



CASUP

California Association of School-University Partnerships

Connections

Spring/Summer 2022

Vol. 11, Issue 1



Contents

3	President's Message
4-5	CASUP Annual Partnership Awards
6	Welcome to our New and Re-Elected CASUP Board Members
7	Article: Substitute Teacher Training: A District/University Partnership
8	Article: Table Talk: A Strategy for Improving the UCLAIMS Program
9	Article : Attracting, Equipping, and Supporting: One Partnership at Work
10	Article: Partnering with Professionals
11	Article: Conditions for Effective Co-Teaching – Relationships Matter
12-13	Announcements
14	CASUP Information (Back Cover)

President's Message



The 2021-22 academic year has drawn to a close. The ongoing challenges of the COVID pandemic continue to re-shape our campus experiences and to challenge us to be flexible, creative and resilient in meeting the educational and social-emotional needs of our students. Never before in modern history have educators – at all levels – been so impacted in terms of how we teach and how our students learn.

As an organization, CASUP continues to be committed to be a resource for P12 and higher education communities in preparing new educators for the rigors of 21st century learning and teaching, and to provide opportunities for dialogue and collaboration on behalf of our students and ourselves. For the coming 22-23 academic year, here are some CASUP-sponsored programs and professional development opportunities to watch for:

- Our monthly CoffeeEDU gatherings have been a regular source of networking support and exchange of ideas for those attending. These on-line forums will begin again after a summer hiatus on Thursday, September 1st at 4pm.
- A return webinar series opportunity to learn, interact and dialogue with internationally renowned educator Dr. Fred Korthagen on Core Reflection Coaching.
- Podcast presentations by leaders in the field on our CASUP YouTube channel
- A CASUP organizational meeting at the October 2022 CTE conference in San Diego focused on the topics of creating and sustaining strong school/university partnerships

As summer vacation time begins, we at CASUP hope you enjoy many opportunities to relax, renew and refresh before the fall term begins.

All the best,

Elizabeth Brown

President

CASUP Annual Partnership Awards

The vision of the California Association of School-University Partnerships is to support the creation and growth of collaborative, mutually beneficial partnerships between P-12 and higher education communities to positively impact teaching and learning. Every year it recognizes an exemplary teacher and school-university partnership that embodies this vision. Award winners receive a \$100 gift card for teaching supplies and a year membership to CASUP in order to support their continued school-university partnerships. This year's exemplary teacher award was given to **Tina Walker**, who is kindergarten teacher at Campus Canyon College Preparatory Academy in the Moorpark Unified School District. She has mentored new teachers as a site-supervisor for twelve years and been an integral team member in the partnership with California Lutheran University and serve on the steering committee. She was chosen for the award for exemplifying kindness, excelling in technology and valuing collaboration.



Tina Walker



L-R: Susan Koch (clinical fieldwork supervisor at CLU); Tina Walker (teacher at Campus Canyon College Preparatory Academy Moorpark, CA); Elizabeth Brown (President, CASUP)

CASUP Annual Partnership Awards (cont.)

The winner for the 2022 CASUP Exemplary School-University Partnership Award was **Foothill Knolls Academy of Innovation and The University of La Verne**. **Foothill Knolls**, which is a part of the Upland Unified School District, exemplifies the vision of CASUP by its multifaceted partnership with ULV. Foothill Knolls places a high number of fieldwork candidates and student teachers at the school site. The school serves as a full inclusive school where students with exceptional needs are primarily placed in the general education classrooms. ULV launched a dual program a few years ago and Foothill Knolls supports dual student teachers in their inclusive placements, simultaneously being supported by General Education mentor teachers and receiving support from established Education Specialists. Additionally, this year brought with it a professional development partnership for ULV faculty and the experienced teachers in the junior high at Foothill Knolls. Four University of La Verne teacher credential faculty have been collaborating with these junior high teachers to provide professional development and support in co-teaching in an inclusive setting. CASUP is honored to highlight both Tina Walker and the partnership between Foothill Knolls and the University of La Verne as outstanding examples of the school-university partnership vision.



