

Spring/Summer 2021, Volume 10



**CASUP**

California Association of School-University Partnerships

# Connections



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# President's Message

***“It was the best of times ... it was the worst of times”***

*~ Charles Dickens ~*

## **President's Message**

*Summer 2021*

Dear Friends,

What a year this has been.

The ongoing COVID-19 pandemic has challenged us as individuals and as educators. We've had to dig deep into our inner reserves for energy and creativity to meet the needs of our students, to maintain connections with colleagues and to keep hopeful for our shared future.

At a recent online conference, I heard a presenter use the term 'pandemic pivot' to describe the way in which educators have adapted to the challenging expectations of a year experienced through technology platforms and socially distanced interactions.

As you receive this issue of our CASUP Connections magazine, the traditional school year has come to a close. For some, summer school awaits and for some, vacation time to recharge and renew. Whatever your future holds, know that your commitment to learning, teaching and to making a difference in the lives of your students and your loved ones is valued.

We at CASUP are privileged to be on this journey with you and remain hopeful for a brighter, healthier future for our students, our families and our planet.

Be well,

***Elizabeth Brown***

President



# CASUP Connections

## ***New board members***

**Our new board officers:** President: Elizabeth Brown, Vice-President: Keith Derrick, Secretary: Jan Zoller, Treasurer: Michael Cosenza

### **Elected to three year terms on the board are:**

**Dr. Cynthia Coler**, EdD, is an adjunct professor with California Lutheran University and teaches in their PDS Residency Program. She has worked as a PDS liaison supervising cooperating teachers and teacher candidates. She also served 7 years as the director of field placement and credential services at California State University Channel Islands, where she was affiliated with two PDS sites and placed teacher candidates in coteaching residencies or a coteaching traditional model. She has over 30 years of experience as a teacher/administrator in public schools. Most recently, she has served as the secretary for NAPDS. Cynthia has been on the board of Southern California Professional Development Schools since its founding in 2010 and continues with the organization under its new name, the California Association of School University Partnerships. She has attended and presented at NAPDS conferences and serves on the Events and Conferences Committee.



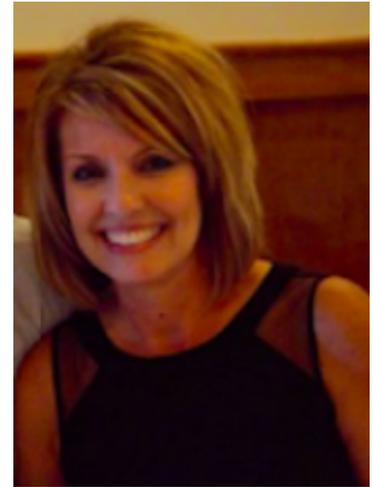
**Cynthia Coler** (re-elected!)  
Adjunct Faculty  
California Lutheran University  
[ccoler@callutheran.edu](mailto:ccoler@callutheran.edu)

**Dr. Shana Matamala** is an Assistant Professor and Director of Clinical Fieldwork at the University of La Verne. She currently serves on the board for AICCU ED for the California Council on Teacher Education. She recently published an article in the SCPDS News Magazine on her work with Dr. Amber Bechard, Chair of the Special Education Program, in launching the Inclusive Education Program at the University of La Verne. This work largely centers on building partnerships with local schools that utilize co-teaching with special education and general education teachers. Dr. Matamala worked as part of a team that received a CEEDAR grant for preparing educators to work in inclusive environments. She is currently working with a team of faculty from the University of La Verne and Pomona Unified School District on a collaborative partnership as a part of the Branch Alliance for Educator Diversity.



