

Partnerships

One of the strategic emphasis areas includes the development of partnerships with community agencies, including schools and local and state professional K-12 groups. The Central Washington University 1999-2004 strategic plan includes a section on Community Relations, which involves relationships with community agencies that have been formed or are still in planning stages.

Planning for the partnerships includes aspects of funding that is effected through the following: (a) the Center for Teaching and Learning and colleges base funding for academic courses and programs for K-12 practitioners; (b) professional development activities delivered through the CWU Continuing Education Office; and (c) such external funding for professional development schools, Title II collaborations, and a PT3 (Preparing Teachers through Technology) partnership with Educational Service District 105 (Yakima). Additional long-range planning for other K-12 partnerships will be developed through the new CWU strategic planning process and the CTL planning process to begin in late Spring 2003.

Moreover, the State of Washington has, through promulgation of WACs 180-78A-065 (3), 180-78A-140, and 180-78A-145, mandated that state-funded universities create Professional Education Advisory Boards (PEABs). The boards advise, review, and make recommendations regarding the development, implementation, and revision of programs for the preparation of elementary, middle-level and secondary school personnel.

At CWU, the policy of the Center for Teaching and Learning (CTL) states,

The Center for Teaching and Learning of Central Washington University (CWU) shall be in conformity with the provision of WAC 180-78A-065, which establishes and maintains Professional Advisory Boards (PEABs) for all programs that result in specific certification through the State of Washington. The CTL acting as the unit that internally governs professional education, shall cooperate with PEABs on decisions related to the development, implementation, and revision of its professional preparation programs.

The program of Teacher Professional Education Advisory Board (PEAB) follows bylaws that govern the deliberation, decision-making, and formalization of school-based personnel recommendation. Additionally, the PEAB is mandated by law to review one or more program standards, and as needed, notify the University in writing of changes necessary to bring the program into compliance. The CWU Teacher PEAB reviews and makes recommendations to the University in a three-year cycle regarding:

- policies used to develop agreements between the University and agencies providing field sites for field experiences;
- curriculum material and media collection;
- proposed revisions to reflect local district policies related to changing demographics curriculum, organization, and laws;
- current professional developments, which may impact the design of the professional preparation program; and
- reviews of program standards.

The Teacher Professional Education Advisory Board (PEAB) is composed of twelve members representing Washington's education associations, P-12 teachers, public school principals, private schools, and professors and administrators of the Center for Teaching and Learning. The PEAB meets a minimum of four times per year to discuss and provide advice on critical issues pertaining to the CWU teacher preparation program and its candidates. A special feature of the Teacher Education PEAB each June is the selection and honoring of ten student teachers that are recommended through evaluations of performance by supervisory faculty (see page 18 for a list of students). During 2004-2005, the Teacher PEAB participated in the following decision-making and clarifying activities: program design and the performance-based preparation programs; review of field experience documents; knowledge and skills required by all candidates; the unit governance

and resources; teacher follow-up data from the first/third year teacher surveys, and program evaluation data.

The Center for Teaching and Learning (CTL) through the Department of Education and the Director of Field Experiences works with school districts throughout the state to design and implement internships, practica, and field experiences, including student teaching. Collaborative supervisory teams review CTL learner outcomes, state and NCATE standards related to field experiences to facilitate student involvement in a variety of school-related activities and constructivist applications.

Through formal relationships with school districts, department faculty, student teaching supervisors, and other field supervisors collaborate with school administrators and teachers to review and plan for quarterly or yearly placements for practica, field experiences, internships and student teaching. In geographic areas in which CWU does not supervise student teachers, placements are made through the local Educational Service District (ESD).

Student teaching and internship planning and placement include meetings with teachers and administrators to introduce University field experience expectations, and requirements and commitments of all partners. University faculty members review the goals and objectives of the field experiences at this time.

Agreements exist for programs and courses that collaborate in planning and implementation of learning goals with outside agencies and schools. Specific agreements include:

- Careers in Education (41 schools)
- Educational Services Districts (8 ESDs)
- Field Experience Placements –Student Teaching (65 districts)
- Excel Program (Ellensburg School District)
- The Mt. Stuart Partnership Program
- Pre-Autumn Experience
- Professional Development Schools (5 Districts)

Pre-Autumn Experience

This field experience introduces the candidate to the opening of school, professional relationships, school/community relationships, school district organization, instructional support, and resource services. Candidates are assigned to schools for approximately four weeks when public schools begin their school year, and before the beginning of fall quarter at CWU.

