

CENTER FOR THE ADVANCEMENT OF READING AND WRITING

Dedicated to Excellence in Literacy Instruction



OVERVIEW

Established in 2002, the Center serves CSU faculty and public agencies in their work to ensure the literacy development of Californians. A Council of Faculty Representatives and an Advisory Board provide direction for the Center's activities.

The Faculty Council is made up of one literacy faculty member from each of the 22 campuses that have teacher preparation programs and CalStateTEACH. The Advisory Board consists of several CSU faculty members and representatives from the following public organizations:

- California State Parent Teacher Association
- Association of California School Administrators
- California School Boards Association
- Curriculum and Instruction Steering Committee of California County Superintendents Educational Services Association
- California Department of Education
- California Reading Association

MISSION STATEMENT

The CSU Center for the Advancement of Reading and Writing, 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.

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.



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CENTER ACTIVITIES

Among the Center's activities are the following:

K-12 Literacy Initiatives

The Center supports various literacy initiatives in California school districts including:

- **Expository Reading and Writing Curriculum.** The Center coordinates the ongoing development, publication, and dissemination of the Expository Reading and Writing Curriculum (ERWC) at the high school and middle school levels.
- **The Literate Voices Project.** A personal narrative project designed to rebuild post pandemic connection and strengthen literacy skills while fostering a love for reading and writing among K-12 students.

Publications

The Center convenes groups of CSU faculty with expertise on critical issues to write documents that 1) inform the public about the CSU teacher preparation programs' work in supporting literacy development, and 2) provide information and resources to faculty members to support their teaching. For example, the Center developed Preparing Teachers to Provide Excellent Literacy Instruction, which was widely distributed to stakeholders interested in learning how the CSU prepares teachers in this critical area.

Work Groups

The Center plays a key role in the establishment of work groups to address issues in teacher preparation in response to P-12 needs. For example, several CSU faculty with expertise in early literacy collaborated on the development of a document highlighting the CSU's work in supporting the literacy development of young children, The Early Years: Promoting a Promising Start in Literacy Development.

Policy Initiatives

The Center is called upon to support statewide efforts related to literacy. For example, the Center's Co-Directors served as two of three primary authors of the 2015 English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade 12. They also authored an accompanying Executive Summary of the Framework.

Information Dissemination

The Center provides timely information to CSU faculty on P-12 interests and policy revisions that impact programs. Information is disseminated through newsletters, Web postings, Tweets, and meetings.

FOR MORE INFORMATION, PLEASE CONTACT:

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