L-R: Dr. Shana Matamala, CASUP Board Member; Jennifer Morris, Principal Foothill Knolls; Dr. Jessica Decker, University of La Verne Faculty

Welcome to our New and Re-Elected CASUP Board Members



Rosalinda Silva

Principal, Flory Academy of Science & Technology
Moorpark Unified School District

Rosalinda Silva has been in education for over 25 years and has served as a school principal for the last 7 years. One of her passions has always been supporting new teachers as they enter the field. For the last 4 years, while serving as the principal at Flory Academy in the Moorpark Unified School District, she has had the opportunity to extend that support and guidance to teacher candidates as they participate in their credentialing program and prepare to enter the profession. This experience has allowed her to contribute to the field of education beyond Flory Academy and continue to feel excited about the future



Patricia Dickenson

Associate Professor, Sanford College of Education
National University

Patricia Dickenson is an Associate Professor of Teacher Education at Sanford College of Education, National University. She teaches and designs method courses and mentors new teachers. Her recent publication includes *Technology Infused Math Instruction: Teaching Outside the Box*, published by Kendall Hunt in 2021. Dr. Dickenson's primary research interest is in technology integration with pre-service teachers. She hosts monthly YouTube talks with innovative educators from around the world. Dr. Dickenson has taught elementary, middle and high school and was a mathematics coach for urban schools in Los Angeles, California. She completed her doctoral work at the University of Southern California in Educational Psychology.



Michael Cosenza

Professor, California Lutheran University
Founding Director of SCPDS/CASUP

Michael Cosenza is a professor of education and Director of Professional Development Schools at California Lutheran University. Over the past 15 years, his work has focused on creating and sustaining meaningful partnerships between the university and P-12 schools. He was a founder of the original group (SCPDS) in 2010 and has served in a variety of leadership roles, currently serving as CASUP's treasurer. Dr. Cosenza is also the Executive Director of NAPDS and serves on the council of the National Coalition of Educators, a group of 11 national educational organizations. He represents the state of California as a national delegate to the Assembly of the Association of Teacher Educators. He has authored, co-authored and edited articles and books focusing on school-university partnership work.

Substitute Teacher Training: A District/University Partnership

Conni Campbell

San Diego County Office of Education

The San Diego County Office of Education (SDCOE) has enjoyed a district-university partnership that has been successful and sustainable over the past 6 years. In collaboration with Point Loma Nazarene University (PLNU) in San Diego, this partnership offers regularly scheduled Substitute Teacher Trainings in an effort to recruit diverse and talented individuals to the educator workforce, and at the same time, staff our classrooms with the desperately needed educators that have been in high demand. As partners, we have trained nearly 1,200 substitute teachers to serve in TK-12 classrooms, across San Diego and Imperial counties, with more than a third of those being newly recruited to the field.

Twice each semester, a PLNU faculty member and SDCOE staff member deliver an 8-hour training for current and new substitute teachers. Both entities take responsibility for recruiting participants to the training. We seek candidates from the school's parent and surrounding community and credential candidates from local universities. This partnership offers candidates both teacher preparation from university faculty and SDCOE staff provides the administrative pieces to becoming a substitute teacher, all in one training. SDCOE staff takes registration, payment, and offers webinars depicting the paperwork and requirements for becoming a substitute. SDCOE staff also takes the responsibility of scheduling a panel of district human resources representatives to provide information regarding open positions in their districts. Finally, this is also a wonderful opportunity for the university to present their credential and degree program offerings.



The bulk of the training is focused on positive and effective TK-12 classroom strategies and includes:

- Classroom Management
- Legal requirements
- Emergency curriculum
- Job searches
- Professionalism and ethical issues
- English language learners
- Students with special needs
- Working with paraprofessionals
- Distance learning techniques and tools

One of the most popular parts of the day is when the panel of Human Resources representatives from various districts answer their questions about being a guest teacher in their districts. As a takeaway for participants, we provide an FAQ sheet from multiple districts in the county with right-there information about how to become a guest teacher in their districts, and university teacher preparation programs also provide easy-to-access information regarding their credential programs and enrollment process.

This training had historically been offered face-to-face, and our transition to a synchronous training via Zoom has experienced equally positive feedback. Participants also receive a substitute teacher manual and classroom resources for immediate use and implementation.