Careers in Education Program

In an effort to provide a seamless and articulated program that builds upon a developmental preparatory model, 41 school districts are contracted to provide 90 hours of practical experience for high school students who believe they would like to become teachers. This contract is a recruitment tool to introduce potential candidates to the profession of teaching. Learning outcomes and requirements are identical to the Pre-Autumn Experience, although the experience may not fall during the same timeframe.

Student Teaching

This final clinical experience provides candidates with fulltime authentic learning within a public school environment. School and university personnel work together under contractual agreement to ensure candidate achievement of specific learning outcomes. All candidates must complete this experience for each endorsement they are seeking.

Excel Program

The Ellensburg School District and the Center for Teaching and Learning (CTL) have

collaborated in what was a pilot program in 1995 to provide candidates and at-risk high school students enhanced learning opportunities. School district and CTL administrators coordinate cooperative and meaningful educational experiences for the program by ensuring standards, requirements, and costs are upheld and shared for both sets of learners through a contractual agreement. The Excel Program is Ellensburg's only Alternative High School.

Kittitas Valley-Professional Developments Schools

The Kittitas Valley School District/CWU partnership, consisting of six school districts (Cle Elum-Roslyn, Damman, Easton, Ellensburg, Kittitas, and Thorp), has formed a Professional Development School Consortium. This is a yearlong, field-based teacher preparation program with candidates placed in a variety of public schools throughout Kittitas County, depending on their education major and site preference. To improve student achievement in the PDS partnership, master teachers and university professors engage in a planned series of professional activities to renew curriculum, instruction, or assessment. The relationships developed by master teachers, university faculty and school administrators through of these activities further facilitate professional interactions within the learning community of the PDS.

The program has two major strands: classroom instruction and fieldwork. Candidates are required to complete a series of courses related to their education major prior to beginning the professional education sequence. They begin the school year with the Pre-Autumn Field Experience followed by internships during Fall and Winter Quarters. During the internships, candidates are required to participate in the classroom a minimum of 10-12 hours per week. They can rotate to other classrooms quarterly or stay with the initial cooperating teacher, depending on schedules. Candidates are supervised weekly and seminars are scheduled monthly. They are evaluated through a portfolio assessment that includes a compilation of required artifacts. Student Teaching (a fulltime, quarter long field experience) is completed during Spring Quarter, and candidates are evaluated using the CWU Student Teaching evaluation forms.

Other

As exists in almost every teacher preparation unit, there are numerous faculty who combine their work with the work of schools for the purposes of refining knowledge bases, conducting research and, ultimately, improving the quality of education. The following are some examples of collaborative work accomplished by Center for Teaching and Learning (CTL) faculty.

- Dr. Rebecca Bowers is a member of the Ellensburg Schools Foundation Executive Board.
- Dr. Ken Briggs teaches HED 445 Health Promotion which continues to be a capstone course that requires the development of a "Job Ready" Portfolio. Students are also instructed in interview skills and job getting skills. This course is a great springboard into their student teaching and it helps problem solve student teaching challenges before they begin.
- Dr. Jan Bowers is working with the National Alliance for Family and Consumer Science (FCS) Education, consisting of 15 institutions, to develop and manage a shared national FCS teacher licensure program for place-bound learners. The collaborative project is establishing a national bank of distance learning opportunities to facilitate a national learning community for FCS teacher education.
- Cathrene Connery chaired both the El Dia de los Ninos Festival & Committee and the Second Annual Celebration of Children, Biliteracy, & Multiculturalism in collaboration with the Ellensburg School District and several local service organizations. She is the faculty liaison for the Bilingual and ESL Education Program with the Ellensburg School District. Together, they developed a potential action plan for the improvement of Bilingual and ESL Education for the school district. She is also the Dual Immersion/Content ESL Program Consultant with Moxee Elementary and McClure Elementary Schools.
- Dr. Bobby Cummings facilitates the CWU Writing Project with teachers from the Puget

Sound Writing Project to develop a "Writing in the Disciplines" curriculum for middle and high school. Dr. Cummings is also working with middle and high school teachers to develop strategies for teaching students to elaborate in their WASL writing assignments. In addition, she is a member of the WA Assessment Leadership Team.

