

Collaborative activities

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 eleven 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 2007-2008, 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 (69 districts)
- Excel Program (Ellensburg School District)
- Discovery Middle School (Ellensburg School District)
- The Mt. Stuart Partnership Program (Ellensburg School District)
- Pre-Autumn Experience (69 Districts)
- 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. 2007-2008 Field Supervisors were Dr. Rexton Lynn, Dr. Steve Nourse, Dr. Kim Jones, Dr. Dennis Martinen; Dr. Gary Ballou, Dr. Lanny Fitch, Dr. Sheri Mycue, Dr. Leslie Elsaesser, Dr. Sharel Babcock, Ms. Janie Matheson, Ms. Cindy Vielbig, Ms. Helen Clement, Ms. Judy Longstreth, Ms. Mary Scheyer, Mr. Frank Foster, Ms. Jane Smoke, 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. Carol Butterfield and the Reading/Literacy program has established partnerships with a variety of school districts and agencies to assist in teacher candidates in reading practica. Districts and agencies include: Ellensburg School District; Kittitas School District; Kittitas County Head Start, Ellensburg, WA; Title One Family Literacy Event – Storytelling, Ellensburg, WA; Children’s Activity Museum , Ellensburg, WA; Ellensburg Renewable Energy Office, Gary Nysted, Director; Discovery Middle School Program, Ellensburg School District; Damman School District; Thorp School District; Selah School District; Tacoma School District; Lacey/North Thurston School District; Puyallup School District; Bethel School District; Wenatchee School District; and observations and volunteer work in the following districts: Edmonds, Everett, Shoreline, Seattle, Issaquah.
- 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 Schaeffe (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.
- 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 to develop and monitor an alternative middle school (Discovery School) located in Black Hall, home of the Department of Education, on the CWU campus.
- 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, an 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. Leslie Elsaesser, Coordinator of the CWU-Lynnwood Center, hired several practicing teachers as adjunct faculty, including Kim Mathey, Lori Soderberg (Edmonds), and Chuck Millsap (Seattle).
- Elise Forier and the Theatre Arts Education program participated in a variety of events with schools and school districts, including:
 1. Theatre Education students enrolled in our practicum course TH 420 winter quarter, taught on-site workshops to elementary and high school students at :
 - Eisenhower High School in Yakima
 - Lincoln Elementary School in Ellensburg, grades K-3
 2. Twenty three Theatre Arts students participated in the Monologue Project, which was an arts program designed by Gear Up and The Power of Hope, conducted on site in conjunction with Toppenish Middle School, and Harris Middle School in Sunnyside. Grade 6-7,
 3. A touring production of "The Adventures of Don Quixote" toured to elementary schools in Washington State for most of Spring quarter. In addition to performances for children, CWU students also taught workshops in theatre arts for some schools. Grades K-5. "Don Quixote" visited:
 - Mount Stuart Elementary, Ellensburg
 - Harrah Elementary, Harrah, WA
 - Vista Elementary, Kennewick, WA
 - Manson Secondary, Manson, WA
 - Starbuck Elementary, Starbuck, WA
 - Washington Elementary, Hoquiam, WA
 - Salter's Point, Steilacoom, WA
 - Valley View, Ellensburg
 - Mansfield Elementary, Mansfield, WA

Whitson Elementary, White Salmon, WA
Monument Elementary, Quincy, WA
Hiawatha Elementary, Othello, WA
Dayton Elementary, Dayton, WA
Kittitas Elementary, Kittitas, WA

4. Approximately 100 children from Mount Stuart Elementary School in Ellensburg attended a staged reading and talk back in the Tower Theatre with author Spring Hermann and CWU student actors of the new play "Mama Tomcats Flying School" in January, 2008. 3rd grade
 5. Theatre Arts faculty member Elise Forier taught three playwriting workshops to high school students at the High School Thespian Conference Tech Festival at Roosevelt High School in Seattle on October 11, 2008. Grades 10-12
- 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 Dr. Tom Wellock in History Education presented the Thorp Teaching American History Grant information to Kittitas County K-12 teachers.
 - Dr. Stephen Moore remained involved with his teacher candidates in mentoring middle school students in the Wahluke district regarding History Day projects, usually through his course HIST 301, Pacific Northwest History or UNIV 309 Service Learning.
 - 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 was the Co-principal investigator on the HECB grant, TQOV: Teacher Quality in the Okanogan Valley.
- 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. Choral Festival (25 choirs, 1000 students)
 2. Wind Festival (40 bands. 1800)
 3. Orchestra Festival (26 orchestras, 800 students)
 4. YVMEA Solo/Ensemble Contest (200 students)
 5. WMEA State Solo/Ensemble Contest (1200 students)
 6. John Moawad Invitational Jazz Festival (30 groups, 600 students)
 7. Sonatina Festival (400 students, 1200 attendees including teachers)
 8. Suzuki Association Conference (20 teachers workshops, 500 students)
 9. Central Cello Celebration (50 participants, including 6-12, college,
 10. professional)
 11. Trumpet Festival (50 student participants, 10-12 and collegiate)
 12. Sounds of Summer Drum Line camp (100 participants)
 13. Kairos Lyceum (25 9-12 and collegiate participants)
 14. Laughing Horse Youth Orchestra Festival (65 student participants, 4-12)
 15. Preparatory String Program (65 K-12, homeschool, private school students, 15 CWU students teaching in program)
 16. The music program at the Ellensburg Christian School is entirely implemented by CWU students.
- Dr. Stephanie Stein (Psychology) coordinates a benchmark assessment program at Lincoln Elementary School 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