



# CONNECTIONS

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# California Association of School-University Partnerships Elects 2023 Executive Board

On March 13, 2023, Board Meeting, the CASUP Board of Directors elected the following members to serve on the Executive Board.

**President: Keith Derrick**, Principal, Fillmore High School, Fillmore, CA

**Vice-President: Jan Zoller**, Director, University Mentoring, School of Education, Fresno Pacific University

**Secretary: Michelle Pengilly**, Multiple Subject Program Director, Fresno Pacific University, Visalia Campus

**Treasurer: Dr. Michael Cosenza**, Director, Professional Development Schools, California Lutheran University

## **Additional Board Members Include:**

**Cynthia Coler**, Faculty, California Lutheran University

**Patricia Dickenson**, Faculty, National University

**Kevin Habroun**, AP World History Teacher, Royal High School, Simi Valley, CA

**Rosalinda Silva**, Principal, Flory Academy, Moorpark, CA

# California Association of School-University Partnerships Elects 2023 Executive Board (Cont.)

The 2023 CASUP Board of Directors election results were announced at the Annual Membership Meeting on Monday, March 13, 2023.

Newly elected board member, **Kevin Habroun**, is in his fourth year as an AP World History teacher at Royal High School in Simi Valley, CA. He earned his Social Science teaching credential and Master's degree in Teacher Leadership at California Lutheran University, going through the school's Professional Development School program while completing his student teaching. He currently serves on CLU's Department of Learning and Teaching Advisory Board, is Royal's School Liason between Royal and CLU for their PDS Partnership, and mentors student teachers during the school year.

In his application he states: *I am a product of the PDS partnership between Royal High School and CLU, and believe these programs are an effective way to create the best possible teachers.*

*Building these relationships between schools and universities improves the quality of student teacher programs and creates a stronger sense of community between schools, universities, and students. As a member of this group, I look forward to collaboration with other educational professionals to advocate for more PDS programs to develop.*

**Keith Derrick** was re-elected to another term and is currently the principal at Fillmore High School in the Fillmore Unified School District. He has been a high school principal for 15 years with 8 years at Royal High School in the Simi Valley USD. While at Royal, the school received the California Gold Ribbon School Award, California School Boards Association Golden Bell Award for Equity and Access and the NAPDS Exemplary PDS Achievement Award. He is an advocate for all students having equitable access to the most challenging academic programs. Currently, Keith serves as the President of the National Association of Professional Development School.

Also elected to another term was **Jan Zoller**. She has been a classroom teacher, district staff developer, principal and currently is on the faculty at Fresno Pacific University in Fresno, CA and is also the co-director of the FPU's School of Education's Office of Clinical Practice. She is active in promoting partnerships between public schools and FPU in California's Central Valley.



Kevin Habroun



Keith Derrick



Jan Zoller



# Letter from the President

## Shaping Tomorrow's Education: The Power of School-University Partnerships

Keith Derrick

School-university partnerships play a pivotal role in shaping the future of education, driving innovation, and promoting equity across diverse learning environments. The articles in this issue of CASUP Connections illustrate the power of these collaborative efforts, highlighting the potential to transform teaching practices, empower communities, and develop strong, sustainable educational systems.

The second edition of the Nine Essentials, released by the National Association for Professional Development Schools (NAPDS), outlines key concepts for Professional Development Schools to benefit partnership participants, such as advancing equity, promoting high-quality clinical practice, fostering inquiry-guided professional learning, and encouraging collaboration across institutional boundaries. Similarly, the article "Community Equity Research Center Fosters Flexible Partnerships" illustrates the potential of flexible and creative partnerships between universities and schools to address local issues using inclusive and multidisciplinary solutions. With a focus on equity, inclusion, and social justice, the Community Equity Research Center (CERC) is making a significant impact on California's Central Valley region by empowering community members and facilitating meaningful collaborations with local education agencies.