- Dr. Jim DePaepe is the evaluator on the Thorp History Grant, which involves U. S. History content and classroom based assessment training for teachers. Up to 65 teachers in 12 school districts of Eastern Washington receive U. S. History content training once each month by attending workshops at Central Washington University. Historians from around the Northwest present the content. These teachers also receive training in providing classroom-based assessments, which will be required by WA State in 2008.
- Dr. Stephen Jefferies is on the Council for Physical Education for Children (COPEC), a national advisory committee for elementary school physical education. Dr. Jefferies also continues to organize the PELINKS4U website, with an average of 1100 visitors daily from 85 countries.
- Dr. Kirk Mathias and Dr. Stephen Jefferies continue to collaborate with the Renton and Ellensburg School Districts on their Physical Education for Progress (PEP) grants, which include curricula development and technology in the classroom. Dr. Mathias is the grant director and both he and Dr. Jefferies are trainers and grant evaluators for the Renton School District. Additionally, both Dr. Jefferies and Dr. Mathias work with the Thorp School District's Health and Fitness program, which is a field site for students to enhance teaching skills.
- Dr. Mark Oursland was involved in the Career Switcher program, a collaborative effort with Edmonds Community College and teaches a course in which CWU Math Education students teach 9th grade students from Thorpe School District in the model classroom on the CWU campus. He is also involved in the Middle School Math and Science minor is a collaboration of math, science, and education.
- Dr. Mark Oursland and Dr. Martha Kurtz, along with other Mathematics and Science faculty, are continuing to work with the Cle Elum school district to integrate Science, Mathematics, and technology into the Math and Science high school curriculum. This program is also being used as a vehicle to integrate more technology and field experiences into the Mathematics and Science Teacher Preparation Programs.
- Dr. Bruce Palmquist teaches SCED 322: Science Education in the Elementary Classroom and SCED 422: Advanced Teaching Strategies in Elementary Science. Over the past year, he has included the following collaborative activities with pre-service teachers in his courses: organization of two science activity nights at Lea Hill Elementary School in Auburn (the stations corresponded to the FOSS science curriculum kits that Auburn uses for grades 1-5), and participation in a group that planned and taught a 4-lesson unit to 3rd-5th grade at Kittitas Elementary School in Kittitas. Additionally, preservice teachers enrolled in SCED 422: Advanced Teaching Strategies in Elementary Science evaluated some of the FOSS kits for the district as a class assignment.
- Under the leadership of Mr. Perez, the HED 446 Elementary Health Education Curriculum classes have continued to provide quarterly health fairs for the 2 elementary schools in Ellensburg and one in Kittitas. These health fairs have averaged 180+ people in attendance and the evaluations are impressive. Approximately 60 elementary majors develop hands-on carnival-like booths in which children can participate. Parents and students attend the evening even designed to education them about health behavior and making good healthy choices.
- Dr. Lee Plourde is involved with Professional Development Schools with the Wenatchee and Waterville School Districts. Preservice teacher candidates complete practicum experiences and student teaching in both districts. In addition, Dr. Plourde participates in professional development activities with teachers in the schools.

- Dr. Steve Schmitz, Director of the Professional Certificate Program and National Board Certification is involved in public school partnerships with Cascade, Cashmere, Chelan, Cle Elum, Easton, East Valley – Yakima, East Wenatchee, Ellensburg, Entiate, Ephrate, Everett, Federal Way, Highline, Kennewick, Kittitas, Moses lake, Omak, Pasco, Richland, Selah, Sunnyside, Thorp, Toppenish, Wahluke, Wapato, Sunnyside, Wenatchee, West Valley - Yakima, White Swan, Yakima, and Zillah School Districts.
- Dr. Andrea Sledge and the CWU Reading Program faculty collaborate with local elementary education schools in placing preservice teacher candidates in classrooms two days per week for one-to-one or one-to-two tutoring.
- Dr. Elizabeth Street is a consultant with Morningside Academy of Seattle, a laboratory school for elementary and middle school students. Through the Morningside Teachers' Academy, Dr. Street assists with dissemination of the Morningside Model of Generative Instruction to public and private K-12 schools throughout the United States and Canada. Her largest implementation is at the Riverside Indian School in Anadarko, OK where the focus is on improving reading skills and scores of students
- Dr. Linda Woody teaches a course on music education for graduate students. Due to the need for advocacy for music, the course was created through a study on how general music teachers teach skills that transfer to literacy skills. The content was created in collaboration with a local elementary music teacher. Students enrolled in the course are developing a checklist of specific ways to integrate literacy skills into music and Dr. Woody and the elementary music teacher are observing implementation in two local elementary schools.