Table Talk: A Strategy for Improving the UCLAIMS Program

Jenell Krishnan
WestEd (formerly UC Irvine)

Jacob Steiss
UC Irvine

Lynn Schaulis
Norwalk-La Mirada Unified School District

UCLAIMS (Using College-Level Argumentation to Improve Multiple Source-Based Writing) is an IES-funded teacher professional learning program for grades 6-12 history/social science teachers. During this 32-hour, yearlong program, teachers implement evidence-based strategies for improving students' source-based argument writing. While the program development is led by literacy researchers at UC Irvine, teachers play a key role in programs modifications as they test and reflect on the efficacy of instructional materials. Much of this reflection occurs at grade-level tables as part of in-person professional learning events. During this "Table Talk," district Teacher Leaders and university program development Thinking Partners engage in mutually beneficial conversation to understand Teacher Participant's experiences in service of just-in-time improvements to the program.

Teacher Leader's Role

During Table Talk, Teacher Leaders rephrase proposed discussion questions, elicit responses from Teacher Participants, compare and contrast these responses, and offer a verbal synthesis of the discussion. This synthesis is intended to consolidate the responses for both the Teacher Participants and the Thinking Partners.

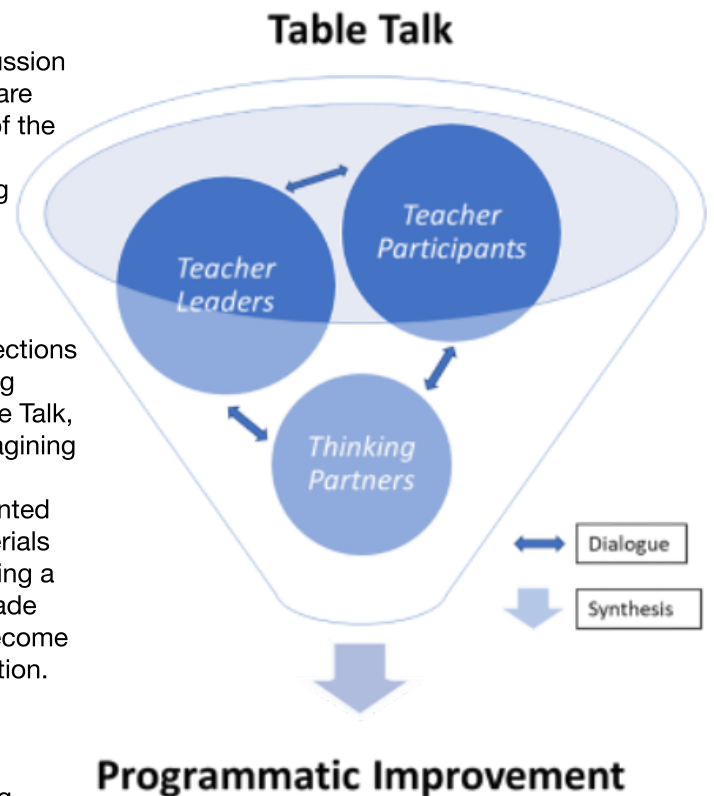
Teacher Participant's Role

Teacher Participants engage in deep reflection on their implementation of the UCLAIMS strategies, share those reflections using classroom examples, listen to others, and ask clarifying questions about others' classroom experiences. During Table Talk, Teacher Participants bring the UCLAIMS program to life, imagining and illustrating how evidence-based strategies will be implemented at each grade level. Such insights are documented by Thinking Partners as they indicate how instructional materials should be adapted for other classrooms, for example replacing a specific text that was too challenging for students at that grade level. Table Talk surfaces teacher experiences which then become a key driver in the successful [re]design of UCLAIMS instruction.

Thinking Partner's Role

Thinking Partners are members of the university faculty that actively listen to the successes and challenges that are being communicated to understand how the UCLAIMS program is meeting teacher needs. Because UCLAIMS offers teacher participants multiple opportunities to reflect and engage in discussion, Thinking Partners can synthesize teacher experiences across discussions during post-event debrief sessions to drive program improvement.

The joint work of Thinking Partners and Teacher Leaders to understand the successes and challenges of Teacher Participants position Table Talk as an effective strategy to reflect on instructional practice and understand grade-level experiences to make programmatic improvements that are responsive to the local educational context. Table Talk therefore remains a central component of the UCLAIMS program as more teachers participate in the 2022-2023 school year.



Attracting, Equipping, and Supporting: One Partnership at Work

Kent Schlichtemeier
Servant Leadership Institute

Lori B. Doyle
Concordia University Irvine

Concordia University Irvine's School of Education has prioritized school-university partnerships as one of its core values upon which it seeks to realize its vision to be a "distinguished School of Education that attracts, equips, and supports candidates aspiring to become wise and honorable servant leaders in education." One exciting example where symbiotic benefits were derived is a partnership intentionally forged between Concordia and the La Habra Unified School District.