**Shana Matamala**, Ed.D.  
Assistant Professor / Director of  
Clinical Fieldwork  
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**Dr. Michelle Pengilly** has been an educator for 33 years. She spent her first 7 years teaching at a rural elementary school which was primarily English Learners. The next steps in her career involve 10 years as an elementary school Principal, 7 years as a Middle School Principal, 2 years as a Superintendent, and 7 years as Directors of Curriculum and Instruction and as Director of ELD and Special Projects. Dr. Pengilly has been an adjunct professor for CSUB, National University and Porterville College and currently serves as the Director for Multiple Subjects for Fresno Pacific University. Dr. Pengilly's teachers several of the Teacher Education Courses and also mentor's student teachers and oversees mentors. She is a member of the California Teaching Fellows and she has also been a member of ACSA, NASSP, CISC/Curriculum and Instruction Steering Committee, ASCD and many other administrative organizations. She has successfully written several educational grants for her school districts and currently devotes time serving students who are Foster Youth and have been incarcerated but are working on completing their education. Dr. Pengilly has received several certifications as Trainor of Trainees including Fierce Conversations, Thinking Maps, GLAD, Achievement Teams, Data Teams, PBIS, Fred Jones, Ventures for Excellence and Professional Learning Communities. Dr. Pengilly is recognized as a recipient of the TORCH Award, Standards and Poor Closing the Achievement Gap recipient and as a nominee for Tulare County's Administrator of the Year.



**Michelle Pengilly, Ed.D.**  
Director of the Multiple  
Subjects Credential Program  
Fresno Pacific University  
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**Dr. Patricia Dickenson** is an Associate Professor of Teacher Education at National University and the course lead for the Multiple and Single Subject Math and science methods courses. This past year, Dr. Dickenson has been working with school districts throughout California to provide professional development in teaching math remotely with virtual tools. Her presentations and videos are available via YouTube (<https://www.youtube.com/c/TeacherPrepTech/videos>) for developing conceptual knowledge and procedural fluency with virtual manipulatives. Dr. Dickenson was a recipient of the NCTM Research grant to support both preservice and in-service teachers with math professional development via social media. Dr. Dickenson most recently presented to parents throughout Santa Cruz county on how to use Math Games. (<https://teacherprep.wordpress.com/>) to make early math learning fun and rooted in Common Core math models. Dr. Dickenson hosts a monthly podcast to support teaching in bridging research to practice (<https://anchor.fm/teacherprep>). Her website "Teacher Prep Tech" (<http://www.teacherpreptech.com/>) includes digital resources and tips for integrating technology for teaching, planning, and assessment.



**Patricia Dickenson, Ed.D.**  
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# 2021 Exemplary Partnership Award Winners

## Point Loma Nazarene University (PLNU) Lamont Elementary School District (LESD)

The Lamont Elementary School District, located in Kern County, is home to an established 50:50 dual language immersion program with a 20 year history. The partnership between the district and Point Loma Nazarene University's (PLNU) School of Education was initiated during the 2019-20 school year in an effort to revisit, refocus and refine the district's Dual Language Program, impacting 35% of their total student enrollment, according to Dr. Elsie Solis-Chang, assistant professor of education at PLNU.

This partnership involved 31 district teachers, five peer coaches, four administrators and two district directors, learning alongside a PLNU professor and external consultant. Grounded in the *Guiding Principles for Dual Language Education*, the partnership focused on capacity-building, collaborative reflection and system-wide self-evaluation.

The partnership gave voice to educator stakeholders, providing tools to enrich dual language instruction classrooms and resulted in a renewed and refined vision and direction for the district's commitment to serving its dual language students. Overall, the partnership has impacted over 1,000 dual language students at four school sites and the educators serving them in California's Central Valley.

For additional information on this successful partnership, refer to our Fall 2020 issue of CASUP Connections and an article submitted by Dr. Elsie Solis-Chang.

**Congratulations to Point Loma Nazarene University and the Lamont Elementary School District!**



**Top Row (Left to Right):** Dina Esparza, LESD - Director II of Instructional Services; Elsie Solis-Chang - PLNU - Assistant Professor; Ana Adamson, Principal; Israel Cisneros, ELD/DUAL TOSA. **Middle row:** Brandy Charles, Principal; Arturo C. Duran, Vice Principal; Maria Ozuna, Principal; Miguel Guerrero, Superintendent. **Bottom Row:** Antonio Aguilera, Administrative Services; Gloria Moreno, Vice Principal; Javier Bolivar, Principal; Alesha Moreno-Ramirez, Language & Literacy Consultant.

