CSUSM VOLUME 55 | NOVEMBER 2026

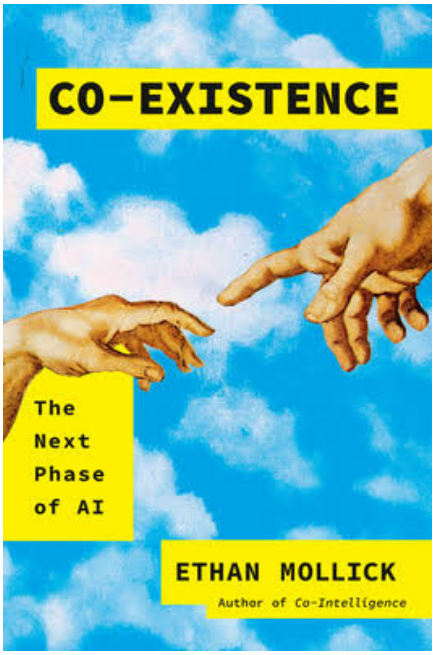
READING, LANGUAGE, & LITERACY (RLL)

Inclusive By Design

Inclusive classrooms begin with the belief that every learner brings valuable strengths, experiences, and ways of communicating. RLL alumni show that belief in action every day through their work with colleagues, students, and the community.

There are many ways to meet students where they are and move them forward . We can offer multiple ways to demonstrate learning—pairing read-alouds with visuals and letting students respond through speaking, writing, drawing, or movement. Then, it is important to invite student feedback about what helps them learn. Small, intentional choices reduce barriers, strengthen belonging, and help every learner thrive together.

Much wisdom often goes with fewest words..
Sophocles



We recommended Ethan Mollick's first book (Co-Intelligence) a few years ago and enjoyed reading this follow-up thinking.



ALUMNI SPOTLIGHT

Elizabeth Ewing & Tenesha Jones

November's Alumni Spotlight takes a slightly different approach as we celebrate not one, but TWO, amazing graduates! Tenesha and Elizabeth are both members of the recently finished Cohort 2.7 and also work together every day. Because they teach at the same school (just down the hall from each other), they have been able to collaborate on operationalizing their learning from the RLL program. See below for their story (page 3) and to check out their amazing projects (this page).



Elizabeth created a poetry unit for middle school students. It creates an engaging entry-point to help adolescents find joy in this genre.

Tenesha developed a resource for families of English learners. It demystifies the reclassification process so that families and teachers can work together to support ELs.

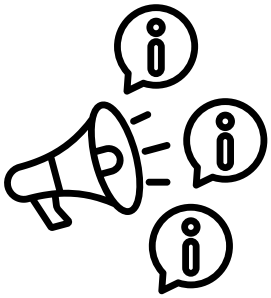
Tenesha and Elizabeth's professional partnership and friendship began in 2017, following a professional development trip to the Museum of Tolerance to design social justice curricula for their English Language Arts classes. Over the next four years, through endless hours of collaboration, pedagogical conversations, and calibration, they built a cohesive and strong ELA department together.

In 2023, as they began co-teaching English Language Development (ELD), both educators recognized opportunities to deepen their instructional strategies. Tenesha discovered the Masters in Literacy program at CSU San Marcos, and together, they embarked on the journey in June of 2025.

The impact on their ELD classroom was immediate. From foundational coursework on phonics, text sets, and early reading stages to actionable student case studies, every aspect of the program provided practical, research-based tools.

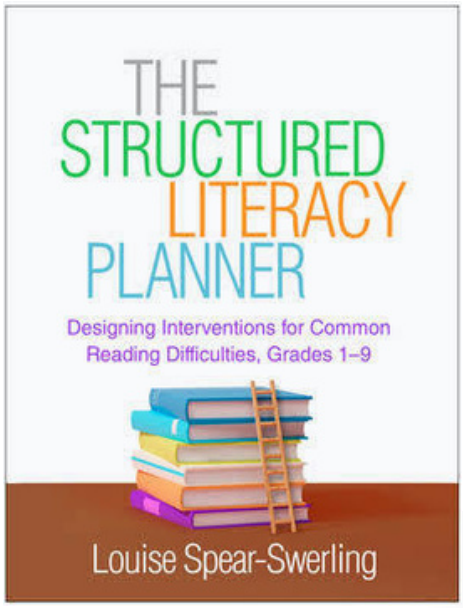
Armed with a deeper understanding of language acquisition, Tenesha and Elizabeth developed their abilities to differentiate their instruction effectively for varying proficiency levels, meeting newcomers where they are with targeted foundational scaffolds while challenging advanced language learners to develop academic fluency.

Tenesha and Elizabeth have always believed that connecting with families and building authentic relationships with students are the cornerstones of effective teaching. Completing this program validated those core values. Grounded in research and theory, their learnings provided meaningful vindication, confirming that the relational strategies and instructional moves they had relied on all along were not only right, but actually essential to student success. The Masters in Literacy program didn't just expand their toolset; it gave research-backed purpose to their passion and elevated learning outcomes across their entire community."



Information sessions for the next application cycle begin this month!

Are you interested in sharing your love for the RLL program? Click here to sign up to join a session! It will only take 30 minutes of your time.



We find *The Structured Literacy Planner* by Louise Spear-Swerling to be a useful resource. Chapter 2 provides a useful overview of the theory necessary to teach foundational reading skills. This includes phonemic awareness, phonics, morphology, and orthography. Click here to ask CSUSM's Kellogg Library to deliver it to a library near you!

Applications for cohort 2.9 are open! Have your colleagues scan the QR code to get started.







2027 SUMMER STUDY ABROAD IN SPAIN

FOR TEACHERS OF SPANISH

Arrival Date: Sat. June 26, 2027

CAL STATE SAN MARCOS & UNIVERSITY OF VALLADOLID

Course Dates: Mon.June 28 - Fri. July 9, 2027

Departure Date: Sat. July 10, 2027



APPLICATION

December 15, 2026 - $500 Non-RefundableDeposit

February 15, 2027 – Application due

MARCH 15, 2027 - **FINAL PAYMENT DUE**

FOR INFORMATION & REGISTRATION VISIT OR CONTACT:

https://studyabroad.csusm.edu/_portal/tds-program-brochure?programid=24902

$2,200 Program Fees Include:

- University fees,health insurance, student ID card
- Morning: instruction; Afternoon: cultural events
- Excursions: Segovia, Castillo Peñafiel - Ruta del Vino
- Guided visits to local museums & city tour
- International Cooking School experience
- Private homestay with all meals included
- Time to explore Valladolid's culture, art, music, & food
- Certificate ceremony & tapas last day of classes
- CSUSM faculty lead in Valladolid during your visit

Program designed for **bilingual teachers, teacher candidates, & senior college students** planning to enhance Spanish skills for teaching careers.

An advanced level of Spanish required.



NOTE: Fees do **NOT** include airfare, ground transportation or personal expenses. Travelers make their own travel arrangements. Valid passport required; COVID-19 vaccination recommended.

Earn 3-units by adding EDUC 582 online through CSUSM for an additional $252.

"This program really enhanced my vision as a dual language teacher. I highly recommend it."

Liliana de Portilla, Dual Language Teacher

California State University SAN MARCOS

Dr. Ana Hernández, Professor, School of Education | ahernand@csusm.edu

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