

## 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 2006-2011 strategic plan includes a section on building mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses, which involves relationships with community agencies that have been formed or are still in initial planning stages.

Planning for these partnerships includes aspects of funding that is affected through the following: (a) the Center for Teaching and Learning and colleges base funding as necessary 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 as necessary for professional development schools and Title II collaborations. Additional long-range planning for other K-12 partnerships will be developed through the continued CWU strategic planning process and the CTL planning process.

Moreover, the State of Washington has, through promulgation of WACs 181-78A-065 (3), 181-78A-140, and 181-78A-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 181-78A-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 15 for a list of students). During 2006-2007, the Teacher PEAB participated in the following decision-making and clarifying activities: review of unit governance and resources, review of in-depth information concerning field experience

and placement data, 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. 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 (43 schools)
- Educational Services Districts (9 ESDs)
- Field Experience Placements –Student Teaching (66 districts)
- Excel Program (Ellensburg School District)
- Discovery Middle School (Ellensburg School District)
- The Mt. Stuart Partnership Program (Ellensburg School District)
- Pre-Autumn Experience
- Year-Long Program (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 a minimum of 14 days 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, 43 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. Discussions between the district and the CTL regarding revamping the program to make it more performance-based are currently in progress. The Excel Program is Ellensburg's only Alternative High School.

### *Kittitas Valley/Central Washington University Partnership*

The Kittitas Valley School District/CWU partnership, consisting of six school districts (Cle Elum-Roslyn, Damman, Easton, Ellensburg, Kittitas, and Thorp), has formed a consortium that includes 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 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.

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.

- University Field Supervisors work with school districts and cooperating throughout the state to place and supervise students in both Pre-Autumn and the student teaching experience, the capstone experience in our teaching program. School district staff also come into CWU courses and seminars to help bridge theory and practice. Planning for these events takes place in a collaborative manner. Districts seek candidates to fill their vacancies. University supervisors provide thousands (collectively) of recommendations of our students to districts seeking to fill vacancies. 2006-2007 Field Supervisors were Dr. Rexton Lynn, Dr. Steve Nourse, Dr. Kim Jones, Dr. Dennis Martinen, Dr. Lanny Fitch, Dr. Gary Ballou, Dr. Sheri Mycue, Dr. Leslie Elsaesser, Dr. Sharel Babcock, Dr. John Bartkowski, Ms. Janie Matheson, Ms. Cindy Vielbig, Ms. Helen Clement, Ms. Judy Longstreth, Ms. Jan Ferrera, Ms. Mary Scheyer, Mr. Frank Foster, Ms. Jane Smoke, Ms. Jackie Hubbard, Mr. Alex Alexandrou, Ms. Pat Lassanske, Mr. Al Kelling, Mr. Bob Lebard, Mr. John Beard, Mr. Joe St. Jean, Ms. Kathy Paris, Ms. Linda Reed, Mr. Jerry St. George, Mr. Gary Fendell, Mr. Dean Weberling, Ms. Carol Bishop.
- 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.
- Dr. Rebecca Bowers is a member of the Ellensburg Schools Foundation Executive Board.
- Dr. Patsy Callaghan serves as a member and Vice-Chair of the Board of Directors of Educational Service District #105 and participates with that organization in strategic planning, as well as in discussions of grant options within the context of service to the students, the schools, and the region's communities. As a member of the Association of Educational Service Districts, Dr. Callaghan serves on a three-member team that reviews School Improvement Plans and recommends six-year school accreditations.
- Drs. Jennifer Cates and Scott Schaeffle (Psychology) collaborated with Royal High School and the GEAR UP Program to have Masters' students in School Counseling, School Psychology and Mental Health counseling work with Royal students in completing their college admissions essays, financial aid materials, and applications.
- Cathrene Connery chaired both the El Dia de los Ninos Festival & Committee and the Third 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. Chris Curran and other Special Education Faculty were extensively involved in working with P-12 schools. She/they:
  1. Worked with Ellensburg School District as the CTL Liaison to Interagency Task Force on Alternative Education
  2. Worked with Ellensburg School District and Special Services Office to Arrange Practicum Placements. Supervised Practicum Students in Ellensburg and Selah School Districts (EDSE Practicum Coordinator)
  3. Supervised EDSE Practicum students in a full-day full quarter long practicum in Ellensburg and Selah School Districts
  4. Worked with Ellensburg School District Special Services Director to Design a Graduate Internship in Professional Affiliated Disciplines (EDSE 684) for one student (under the mentorship of Special Services Director)
  5. Served on the Selection Committee for the Ellensburg School District Teacher of the Year
  6. With EDSE Colleagues (D. Prigge & D. Fennerty) and permission of Human Subjects completed a survey of Yakima School District EDSE teachers (with permission and logistical support from EDSE Director in Yakima) on perceptions of importance of instructional need area for use in the CWU EDSE program review.
  7. With ESD 105 (as president of the Northwest Council for Learning Disabilities) co-sponsored an RTI Panel Presentation in May 2007 of 4 representatives from central Washington School Districts) attended by over 90 CWU & ESD students/professionals.
  8. Nominated Kittitas school district teacher Bevin Vogt as an Outstanding Teacher supporting students with learning Disabilities (July 2006). She was awarded this recognition in October 2006 at the International Council for Learning Disabilities Conference.