# Asset-Based Approaches for Dual Language Teachers of English Learners:

## Examining Critical Consciousness through a Professional Learning Community

Ana M. Hernández & Annette M. Daoud,  
*School of Education, California State University San Marcos*

Lorena Guerrero-López, M.Ed.  
*Valley Center-Pauma Unified School District*

A community scholarly engagement through professional development (PD) is required to improve pedagogy and equitable access for English Learners (ELs). With our district partners in mind, we created a Professional Learning Community (PLC), comprised of faculty and clinical supervisors from CA State University San Marcos' School of Education, and our partnership with teachers and principals from three local districts (Fallbrook UESD, Oceanside USD, and Valley Center-Pauma USD) met monthly to design PD for dual language teachers. The PD was supported by a 5-year National Professional Development grant from the US Department of Education titled Project ACCEPT – Aligning the Common Core for English Learners, Parents and Teachers: A Professional Learning Community in Dual Language Education awarded to CSUSM.

The successful partnership represented a long-standing relation with the three districts through a scholarly engagement which included the involvement of bilingual clinical practice sites at local schools, collaboration with mentor teachers, seeking field experience feedback, community advancement in research, and engaging in collaborative data analysis for program improvement. Many of the district administrators and teachers are former graduates of our programs and continue to sustain their relationships with the School of Education through committees, events, and lecturer positions.

The PLC not only focused on instructional strategies that promoted language and biliteracy development but addressed teachers' deficit discourses and assumptions about ELs noted by our district partners. The goal fostered the importance of building teacher-student relationships by dismantling pedagogical misconceptions to confront and disrupt the narrative of differential expectations for ELs through teacher inquiry and reflection. Hence, the lessons learned from the partnership advanced the understanding of valuing student assets through a caring, student-centered learning environment for language/literacy development, moving away from educators placing blame on students and families.

This partnership strengthened the trust amongst districts and CSUSM in educating teachers who serve ELs. The partners engaged in an examination of "Knowing My Students" by questioning equitable learning spaces for culturally and linguistically diverse students. Additionally, the partnership facilitated teachers' work in multi-district grade level teams to analyze teachers' views on students' work samples and design standard-based lessons that built on ELs' strengths. By using a "learning about my students" approach to frame the use of asset-based pedagogy, the partners focused on the strengths, advocacy, and resources for ELs with a mindset to challenge unjust and unintended approaches that result in inequitable and biased education. The successful 5-year grant partnership trained over 150 dual language educators and built sustainability beyond the grant through bi-annual retreats, maintaining bilingual clinical practice sites, and continuing multi-district events, PDs and lasting relationships.



# From Partners to Praxis:

## Anti-Racist Education at Mann UCLA Community School

Scott Aquiles, Arbin Lubiano, Berenice Morales, Adriane Nguyen,  
Marcus Van, Shriya Venkatesh, Tichina Ward-Pratt,  
*Teachers, Mann UCLA Community School*

Ung-Sang Lee & Christine Shen  
*Community Schools Initiatives, University of California, Los Angeles*

The Mann UCLA Community School partnership between an LAUSD public school, UCLA, and the local community strives to collectively advance anti-racist education. As a group of teachers and researchers at the core of this partnership, we provide a historical account of our five year partnership to shed light on how we have built a school that advances racial justice through sustained learning, programmatic development, and shared leadership.

Firstly, the partnership rebuilt a teaching force that had been decimated through low enrollment and the unavailability of permanent teachers. The university's teacher education program (TEP) immediately provided 7 new teachers who shared the school's mission to center racial justice. The TEP's tradition of social justice-focused training prepared new teachers at Mann to join veteran teachers in advancing initiatives like social-emotional learning, culturally responsive curriculum, and student and parent participation in school leadership. Teachers developed these pedagogical practices by partnering with UCLA, including joining a Carnegie Foundation-supported network of schools to improve STEM instruction, and efforts with UCLA's Hammer Museum to integrate community-based art into ethnic studies.

The partnership combines justice-focused academics with community and enrichment programs. For example, we have collectively built an on-campus college center that offers mentorship, academic tutoring, and college knowledge development that includes a tour of multiple HBCUs. Other programs, such as our summer school partnership with UCLA's School of Theater, Film and Television, gives students an opportunity to develop their creativity alongside experts in those fields. These programs build on students' talents to enrich their public school experience.