The article "Community Building in the Kindergarten Classroom: Addressing the Social Emotional Needs of Students" explores how a kindergarten classroom utilized the Professional Development Schools (PDS) model of teacher preparation to foster a community that addresses emotional needs and develops social-emotional skills. Strategies include morning routines, a calm down corner, and storytelling.

The article "Partnering for Teaching Performance Assessment Support" highlights the successful collaboration between university and district co-teachers in the Fresno Teacher Residency Program (FTRP). University and district co-teachers collaborate to support teacher candidates in completing the California Teaching Performance Assessment (CalTPA), preparing them for future teaching by viewing the CalTPA cycles as practical applications of research-based instructional practices.

Lastly, the article "Expanding the Early Learning Workforce through Partnership" explores how San Diego Unified School District (SDUSD) and the University of La Verne formed a unique partnership to expand the early learning workforce by providing free, flexible, and online professional development courses for in-service teachers and paraprofessionals, ultimately creating a sustainable workforce pipeline for early learning educators, and capacity building within the district.

In brief, this issue of CASUP Connections demonstrates the significant impact that school-university partnerships can have on education and the communities they serve, as evidenced by the examples of advancing equity, promoting high-quality clinical practice, fostering social-emotional skills, and developing sustainable workforce pipelines. These collaborations create opportunities for professional development, promote inclusive and equitable learning environments, and address pressing issues in education. Future research could explore how these partnerships can be scaled and adapted to different contexts and challenges, ensuring that they continue to drive innovation and equity in education. By working collaboratively and in partnership, universities and schools can create a brighter, more equitable future for all stakeholders involved in the educational process.

# A Refresh of the Essentials of Professional Development Schools: The Second Edition of the NAPDS Nine Essentials

**Drew Polly, University of North Carolina at Charlotte**  
**Bernard Badiali, Pennsylvania State University**  
**Rebecca West Burns, University of North Florida**  
**Cynthia Coler, California Lutheran University**

**Michael Cosenza, California Lutheran University**  
**Krystal Goree, Baylor University**  
**Donna Stoicovy, State College Friends School**  
**Kristien Zenkov, George Mason University**

Through a comprehensive process that included surveys, focus groups and symposia over a five-year period from various stakeholders, the National Association of Professional Development Schools (NAPDS) released, *What it Means to be a Professional Development School: The Nine Essentials (Second Edition)* in March 2021. Professional Development Schools (PDSs) are the pinnacle of P-12 school-university partnerships which are grounded in key ideas. The second edition of the Nine Essentials identifies key concepts that create conditions to benefit all participants of the partnership. This article highlights a few of the key concepts from the document.

## **Advancing Equity**

Essential one of the Second Edition still mentions that PDSs are comprehensive partnerships between various groups, where one of the goals is “to advance equity, antiracism, and social justice (NAPDS, 2021, p. 4)” within each of these groups as well as the partnership as a whole. Essential 1 is the foundation upon which the eight other Essentials build.

## **Clinical Practice**

Essential 2 makes the case that all PDSs embrace the preparation of educators through high-quality clinical practice. This includes the development and mentorship of teacher candidates or residents seeking their initial license/credential. PDSs include mentors and places where both university-based and school-based faculty collaborate to develop the next generation of educators. Through a highly collaborative partnership, clinical practice can improve for both candidates and mentors through shared planning and reflective practice.

## **Professional Learning Guided by Inquiry**

Essential three calls for PDSs to be contexts committed to professional learning (PL) for all participants. The PL topics should be determined by individuals’ needs, interests, and processes of inquiry. Examples of this could include examining data about teaching and learning and using data to design PL activities in which both university-based and school-based individuals would participate.

## **Boundary Spanning**

Essential eight advocates for boundary-spanning roles in which individuals in the PDS would collaborate across institutional boundaries. Examples may include school-based faculty teaching university teacher education courses or supervising teacher candidates. Boundary spanning also occurs when university-based faculty co-teach in school-based settings or actively engage in Professional Learning Communities or other school-based activities.

