

WELCOME to RIAP 2009!



1

Improving Student Literacy

A Systematic Approach by the CSU

RIAP Orientation
2009

2

Changes in Workforce Skills

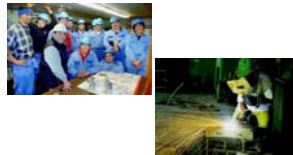
1956

- 20% Skilled
- 20% Professional
- 60% Unskilled



2000

- 65% Skilled
- 20% Professional
- 15% Unskilled



3

A Changed Economy

OLD

- Local/ National
- Stable/ Cyclical
- Muscle
- Job security
- Jobs
- Stable skill sets

CURRENT

- Global
- Constant Change
- Intellect
- Employability security (education)
- Project work
- Continuous learning

4

The Need

- Students ill-prepared for college level work in English and mathematics.
- In 2007, only 53.8% of freshmen entering the CSUs had college level English proficiency.
- 46.2% needed remediation in English.
- 37.2% needed remediation in mathematics

5

The Situation at CSUN:

In 2007, 59.6% of regularly admitted first-time freshmen at Cal State Northridge needed remediation in English system wide.



6

Fall 2007 First-time Freshmen CSU Systemwide



Number of High School GPAs	Mean HS GPA	Number of HS GPAs for Students needing remediation in English	Mean HS GPA of Students NOT Proficient in English
49,099	3.27	22,903	3.17



7

The Costs Are Human and Financial

- Expensive for the student
 - Time
 - Remedial courses don't count toward graduation
 - Remedial courses don't count toward financial aid
 - Self-confidence
- Expensive for the system
 - Remedial courses take resources needed for advanced courses
 - Drop out rate



8

The Importance of Being College Ready

- Only 24% of students who take remedial reading earn a degree.
- Only 37% of students who take remedial math earn a degree.
- BUT 65% of students who take no remedial courses earn a degree!

9

Ready for College = Ready for the Workforce

- A study from ACT shows that high school students who plan to enter workforce training programs after they graduate need academic skills similar to those of college bound students.
- The math and reading skills needed to be ready for success in workforce training are comparable to those needed for success in the first year of college.

10

Background

- Lack of proficiency in **ACADEMIC reading and writing** has been identified as a major reason students need remediation when they come to the university.



11

Background

- "Only 1/3 of entering college students are sufficiently prepared for the **two most frequently assigned writing tasks**: analyzing information or arguments and synthesizing information from several sources."
 - *Academic Literacy* (4)



12

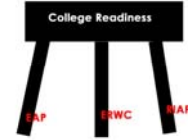
To summarize...

- More than 60 percent of the nearly 40,000 first-time freshmen admitted to the CSU require remedial education in English, mathematics or both. These 25,000 freshmen all have taken the required college preparatory curriculum and earned at least a B grade point average in high school.

13

Three-pronged Approach Taken by the Chancellor's Office

- Early Assessment Program (EAP)
- Expository Reading and Writing Course (ERWC)
- Reading Institute for Academic Preparation (RIAP): professional development for high school teachers



14

RIAP Is Supported By:

- The CSU Chancellor's Office and the Center for the Advancement of Reading
- CSUN
 - Department of English
 - College of Education

15

The RIAP Curriculum: Academic Literacy

The inseparable skills of critical reading, writing, listening and thinking depend upon students' ability to postpone judgment and tolerate ambiguity as they honor the dance between passionate assertion and patient inquiry.

Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities, page 12.

16

Everybody Teaches Reading

- "It is pedagogically unsound [for teachers] to expect that students will come into their secondary classrooms with all of the reading skills needed to engage with content area texts"
 - Freedman and Carver. *Journal of Adolescent Literacy*, May 2007



17

Everybody Teaches Reading

- "All faculty members are being asked to become teachers of reading strategies appropriate to their disciplines."
 - McGrath, 2005



18

Curriculum

- Strategies for reading comprehension and critical analysis
- Rhetorical reading and writing
- Strategies for language acquisition
- Academic language
- Academic habits of mind
- Standards-based planning, classroom instruction, and assessment
- School leadership

19

RIAP's Curriculum Focuses on Vocabulary and Academic Language

- “So much of what we do outside of narrative is tied to vocabulary—a water table is different from a math table is different from tabling a motion.”
 - D. Alvermann

20

RIAP's Curriculum Focuses on Vocabulary and Academic Language

“It is not possible to ‘do’ science, ‘do’ economics or ‘do’ mathematics with only ordinary language.... One must ‘do’ discipline-specific work with academic and discipline-specific language.”