We have also created formal school structures that will sustain our justice-focused work. Over the past 6 months, we formed the Anti-Racist Committee, of over 30 school stakeholders, that will guide the school's pedagogy and programs to stay rooted in racial justice. The committee evaluates school practices and facilitates professional development, and also sends a formal representative to the school's governance council. We support parent participation in these efforts through programs like English classes for English-learning parents. Through this work, we offer a model of democratic, racial justice-oriented school organization.

Our partnership is evolving to meet the emerging needs of our community. Our partnership is made possible by a shared commitment to disrupting racially inequitable schooling practices. As such, we encourage others to center collective learning with community stakeholders to engage in similar work. We urge others to challenge standardized measures of success that have historically hurt Black and Brown students, and instead, offer comprehensive systems for student learning that build on the existing assets of our students and families.

# Enhancing Literacy Instruction:

## Lessons Learned Through University and District Partnerships

Amber Bechard, Nancy T. Walker, Marga Madhuri  
*University of La Verne*

Joan Sutter  
*West Covina Unified School District*

Rebecca Stabler & Sharon Pon  
*Pomona Unified School District*

Literacy faculty from the University of La Verne (ULV) built partnerships with Pomona (PUSD) and West Covina Unified School Districts (WCUSD) to design structured literacy training for teachers, complementing existing literacy instruction, and providing intensive support for children with specific literacy needs. Administrators, teachers, and parents are already recognizing the partnership is successful and sustainable. Stakeholders are seeing this success through the growth of the children receiving tutoring; through teachers who are able to deliver high quality and specific language instruction; and through parents who are seeing their children becoming more confident and motivated readers.

ULV faculty are working towards earning accreditation from the International Multisensory Structured Language Education Council (IMSLEC) to insure quality and integrity. This includes training in an Orton-Gillingham multisensory approach which focuses on foundational skills, multisyllabic instruction, and morphology, and includes practice with K-8 children who struggle with literacy. This tiered structure will instruct teacher leaders, who will in turn train classroom teachers. One of the participants describes her excitement: "I was thrilled to learn ULV was offering dyslexia certification for our educators. It will accelerate the spread of dyslexia knowledge and support so we can help all students succeed in literacy."

Teachers from PUSD, explained their perspective: "This partnership allows us to build our capacity to support students with reading challenges and to meet their individual needs. It also helps address the need for professional learning around literacy practices and instruction."

### Lessons Learned

Districts realized the importance of coordinating the partnership district wide, bringing all stakeholders to the table to ensure cohesion in programming decisions. ULV faculty have realized the need to include a "pre-instructor" level in the program, so practitioners have the opportunity to integrate what they learned in their teacher level.

As a result of COVID-19, we found that the shift to remote teaching has supported equity by increasing accessibility for teachers, children, and faculty. We can serve typically underserved children with a remote delivery model.

ULV and both districts are committed to sustaining this partnership. The entities have already worked together to host dyslexia simulations for parents and the communities. ULV and the school districts are using internal and external funding to continue the work. Since the partnership focuses on a shared responsibility for increasing effective literacy instruction, rather than on a program, we gain advantages of building a deeper understanding of words and how the language works, with practical implementation in K-12 institutions. Our work is more powerful as a university/district partnership than it would be if either entity approached literacy alone.



# Partnerships: An Anchor in Challenging Times

Lynnette Christensen

*David O. McKay School of Education, Brigham Young University*

Rachel Wadham

*Harold B. Lee Library, Brigham Young University*

Public school university partnerships offer opportunities to strengthen the anchor schools provide to communities. Partnerships have a unique power to show us that we are all “in it together.” The BYU-Public School Partnership has sustained itself as a community anchor despite the challenging conditions of the pandemic. Our partnership includes 5 school districts, the school of education and 7 arts and sciences colleges allowing us to serve nearly 1/3 of Utah’s students. We are overseen by a governing board chaired by one of the superintendents which meets monthly to discuss needs.

