ERWC Literacy Conference 2022: A Time for Post Pandemic Reconnection

We have all grown weary over the past two and a half years. It's time to take advantage of the opportunity to reconvene and reconnect, person to person. Until just a month ago, I was feeling resistant, unwilling to get on a plane and travel across the country to a conference in D.C. "Do you have an online option?" I asked. "Will most of the sessions be streamed or recorded?" The answer was that while some key sessions would be available for later viewing, they really hoped I would join them in person. I waited until the last minute. I bought a refundable ticket. I hesitated. Was it safe? Did I really want to leave my comfortable home and my semi hermit-like existence to get on a cramped plane? What was the big deal about in person anyway? We could achieve the same thing on zoom and I could sit and watch from home.

At the last minute, half out of a sense of duty and half out of a nagging feeling I might be missing something, I boarded the plane to D.C. It was rainy and cold and gray. The fabled cherry blossoms were soaked and the one tour I managed to take left me drenched. But every morning as I put on my badge and grabbed my breakfast to take to our table, I felt myself coming back to life. I met lots of people, fellow educators, who were passionate about their projects. I felt the energy in the room as we heard about all the incredible work people were doing across the country and all the opportunities available for those who wanted

to help students. I was inspired by the presentations by federal grant administrators who urged us to keep dreaming big and applying for funding to implement groundbreaking programs that would help teachers and students.

I'm so glad I went. After exchanging cards with some amazing innovators and boarding my return flight, I was reinvigorated, excited for the possibilities ahead, eager to share what I had learned with my colleagues. I invite you to experience the same kind of heady collaborative excitement that only comes from gathering in a common space, seeing and hearing each other, feeling the warmth of instant human interaction. After a long hiatus, ERWC is back, live and in person! We want to welcome you back, to meet and greet, applaud and encourage, teach and learn, and exchange ideas in real time, face to face. We invite CSU faculty to attend and see how the faculty-generated Expository Reading and Writing Curriculum, adopted by over a thousand schools in California, might fit into your teacher preparation courses. Register now for June 21st in Pomona or June 27th in San Jose, and come join us as we celebrate and strengthen our community. See you there!



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MISSION STATEMENT

The CSU Center for the Advancement of Reading and Writing (CAR/W), dedicated to excellence in literacy instruction, promotes the preparation of knowledgeable and highly skilled teachers and reading/literacy 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.

COUNCIL OF FACULTY REPRESENTATIVES

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California Association for Bilingual Teacher Education	<i>TBD</i>
California Association of Teachers of English	<i>TBD</i>
CAR/W Governance Council	<i>Allison Briceno, Marcy Merrill and Christiane Wood</i>

CONTACTING THE CENTER

CENTER FOR THE ADVANCEMENT OF READING AND WRITING

401 Golden Shore Ave.
Long Beach, CA, 90802
calstate.edu/car

Dr. Tanya Flushman, Ph.D.

Co-Director, Center for the Advancement of Reading and Writing
Associate Professor, Cal Poly San Luis Obispo
1 Grand Avenue
School of Education, Building 02-105
San Luis Obispo, CA, 93407-0389
tflushma@calpoly.edu | (805) 756-5537

Jyothi Bathina, Ph.D.

Co-Director, Center for the Advancement of Reading and Writing (CAR/W)
401 Golden Shore
Long Beach, CA 90802
Jbathina@calstate.edu | (562) 951-4693