## **Interested in Learning More?**

For individuals who want more information about the Nine Essentials, a free copy of the Nine Essentials (<https://napds.org/nine-essentials/>) is available on the website. There are also recorded virtual chats on the NAPDS YouTube Channel (<https://tinyurl.com/napds-youtube>) that share the major aspects of each of the Nine Essentials. Additionally, we have written a series of articles that have been published in the NAPDS publication *PDS Partners*, which can be found through Google Scholar.

## **References**

National Association for Professional Development Schools. (2021). *What It Means to be a Professional Development School: The Nine Essentials (2nd ed.)* [Policy statement]. Author. Retrieved from <https://napds.org/nine-essentials/>.



# Community Equity Research Center Fosters Flexible Partnerships

**Dr. Steven Drouin and Dr. Devon Graves**

Stanislaus State University

**DR. DEVON GRAVES**



**DR. STEVEN DROUIN**

The Community Equity Research Center (CERC) serves as a hub for connecting Stanislaus State University and California's Central Valley community. The goal of CERC is to support equity, inclusion, and the development of knowledge in the pursuit of social justice in the Central Valley. CERC finances release time for Stanislaus State faculty to collaboratively conduct Participatory Action Research (PAR) with community members. PAR emphasizes that faculty and community members are co-researchers who engage in the process of crafting a research question, collecting data, analyzing data, and taking action to confront a mutually agreed upon problem. The goal of such interactions is to develop policy initiatives to address structural inequities in our region.



Several recent partnerships have resulted in collaborations between faculty and local education agencies. Last year, CERC faculty fellow Dr. Devon Graves partnered with a regional county office of education to understand the needs of continuation schools and their students in the face of a new state Free Application for Federal Student Aid (FAFSA) application mandate. Their collaboration identified gaps in knowledge regarding the FAFSA mandate, the particular challenges of alternative education students, and administrative difficulties with policy implementation. The collaboration culminated in targeted outreach at a college preparatory event attended by faculty, staff, and students. Other CERC scholars have collaborated to address the needs of Afghan immigrants at a local community college, while another addressed the unique college-going behaviors of Hmong men in the Central Valley.

In addition to PAR, CERC promotes professional learning experiences for local education agencies. Recently, CERC has provided diversity, equity, and inclusion professional learning experiences with multiple TK-12 school districts. CERC affiliated faculty are also working with a cohort of principals in applying an equity lens to their practice of school administration. Such partnerships allow university faculty opportunities to share knowledge, collaborate with local educators, and take meaningful action in our region.



Stanislaus State University has invested heavily in CERC. The CERC director receives release time equivalent to 3/4 of their workload as a full-time faculty member. The cost of supporting up to three faculty buyouts for a year is also significant. Additionally, the university is remodeling the historic Magnolia Mansion building on the university's Stockton campus to house CERC and serve as a community resource point. These investments help the university fulfill part of its strategic plan of engaging with the region, community, and local education agencies. Partnerships between universities and schools do not have to be one size fits all. In this, CERC serves as an example of how universities can flexibly and creatively partner with schools to address and confront problems.

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# Community Building in the Kindergarten Classroom: Addressing the Social Emotional Needs of Students

**Miss Melissa Dennin - Teacher Candidate**  
**Ms. Victoria Lahney - Cooperating Teacher**

**Dr. Brandy Yee - University Faculty Mentor**  
**California Lutheran University**

Kindergarten classrooms are the first places where children of diverse backgrounds and lived experiences gather to learn and collaborate with one another. The Professional Development (PDS) model of teacher preparation provides time for the development of a unique partnership between a cooperating teacher and teacher candidate, allowing for students to have two caring and passionate teachers work towards creating a community in which students' emotional needs are met in addition to their learning needs (Ferrera, Nath & Guadarrama, 2014). In order for a student to be academically successful they need to be in a regulated state so that they can process and acquire key concepts, skills, and knowledge. Devoting time before the school year began to create a classroom equipped to respond to the social emotional needs of students has been key to a successful first 100 days with our students. This has allowed one teacher to respond one-on-one or to a small group of students while the other is able to continue working with the remaining students. As we have progressed through the year, we have continued to build multiple resources for our students to use when they need emotional support.