Administrators from Concordia and La Habra Unified have met numerous times since 2016 to discuss how to best serve each other. One specific mutual benefit from this partnership occurred as the Superintendent and Assistant Superintendents from La Habra articulated the urgency for Concordia to help teachers deliver effective social emotional learning strategies to meet increasingly stressed and traumatized students. To meet this need, Concordia's faculty pivoted to develop a new Master of Arts in Educational Leadership program with a specialization in Social Emotional Learning, Character, and Ethics. This 30-unit online degree will be offered to a first cohort in August, 2022. The general sentiment from La Habra and other partners is one of gratitude for expeditiously creating a degree that meets an expressed need.

A second exciting benefit from this collaborative partnership with La Habra Unified was that 13 faculty/staff from their district schools participated in Concordia's inaugural Educator Leadership Academy held in May, 2022. This rich professional development opportunity for their teachers, administrators, and counselors provided eight different seminars highlighting exemplary leadership strategies and character. Participants engaged in insightful and interactive seminars led by effective leaders from around the country, enjoyed good food and camaraderie, gained renewed commitment and enthusiasm towards the profession, and were matched with a leadership coach to offer support and mentoring throughout the 2022-23 academic year.

Concordia University Irvine is eagerly committed to developing relationships with educational leaders, such as those in La Habra Unified, to acquire feedback on how to enhance our programs to meet the needs of today's practitioners. One key lesson learned is that an approach to forging partnerships by first looking for ways to serve can produce results that are mutually beneficial. Concordia sees lasting value in sustaining its partnership with La Habra Unified and other select school districts. Relationships developed through service and partnerships will help Concordia better realize its vision to attract, equip, and support candidates aspiring to become wise and honorable servant leaders by creating programs like the new Master of Arts in Educational Leadership: Social Emotional Learning, Character, and Ethics program and hosting an annual Educator Leadership Academy for professional development.

Partnering with Professionals

Tanya Tarbutton
Concordia University Irvine

Tessa Pryor
Fairfield High School

Concordia University Irvine (CUI) has had a strong partnership with the Association of California School Administrators (ACSA) for many years. However, this partnership flourished in 2017 with the inception of CUI's ACSA Student Chapter. At the local level ACSA Region 17, Orange County's Chapter, partnered with Concordia University Irvine in support of developing and implementing a student chapter for aspiring future leaders within the Masters of Arts in Education, School Administration emphasis. The purpose of the student chapter was to assist candidates in growing and developing as future leaders while also providing networking and professional development opportunities. This partnership has provided candidates the opportunity to participate in authentic administrative networking events and examine the roles and responsibilities of school leaders at local and state levels. According to Numans (2019) partnerships between academic institutions, policy makers and local organizations, in support of improved practices, are becoming increasingly popular. CUI and ACSA see reciprocal value in their partnership and are committed to sustaining this relationship by prioritizing participation and funding in this area.

ACSA serves as the largest professional network of its kind in California. Current and future leaders throughout the state belong to various regional chapters where they have the opportunity to grow professionally. ACSA Region 17 is focused on developing strong aspiring administrators by assisting CUI's Preliminary Administrative Services Credential (PASC) candidates in connecting with administrators and learning through their vast knowledge and experiences. The belief is that once administrative candidates have experienced the benefits of belonging to ACSA they will continue this membership into their leadership careers thereby fortifying the organization. As the President of CUI's ACSA Student Chapter, Tessa Pryor has had the opportunity to organize and attend monthly meetings highlighting amazing California administrators. Mrs. Pryor recognizes that this experience has helped shape her as a servant leader as she is able to understand the intricacies of administrative positions from many different experiences. One common theme from the monthly workshops is the notion of the importance of staying out of the office and in the classrooms to maintain a connection to the students and teachers. Spending time in the classrooms is a wonderful way to remember who you are working for and the students you are supporting. Tessa is grateful to be part of the ACSA community as it has helped shape who she will become as a servant leader and future administrator. The ACSA-CUI partnership is a model for others. Both partners have learned the importance of authentic interaction and networking in building strong meaningful relationships.