- Under the directorship of Dr. Bobby Cummings, the Central Washington Writing Project, in its 16th year of operation, develops and maintains a corps of teacher leaders who conducts in-service programs in writing in the schools. These teachers prepare for staff development leadership at the Central Washington Writing Project 4-week, intensive Summer Institute for Teachers.

The Central Washington Writing Project has a school partnership contract with several schools to provide a group of teacher consultants to conduct staff development on teaching writing over the next 3 years. These staff development activities include instructional coaching, assessment of student work, development of school imbedded teacher leadership mentoring, teaching demonstrations, reciprocal classroom visits, and the facilitation of professional learning communities.

Dr. Cummings also works with Central Washington Writing Project teachers to implement two school partnerships which will document in a national study the most effective strategies for teaching writing in middle schools. There are two partnership schools in the study and one non-partnership school. Each partnership school receives \$12,000 a year for four years of staff development in writing. The non-partnership school receives \$8,000 a year for the next four years.

The Writing Project is offering teachers a second institute on the implementation of Classroom Based Assessments this summer. Last year, the Project conducted a year-long CBA project for 12 teachers from both sides of the mountains.

Dr. Cummings serves on the WEST-E Content Committee, the OSPI Writing Assessment Steering Committee, and the COE Standards Setting Committee.

Central Washington Writing Project teacher consultants assess English language arts teacher candidates at the end of the capstone course for: best practice in teaching writing, knowledge of assessment, understanding and application of research and theories to teaching, and instructional planning.