My cooperating teacher and I began working together over the summer to prepare for the students who would be entering our classroom. This is something unique to teacher candidates in the PDS credential program, which is one of the things that attracted me to this method of teacher preparation. A major influence on the decisions we made when setting up the classroom and planning various learning opportunities was the social-emotional well-being of the students. We focused on the resources and expectations we needed to develop to support our students and create a community where every student feels safe, accepted, able to express themselves, and can build the necessary skills to identify and regulate their emotions. Having this mindset allowed us to work as a team in establishing routines and resources for our classroom beginning the first week of school that would foster this safe environment and community while also being able to recognize when we needed to implement something new or plan a specific learning opportunity to address emerging social emotional needs of our students. This year, our class has benefited from the practices we have established. The effects of these practices have resulted in a class that cares about one another and students who can advocate for their needs, demonstrate positive self-talk, and develop growth mindsets right from the beginning of their educational journey.

One aspect of our classroom that has particularly benefited our students is our morning routine. Every morning we greet the students at the door, and they are invited to identify how they are feeling and what greeting they would like to do to begin the day. We have various "emojis" on a chart they can point at to identify how they are feeling and four different greeting options. The options are a wave, a high five, a foot bump, or a thumbs up. This allows us to have a moment with each student before they enter the classroom and do a quick check-in to gauge how they are feeling and make a note of any student who may need more attention throughout the day. Once the students have put their backpacks away and while we continue to greet students at the door, they go to their "homebase" which is their table group and engage with the morning bin on the table. These morning bins allow the student to have a soft start to the day, collaborate with their classmates, and provides us time to converse with the students and set a positive tone for the day. Having these morning bins as part of our daily routine has provided us many opportunities to support children who enter the classroom dysregulated in the morning by helping them integrate into the classroom setting and prepare them for a successful day.

From our morning bins, we move into our morning meeting where we engage in many community building activities. Early on we taught our class our daily affirmations and our pledge of kindness. Along with the words we have integrated hand movements. For the first month students repeated after us--now they are excited to be able to lead the affirmations and pledge of kindness. When we returned from winter break we began using Snoop Dogg's "Affirmation Song", which the children love. We often hear them singing it to themselves as they work. To further build community and communication skills we incorporate a daily greeting that provides students with an opportunity to greet the class using a particular theme we have for the learning that day. We end our morning routine by practicing our breath that students will use whenever they need to center themselves, refocus, or calm down before engaging in a task.





# Community Building in the Kindergarten Classroom: Addressing the Social Emotional Needs of Students (cont.)

A key aspect of our classroom that allows us to attend to our students' emotional needs is our class calm down corner. Our calm down corner is designed to help students identify what emotions they are feeling, the type of breath they want to use to help them feel calm and an activity to do that will help them regulate their emotions. There is a sand timer that students use to keep track of how long they are in the corner and when it is time to for them to talk to a teacher and integrate back into the classroom. We established the expectations that students will only ask a student how they are when they have left the calm down corner and that students may only go to the corner when a teacher has given them permission to enter this space. We walk the students through all the steps the first time they use the space. The partnership between my cooperating teacher and I allows for one of us to support a student while they are in this space and have the other continue teaching. Having this space provides us with the flexibility needed so we can attend to the emotional needs of our students without disrupting learning or causing a behavior to escalate.