Our Partnership was conceived in 1984. The dean of the college of education and the superintendents of the five school districts in closest proximity to the university met repeatedly with John Goodlad and learned of his agenda for education in a democracy. Under Goodlad’s tutelage, we articulated our core beliefs:

- Public education is the cornerstone of a civil and prosperous democracy.
- Education is a public imperative, a moral endeavor, and a shared responsibility.
- Public schools exist to provide access to education for all.

Thirty-seven years later these shared beliefs remind us what we are committed *together* regardless of current conditions. These core beliefs and our leadership structure has kept our partnership strong including our premier professional development program, Associates, despite the challenges of the last 18 months.

Associates is a year-long program where districts and university personnel meet in five, two-day retreats to engage in readings, activities, and dialogue about the agenda for education in a democracy. The overarching goal of Associates is to help educators better understand the core beliefs and commitments of the partnership so they can help all students learn. All partners see the benefits of these holistic experiences that shape participants professional identities and renew their commitment to why they became educators in the first place.

In the 2020-2021 school year, even with pandemic conditions we were able to keep our program running in some districts in large part because we understand that each partner is supplemented and complimented by the other. We mutually benefit from our shared commitments as they provide strength and direction to do the hard things that matter to develop teachers competencies in our state. All this requires trusted relationships and mutualism that involves areas of dissimilarity, overlap of self-interests, and a measure of selflessness. Thus, our core beliefs and agenda provide us with not only with a foundation for our partnership but a strong commitment to build a better world for generations of teachers and learners.

# Service-Learning for Ideological Change

Xochitl Archey, Ph.D.  
California State University, San Marcos

Service learning has long afforded opportunities to engage in meaningful and collaborative problem-posing processes (Freire, 1974; Whitney, 2014). The purpose of this article is to highlight the lessons learned in developing dispositions towards social justice and a commitment to helping underserved youth. The partnership brought together community partners from the San Diego County Office of Education and three sections of a service-learning course (The Role of Diversity in Schooling) at Cal State, San Marcos. Students in each section completed 15 hours of service-learning at one of the county's partner sites.

Working within Gorski's (2019) equity literacy framework (*recognizing, responding, creating, and sustaining*), course content was centered around the needs of the underserved youth and was developed in a manner that reflected the momentous opportunity and responsibility to support students in developing reflective practices by creating learning platforms that engaged them in discovering/examining their own selves.

The impact of the partnerships was measured through students' ideological shifts. Guided by the question: *what is the relationship between service learning and social justice consciousness?* The data were analyzed using thematic analysis (Seale, 2004) to extract patterns reflective of students' attitudes and beliefs as insights into their perspectives. Throughout the academic semester, our partners visited the classrooms to provide orienting information about working with underserved youth, deliver focused themed sessions, and host panels of underserved youth as a way to continuously surface their narratives and lived experiences.

We learned that students' ideologies made three major shifts: 1) Attributing fault - from finding fault in individuals to surfacing the issues within systems, 2) Taking responsibility - from viewing themselves as saviors to viewing themselves as partners in sustaining equitable practices, 3) Expectations of service - from believing service was about learning how to deal with diversity to understanding that the service is mutually beneficial.

What we learned from our story in sustaining meaningful change was the importance of an integrated curriculum that more intentionally addressed the connections between course content and the intricacies of tutoring underserved youth.

## References

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- Whitney, M. (2014). Conceptual framework of relevant theories to inform future rigorous research on student service-learning outcomes. *Michigan Journal of Community Service Learning, Spring, 19-40*.

# Voices From the Field

One teacher candidate is naturally a caring teacher who develops strong connections with his students, but his lesson preparation is thin, and his lessons usually consist of simple delivery of content from the teacher's guide. Another is an upbeat person who inspires her students with interesting learning activities, but she shrinks when confronted with challenging student behavior. How can we help our candidates to identify and use their strengths to overcome whatever is blocking them from growing in other areas?

CASUP, along with CCTE, is sponsoring a three-day workshop on *core reflection coaching* that addresses this exact question. The workshop series is led by Dr. Fred Korthagen, a Dutch educator who developed this approach and has taught core reflection coaching workshops around the world. Dr. Korthagen is the author of several books and many articles that develop and explain core reflection in a range of teacher education contexts, including one-on-one coaching, group seminars, and the structures of coursework and clinical experience.