- 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.
- Robyn Downs and Dr. Andrew Downs provide consultative support in the area of Applied Behavior Analysis and behavioral support to the Collaborative Training Classroom (CTC) at Children's Village in Yakima, WA. This classroom is a collaborative venture between CWU and several ESD 105 districts including Selah, East Valley, Yakima, West Valley, and Naches. Robyn and Dr. Downs also supervise approximately 10 CWU education students per quarter who provide educational interventions in the CTC.
- Dr. Gail Goss had students from two of her courses (EDRD 411 and EDRD 309) work with fifth grade at the Yakima School District Lab School planning lessons and traveling to the school to teach those lessons. They also both read the same children's book and then acted as a pen pal with each other about the book.
- Dr. Dan Herman, Dr. Stephen Moore, Dr. Karen Blair, and Dr. Tom Wellock (History faculty) presented lectures to PK-12 teachers involved in the USDE Thorp History Grant.
- 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. Terry Martin, English Department, interviewed high school student scholarship applicants as part of her work on the Washington PRIDE Foundation Student Scholarship Committee.
- 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. Mathias has also worked with schools in Renton, Seattle, Portland and San Francisco to integrate technology into Physical Education/Health classrooms.
- Dr. Stephen Moore and History Education candidates worked with Mattawa High School to help prepare secondary students to participate in the Washington History Day competitions.
- 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 continued to work with a variety of classes on a variety of collaborations:
  1. SCED 322 candidates continued to deliver science lessons in elementary school classrooms (since the 1997-98 school year). This class is offered every quarter so these partnerships are used every quarter. Partner districts have included Kittitas, Ellensburg, Auburn, Damman, Kent, and Federal Way (from oldest to most recent partnership). Affected course:
  2. SCED 323 (middle level math/science minors) students have observed and taught science lessons in Ellensburg and Selah SD classrooms for the past three years.
  3. SCED 324 students have Candidates have observed and taught science lessons to students from Ellensburg and Quincy SD on and off for at least the past eight years.
  4. SCED 420 students have taught science lessons in Ellensburg (at least eight years) and Auburn (four years).
  5. SCED 422, Candidates have taught science lessons and done action research projects in Kittitas, Auburn, Kent, and Ellensburg SD classrooms.
- 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. Ian Quitadamo teaches SCED 301: Interdisciplinary Science Inquiry where students and faculty work with community stakeholders (City of Ellensburg, Puget Sound Energy, Kittitas Ecobuilding Guild, and various corporations) to investigate alternative energy and sustainability topics. Students design and conduct authentic research and generate results with broad significance for the greater community. Community partners also participate in a student-driven research symposium at CWU. He recently became a member of the Washington Science Teachers Executive Board as a representative of the Teachers of Teachers of Science group, an organization that includes faculty teaching pre-service science methods courses across Washington State.
- Dr. Andrea Sledge and Mrs. Melissa Caveness individually collaborated with fifth grade teachers in the local schools, as part of their sections of EDRD 411. In the former's class, teacher candidates journaled with fifth graders about their daily self-selected reading, and designed literature extensions for the fifth graders' nonfiction thematic studies. As part of her responsibilities as coordinator of the Professional Certificate Program, collaborations with several school districts provide in-district professional development as part of this required second tier of teacher certification.
- Dr. Bret Smith continued (since 2004) collaboration with Yakima Symphony Orchestra and ESD 105 *ArtFusion* (US Department of Education grant) for chamber music in schools program serving 7 schools in 3 Yakima Valley districts. Developed teacher guide for YSO student concert, aligning all programs with state EALRs. Other Music Department collaborations include:
  1. Annual: Host institution for jazz (1,000 students), choral (900 students), band (2,000 students), and orchestra (1,500 students) festivals, drawn from all over the Northwest
  2. Host of regional district and state solo/ensemble contests (WMEA, WIAA); approximately 2,000 students
  3. 2006: Amahl and the Night Visitors performance for Ellensburg School District students
  4. Annual: Special school performance of orchestra's Halloween concert on campus (600 students in attendance)
  5. Annual: Preparatory String Program serves over 80 string students from Kittitas Valley and is a model for undergraduate string teacher education, performing twice annually at Ellensburg elementary schools as well as Damman, Kittitas, Thorp, and Ellensburg Christian School
  6. Annual: Preparatory Children's Choir program offers choral experience to lower grade elementary students
  7. Annual: MUS 329 class (General Music for Mus. Ed Majors) involves university music education majors in music classes of the three elementary schools of the Ellensburg School District.
  8. Annual: High School Orchestra, Bands and Choral groups visit the campus to work with faculty ensemble directors--average 2-3 in each area.
  9. Annual: Jazz department guest clinicians visit Ellensburg High School four times a year (50 students)
  10. Faculty are very active as guest conductors, clinicians, and adjudicators throughout the Northwest
  11. Faculty specialists observe music department student teachers twice per placement
  12. Mark Lane is site manager for the All-Northwest honor groups at the Northwest Division MENC conference in Portland this year, and is president-elect of the Washington Music Educators Association.
- Dr. Stephanie Stein (Psychology) coordinates a benchmark assessment program at Lincoln using the DIBELS and CBM math. All K-5 students are assessed three times a year using these brief measures and then class reports and individual progress graphs are provided to the teachers to help with instructional planning and to share with parents. More intensive progress monitoring is also provided for students at risk. The project is staffed by a graduate assistant in school psychology and volunteer graduate and undergraduate students in psychology and education.

- 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