We have continued to respond to our students' needs throughout the school year and have implemented new strategies when needed. Story telling is one such strategy that has allowed students to learn specific skills and has given them a space to practice these skills. We use social stories to teach students various lessons related to tattling, sharing, positive self-talk etc.. Students are able to learn expected responses and actions through a story featuring two cats and then practice the skills the two cats are working on with a hands on activity. Building upon the power of stories, each month we choose a book with a specific social emotional theme. Students create an artifact to put on a bulletin board that serves as a reminder of what they are learning. One such book was *I am Enough* by Grace Byers. The students were able to recognize that they are enough just the way they are and so is everyone else in class. We came together as a class to begin a chant where they pointed to themselves and said, "I am enough". They then looked at a friend sitting next to them and said, "you are enough". Finally, students looked across the circle and said "you are enough" to one more student. The activity concluded with students creating a sun with their self-portrait in the middle, reminding them to shine bright and that they are truly enough.

The practices and the partnership that my cooperating teacher and I have been able to build as a result of the PDS model has resulted in a class community where students are developing the social emotional skills and strategies needed to regulate their emotions, learn how to work with others and develop skills that allow them to be productive members of the community and benefit from the amazing learning opportunities they are receiving.

Ferrera J., Nath, J., & Guadarrama, I. (Eds.). (2014). *Creating visions for university- school partnerships*. Charlotte, NC: Information Age Publishing, INC.



**VICTORIA LAHNEY (LEFT) AND MELISSA DENNIN (RIGHT)**



# Partnering for Teaching Performance Assessment Support

**Robin K. Perry, Fresno Pacific University**  
**Darrell W. Blanks, Fresno Pacific University**  
**Gisela Cruz-Hawley, Fresno Unified School District**  
**Allyson Maldonado, Fresno Unified School District**

Integration of coursework and clinical practice is considered a key characteristic of effective teacher residency programs (California Teacher Residency Lab, 2021). Teacher education courses co-taught by university faculty and district-employed teachers are a distinctive feature of the Fresno Teacher Residency Program (FTRP) that promotes the application of course content in student teaching practice. Currently in its fourth year, the FTRP partnership serves a cohort of 26 residents in multiple-subject, single-subject mathematics, single-subject English, and single-subject science credential areas. A shared goal of developing residents' knowledge and skill in each stage of the teaching cycle serves as the foundation for co-teachers' collaborative work. Each member of the co-teaching partnership makes a unique contribution. Whereas the university co-teacher selects theoretical frameworks and research-based pedagogical practices that guide the course, the district co-teacher provides access to the adopted curriculum, technology, resources, and assessments utilized at school sites. Weekly co-planning meetings allow for shared development of in-class activities, discussion of priorities, and negotiation of messaging to residents. The university co-teacher has full responsibilities for course documentation, including creating the syllabus, maintaining the learning management system, and grading assignments. The district co-teacher holds the knowledge of the school context, district initiatives, and expectations for new teachers. Co-teachers frequently discuss resident concerns and share responsibilities for providing individualized support.

During the two-semester curriculum course sequence, co-teachers partner to support resident completion of the California Teaching Performance Assessment (CalTPA). Steps of the CalTPA tasks are addressed over time in relation to course content. University co-teachers explain the requirements, review required templates, and familiarize teacher candidates with CalTPA rubrics. District co-teachers help teacher candidates identify parallels between parts of the assessment and grade-level specific resources such as the adopted curriculum or scope & sequence documents. All residents are provided access to teacher resources in the district and the district co-teacher helps them navigate the resources through modeling and small group work during class time. Through these collaborative efforts, co-teachers help residents view the CalTPA cycles as "real life" applications of research-based instructional practices that prepare them for future teaching rather than merely "hoops to jump through" to obtain their credentials. District co-teachers articulate how the planning, teaching & assessing, reflection, and application components of the CalTPA are expected of all teachers in the district. For example, residents relate parts of the district Instructional Practice Guide used for planning and reflection during induction to items in the CalTPA directions and rubrics.