Limited to twenty participants, the workshops are held via Zoom on Saturdays with several weeks in between each session. They offer interactive lectures by Dr. Korthagen, modeling of core reflection coaching, and opportunities to practice core reflection coaching with fellow participants in breakout rooms. Dr. Korthagen provides feedback and answers to questions in real time during the practice sessions. In addition, participants are encouraged to practice in the weeks between sessions. Dr. Korthagen offers to read participants' written reflections about practice experiences and follow up with them in subsequent workshop sessions.

The dates of this spring workshop series have been March 20, April 17, and June 5. Dr. Korthagen leads the sessions from the Netherlands, and participants are from California, Tennessee, Minnesota, and Indiana. The workshop sold out quickly at the early bird price of \$400, and CASUP is collecting an interest list for a tentative second workshop. If you are interested in attending a Core Reflection Coaching Workshop via Zoom, possibly in Fall 2021, please sign up on the CASUP website. In the workshop, you will learn ways to help teacher candidates make progress in overcoming the kinds of struggles, disconnections, and confusions that are common for teacher candidates yet challenging for teacher educators to understand and support.



Dr. Fred Korthagen, Professor Emeritus of Utrecht University

Read more from Dr. Korthagen at his website:

<https://korthagen.nl/en/>

# Connections

The editors of CASUP Connections, formerly known as SCPDS NewsMagazine, are seeking submissions for the Fall 2021 issue. Sent to over 1200 members of the P12 and university communities nationwide, this electronic publication is an excellent way to share information, successes and innovations in your school-university partnerships.

We are seeking articles about school-university partnerships that describe:

- best practices on teacher education in P12 and/or university,
- partnership creation and sustainability (virtual and/or traditional format),
- successful or unique programs,
- replication of study/partnership,
- overcoming partnership challenges, and
- unique approaches to teacher preparation and clinical practice

Articles should be no more than 400 words in length and must be received no later than October 1, 2021. Co-authorship from school and university partners is encouraged. We encourage photos and if they are included, please include names listed from left to right, along with a signed CASUP Photograph and Video Release Form.

Items for submission should be sent via email to: [publications@casup.org](mailto:publications@casup.org)



Have you missed going out with your colleagues for a cup of coffee and sharing ideas during this pandemic? This year, CASUP created an online opportunity once a month for educators from around the state of California to connect with one another with a great cup of coffee or tea in hand. This idea was shared with us by the National Association of Professional Development Schools (NAPDS). Educational colleagues came together via Zoom to discuss issues, events, share good practices and how different school districts were handling the pandemic. The conversation was rich, helpful, and connected new colleagues together. We met online once a month on the first Thursday of the month.

We will continue with our Coffee EDUs starting in September 2021. We hope you take the time to join us on **September 2, 2021 beginning at 4 PM** to gather among statewide educators to share ideas, practices, and begin your school year with a smile and conversation among colleagues.

# got partnership?

## **Become a member of CASUP and**

- Learn more about School and University Partnerships
- Network with schools, districts and universities engaged in building strong school university partnerships
- Gain access to web-based resources, webinars, and current trends?
- Tour schools engaged in best practices

## **Annual Membership Rates:**

- Consortium Membership: \$150
  - University & 1 partner school up to 30 people
  - \$50 each additional school with 20 people included
- University Membership (up to 10 people): \$100
- K-12 School Membership (up to 20 faculty included): \$75
- Individual Membership: \$25
- Retiree Membership: \$20
- Teacher Candidate: \$15

**Connect with @CASUPConnect**





**California Association of School-University Partnerships (CASUP)** is a non-profit professional organization which provides resources, professional development and advocacy for the P-12 and university partnerships. From its initial beginnings in 2010 as an ad hoc networking group for school-university partnerships in southern California, CASUP was originally organized into a formal 501 (c)3 entity under the name Southern California Professional Development Schools (SCPDS). As the consortium has grown beyond the geographic boundaries of southern California, the board of directors made the decision to change our name to reflect the entire state. CASUP is the first regional affiliate of the National Association for Professional Development Schools (NAPDS) and is an associated organization with California Council on Teacher Education (CCTE).

#### **Editorial Board**

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