Reference

Numans, W., Van Regenmortel, T., & Schalk, R. (2019). Partnership research: A pathway to realize multistakeholder participation. *International Journal of Qualitative Methods*, 18, 1-12. <https://doi.org/10.1177/1609406919884149>

Conditions for Effective Co-Teaching – Relationships Matter

Katya Karathanos-Aguilar
Lara Ervin-Kassab
San José State University

The Trio co-teaching preservice program was part of a five-year teacher professional development project between San José State University, the East Side Union High School District, and the San Jose Unified School District, funded by the U.S. Department of Education. The goal of the Trio program was to develop a robust, yearlong residency experience where mentor teachers and preservice teachers co-planned and co-reflected on practice and learned together in professional learning communities with the support of university faculty.

The Trio program encompassed five community of practice (CoP) meeting days annually (two in summer and three during the academic year) that included the leadership team, university field supervisors, preservice teachers, mentor teachers, and faculty content-area experts. During the summer meeting days, co-teaching pairs engaged in activities designed to help them develop collegial relationships and equalize power dynamics within the relationship (Guise et al., 2017). Activity examples including ranking and comparing student-behaviors on a tolerance scale, analyzing and comparing communication styles, and setting goals for the beginning of the school year. Activities such as these were intended to guide co-teachers to articulate the thought processes behind their decision-making and to build openness and trust in the co-teaching relationship.

During the academic year, co-teaching pairs, supported by university supervisors and content-area experts, conducted inquiry cycles within their classrooms as structures for leveraging co-teaching models. Inquiry structures were used to facilitate conversations about pedagogy. Providing co-teaching pairs with processes for exploring areas such as student academic language development and self-generated topics of practice gave structure to the CoPs and provided both the mentor and preservice teacher with opportunities to be knowledgeable others with contributions to make toward students' learning.

The majority of co-teachers appeared to benefit from the co-teaching activities and CoPs, citing ways in which their pedagogy had improved and they were able to provide enhanced learning opportunities and supports for their students. It was particularly noteworthy that mentor teachers shared multiple areas in which they grew professionally from the co-teaching experience and that novice teacher candidates developed enough confidence in their co-teaching relationships to contribute valuable ideas and skills. Lessons learned from this partnership include the importance of providing co-teachers time to build relationships and explore the value and skills that each teacher brings to the co-teaching relationship. While aspects of the project changed after funding ended, we were able to build sustainability by embedding components of the CoPs in teacher candidate coursework and field experiences as well as regularly occurring co-teaching professional development workshops with mentor teachers and university supervisors.

Reference

Guise, M., Habib, M., Thiessen, K., & Robbins, A. (2017). "Continuum of co-teaching Implementation: Moving from traditional student teaching to co-teaching". *Teaching and Teacher Education*, 66, 370-382. <http://dx.doi.org/10.1016/j.tate.2017.05.002> (accessed June 9, 2021)



Connections

Fall 2022

Call for Article Submission

The editors of CASUP Connections are seeking submissions for the Fall 2022 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 in P12 and university collaboration
- partnership creation and sustainability
- replication of study/partnership
- successful or unique programs
- overcoming partnership challenges
- unique approaches to teacher preparation & clinical practice

Articles should be no more than 400 words in length and should be received no later than October 1st, 2022. 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 & Video Release Form](#).

Items for submission should be sent via email to: publications@casup.org.

Connect with CASUP! Click on the icons below to follow, like and share the resources and ideas you'll find there!





Join our monthly virtual California School and University Partnerships (CASUP) online gathering. This is an opportunity for educators from around the state of California to connect with colleagues and share lively conversation on topics and issues that we face in the arena of public education. **We meet online once a month, on the first Thursday of the month, beginning at 4:00pm PST.**

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
- University Membership (up to 10 people): \$100
- K-12 School Membership (up to 20 faculty): \$75
- Individual Membership: \$25
- Retiree Membership: \$20
- Teacher Candidate: \$15

**Got
Partnerships?**

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

Kimmie Tang, Co-Editor, Biola University
Kitty Fortner, Co-Editor, CSU Dominguez Hills
Manuel Correia, CSU Channel Islands
Laura Dubcovsky (Retired), University of California Davis
Carolina Serna, Biola University
Cynthia Coler (Board Liaison), California Lutheran University
Nilsa J. Thorsos, National University
Sylvia Mac, University of La Verne

Logo Design: Javier Lopez, Jr

Design & Layout: Dennis Kao

Images from: [Unsplash](#)