When discussions of inconsistent use of the adopted curriculum or absence of a specific instructional strategy in a clinical practice setting arise, district co-teachers help residents negotiate these challenges by providing context-specific connections and entry points to discussions with mentor teachers. A district co-teacher shared that helping residents use an inquiry tone in conversations has led to improved mentor teacher use of resources and application of practices. District co-teachers recognize the value of the teaching cycle required and of the specific pedagogical practices assessed by the CalTPA and believe that their integration in clinical practice leads to better prepared first-year teachers. A district co-teacher stated that the focused support was less about ensuring residents pass the CalTPA and more about residents learning the process and the practices and how the district-specific resources can be leveraged at each step.

Mentor-teacher communication is another form of partnering to support CalTPA completion in the FTRP. At the beginning of each semester, university co-teachers meet virtually with mentor teachers to emphasize coursework integration with clinical practice. Ways in which mentor teachers can support resident preparation for and implementation of the CalTPA are discussed while maintaining completion as primarily a resident responsibility. Academic vocabulary development, technology integration, and student self-assessment have all been topics of focus for past meetings. The meetings also provide a space for mentor teacher clarification of concerns that residents share with them about task specifics like recording requirements. Discussion of mentor teacher ideas about how to meet CalTPA performance expectations in their grade-level and content-specific classes is a part of the meetings that the university co-teachers want to expand in the future.

In focus group interviews, residents have identified CalTPA support provided by curriculum course co-teachers as a strength of the program. They commented on the benefits of working directly with district resources and the connections district co-teachers made with their observations in the field. They credited good communication and regular co-planning for the ease with which the co-teachers leverage their different expertise in sharing responsibility for the course. Resident responses in the 2021-2022 end-of-year survey also reflect strong support for co-taught courses. Ninety percent rated the "consistency among FTRP staff on how to best prepare teachers" as either effective or highly effective. Ninety-six percent of residents agreed or strongly agreed that modeling of effective teaching practices was present in their curriculum courses.

While co-teaching might not be a replicable practice across university-school partnerships, collaborative support of teacher candidate planning and implementation of the teaching performance assessment can be a means of enhancing the integration of coursework and clinical practice. Exploring ways that district adopted curriculum and resources promote the teaching cycle and represent research-based instructional strategies with partners is a good first step.



# Expanding the Early Learning Workforce through Partnership

**Stephanie Ceminsky, Ed.D. - Director of Early Learning, San Diego USD**

**Hannah Geddy, Ed.D. - Associate Dean of LaFetra College of Education, University of La Verne**

In July 2021, the Governor of California made a historic investment in school and per-pupil funding, exceeding any in California's history. Under the Universal Prekindergarten continuum (UPK), the plan achieved unprecedented levels of opportunity through Universal Transitional Kindergarten (UTK) for all four-year-old children by 2025. San Diego Unified School District and Assemblymember Kevin McCarty were at the forefront in leading the efforts through AB22 by recognizing the need for free, high-quality, inclusive pre-kindergarten, which ultimately led to AB130, solidifying the program's being signed into law.

Research demonstrates that all children benefit from high-quality preschool programs. (Wechsler et al., 2016). With this significant understanding, San Diego Unified School District designed professional development foundations for an ideal state. Rigorous content, current research, and practical application were at the core of the program design. With the district's 180 Universal Transitional Kindergarten classrooms, robust learning opportunities were needed for its educators.

Studies have found that educators with specialized knowledge about child development and instruction for young children are critical for students' lifelong learning and success (Meloy & Schachner, 2019). Knowing the importance of this investment, San Diego Unified School District (SDUSD) forged a partnership with the University of La Verne for its shared vision, specialized expertise, and spirit of collaboration. Within the LaFetra College of Education from the university, the Child Development program offers a unique early learning professional development pathway for current credentialed elementary teachers. This Transitional Kindergarten Certificate program allows in-service teachers not only to gain knowledge around best practices for teaching young learners but also to meet the requirements of the California Commission on Teacher Credentialing (CTC) related to new legislation.