-Scarcella, 9

21

“It is a myth that mathematics and math-dependent majors in college do not require strong reading and writing skills. Students have to be able to comprehend complex informational text so they can identify which mathematical operations and concepts to apply to solve a particular problem.”

--An economics professor, San Francisco State University

From *Ready or Not: Creating a High School Diploma that Counts*. (2004). The American Diploma Project

22

“Regardless of a student's major, the ability to formulate and analyze arguments, both orally and in writing, is absolutely essential to academic success We can develop these skills at the postsecondary level, but students need to get a solid foundation in these basics when they are in high school, or they will fall behind quickly in college.”

--an English professor, University of Nevada, Las Vegas
From *Ready or Not: Creating a High School Diploma that Counts*. (2004). The American Diploma Project

23

Statewide Evaluation

- Done by PERC Evaluation group at CSULA in fall 2005
- Looked at 64 high schools
 - RIAP teachers and Expository Reading and Writing trained teachers, independently and together
 - control group schools (no teachers with either professional development)

24

Findings: Gain Scores

- The improvement in the percent of students deemed proficient in English (2003-2005) in high intensity RIAP +ERWC schools was **more than FOUR times** the rate of improvement of all California high schools (13.6% vs. 3%).

25

Teacher Survey Findings

- Major Impact: teachers' ability to prepare students for college, to use new instructional strategies, to improve student preparation, to change curriculum, and **to help students improve their EPT (and other!) test performance.**

26

RIAP at Northridge

- 5th year
- This year...we are one of ONLY 5 CSUs funded!
 - Past years, as many as 18 CSUs had RIAP sites working with 750 teachers statewide
 - This year only 100 teachers statewide.
- AND...more and more schools are adopting the ERWC curriculum statewide, and more and more teachers are taking the ERWC training.

27

"Research continues to support that secondary literacy instruction is not a matter of 'fixing' the kids who got lost along the way. It is a matter for all teachers to understand how literacy development and reading processes actually work, to understand that there are still skills and strategies to be mastered in secondary content areas, and to accept the responsibility for incorporating literacy development into their instruction."

-Lauren Freedman and Cynthia Carver

28

Differentiation Plans

- English teachers: fully trained in ERWC
 - How many have had training at a CSU?
 - How many have had training via LAUSD?
 - How many have had no training?
- Content teachers: discipline-specific work with a teacher in your area.
- Differentiated College Access Study



29

Your Experience with RIAP

- We provide research-based material designed to improve literacy instruction in EVERY classroom.
- We provide support for implementing effective literacy instruction in YOUR classroom.
- Your job: personalize it to fit YOUR classroom and your students.
- TELL us what you need and how to help you.

30

Your Obligations as a Professional

- Learn as much as you can.
- Take what you learn back to your classrooms and to your schools.
- Help your students become better readers, writers, and thinkers.
- Help US help you!

31

Your Obligations as a Participant

- Attendance
 - Make-up sessions
- Preparation
- College Access Study

32

The Benefits

- \$750 and all books and materials
- Broad range of tools to expand your professional proficiencies
- Colleagues with shared experience and shared values
- Energized teaching life
- Engaged students who are learning what you need them to learn!

33

A Testimonial

- "What you guys gave us was helpful in the sense that it slowed things down, really made students pull apart their reading and ...I still don't think they get that that's what they have to do when they go to college or when they read dense [material]. They think they can peruse it once, write an essay and pull off a C and 'it's all good.' It was hard for them to slow down and [it was difficult for me to] make them understand that this is what good readers do – they look for little tiny things... So [the pace] forced me to slow down with the knowledge that slowing down is right." (AG, Alameda)

34

A Testimonial

- "...the English language learners did very well. It [the ERWC] helped them tremendously because they probably should not be in a college prep class just because their skills are lower than they should be, but they worked hard at it and survived." (PD, Santa Rosa)

35

A Testimonial

- "[Students] have [gained] tremendous confidence and self-esteem, and one young lady – at the beginning of the year she wasn't going to go to college and midway through the year ...she experienced some real success academically with these materials. She applied to CSU Northridge, which she never would have done if she hadn't had that success with the ERWC curriculum." (JD, Bakersfield)

36

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37