The state of California created an implementation timeline of 2025 for Universal TK, which in turn, allowed for a gradual new enrollment rollout permitting four-year old children to join TK classes sooner than when the customary birth date cut-off previously allowed. With this requirement in place, the focus on student engagement and support requires a lower ratio between adults and students. This change to the makeup of early learning programs creates the need for a continuous supply of qualified educators who focus on whole child development. Through the partnership of the University of La Verne and San Diego Unified School District, teachers and paraprofessionals serving the UTK students in SDUSD can take courses online in a flexible learning environment designed for working adults. Grant funds secured by SDUSD's Early Learning program cover the employees' tuition costs for these courses. For credentialed teachers, the courses cover specific TK topics ranging from developing the young child, including observation and assessment methods along with specific curriculum design, to social-emotional learning and family and community engagement. These professional learning courses not only allow in-service credentialed teachers to meet the requirements of the new UPK legislation, but they also offer teachers optional credit toward a master's degree and potential salary advancement. Likewise, to support these teachers in UTK, the Early Learning division of SDUSD has created a co-teaching model with a paraprofessional who holds a Child Development Teacher Permit, a CTC offering for preschool and early education teachers.

To support current paraprofessionals in the district, the same grant funds used to support scholarship in-service credentialed teachers are applied to the costs of ULV courses designed to yield an early learning teaching permit to these current SDUSD paraprofessionals. In a similar flexible online learning environment offered in the TK courses, LaFetra College of Education professors from the Child Development program connect with the cohort of SDUSD paraprofessionals by supporting the aligned mission and vision statements of the Early Learning program from SDUSD and the college. Courses for these paraprofessionals run parallel to the TK courses credentialed teachers take but include the California Core requirements for early learning education. When the eight-to-ten-month program is completed, these SDUSD paraprofessionals earn their Child Development Teacher Permit and an opportunity to become a co-teacher in the UTK classroom while advancing on the district's salary scale.



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The unique partnership between the San Diego Unified School District and the University of La Verne provides a sustainable workforce pipeline for early learning educators. It supports the building of capacity within the district. By relying on a theory-to-practice approach, the partnership allows both the university and the school district to engage in a continuous improvement cycle. As employees learn in the online classroom and enter their own classroom the next day with tools to build engagement among their young learners, they can return to the collaborative cohort of colleagues in the higher education setting and discuss what works and what doesn't work. University professors also then can gain insight from practitioners in the field. It's a win-win for both partners.

The success of the partnership relies heavily on communication. San Diego Unified School District, through its Teach-Lead program, promotes a mission of fostering homegrown educators for a better San Diego; their goal is to support "educators and leaders reflective of the diverse student population [they] serve and with whom [their] students can identify." The University of La Verne, a Hispanic-Serving Institution known for advancing social mobility among their students, shares this goal of providing P-12 districts with educators who represent diverse backgrounds and a commitment to social justice. On a monthly basis, SDUSD's Director of Early Learning partners with Teach-Lead in collaboration with the partnership team from ULV's LaFetra College of Education to embed dedicated support for employees taking on these courses while balancing their daily job duties.

Through a genuine connectedness, this unique partnership continues to leverage expertise and support lifelong learning for participants from each organization. Again, it's a win-win!





# ANNOUNCEMENTS

# Connections

Spring/Summer 2023

## Call for Article Submission

The editors of CASUP Connections are seeking submissions for the Fall 2022 issue. Sent to over 1,200 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 1, 2023. Co-authorship from school and university partners is encouraged. We encourage photos and if they are included, please include names 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](mailto:publications@casup.org).

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



# ANNOUNCEMENTS

## Become a Member of CASUP!

- 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/Organization 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**
- 

## Membership Benefits Include:

- Discounted annual conference fees in California
- Twice-yearly news magazine
- Networking at regional and national conferences
- Web-based resources
- Updates on current trends
- Local school site visits and local networking meetings to share best practices



# ANNOUNCEMENTS

## NAPDS Conference

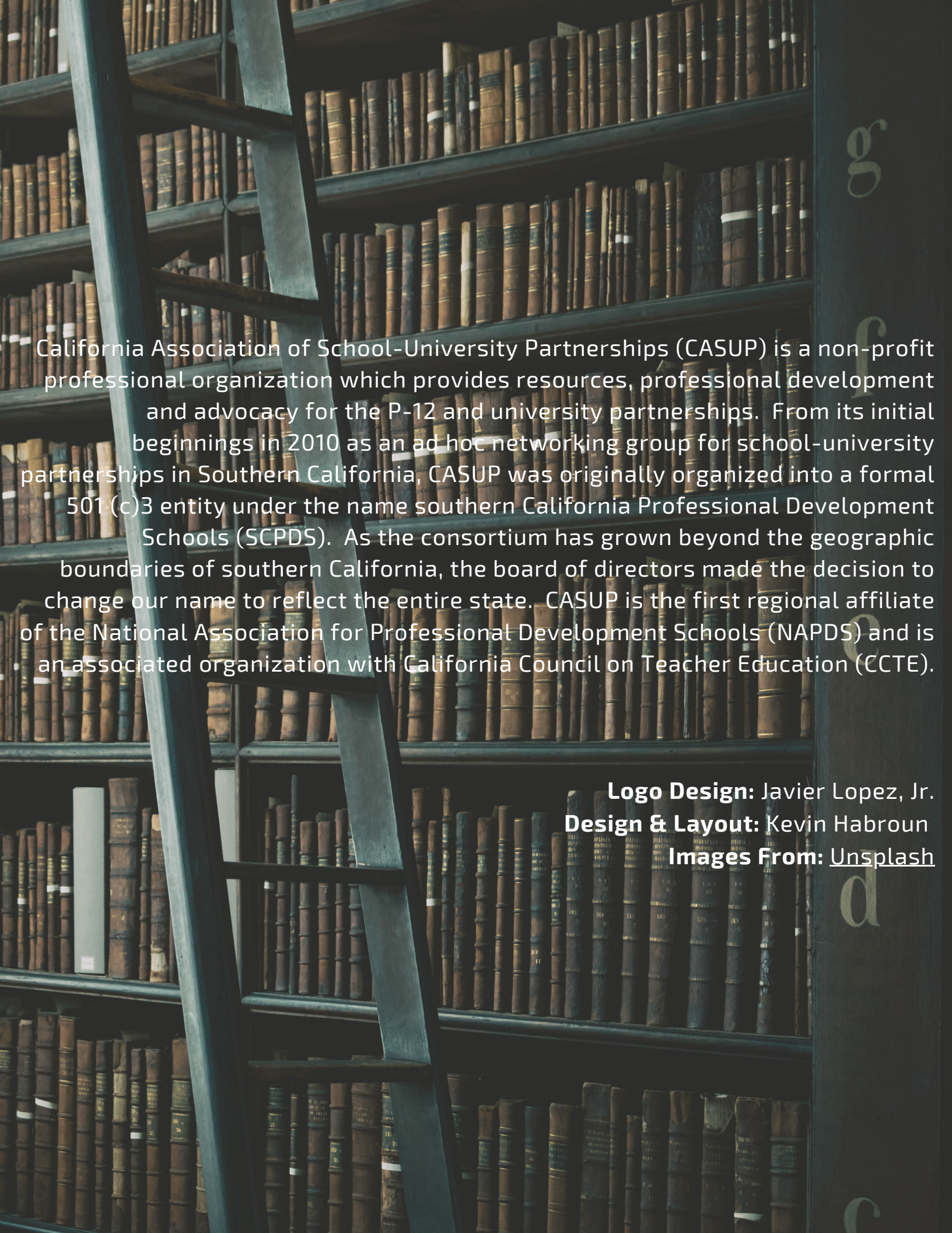
National Association for Professional Development Schools

### Magical Collaborations Conference

Join us at the NAPDS Annual Conference to learn more about school-university partnerships!

The conference will be held from March 24-26, 2024 in Anaheim, CA.

More information can be found [here](#).



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).

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