Message from the Dean

Dear Alumni, Faculty, Staff, Students, and Friends,

This special edition of McKay Today features in great detail our BYU–Public School Partnership, which began in 1984. We value all schools—private and charter as well as traditional public schools. Our BYU education graduates are prepared to teach and serve in all settings. But because we are committed to the education of all children, we focus much of our work on strengthening public schools, where the majority of our nation’s students receive their schooling. Over the past 28 years the BYU Partnership has grown and matured, but the mission of simultaneous renewal of both public schools and the BYU Educator Preparation Program is still our main focus.

My first experience in teaching school children was in a private school that worked cooperatively with a university. I learned much from the teachers, professors, and children. Over the years I have observed how university faculty members strengthen schools through both their teaching and their research. The schools have been my research laboratory, without partnerships with schools, my research would not have been possible. I continue to learn from school personnel and from the children and youth in our schools. I have also observed hundreds of schools and many universities benefiting from such partnerships. These institutions continually improve through professional development separately and together: adopting research-based practices, hiring well-trained graduates, and assisting in the preparation of great teachers. Simultaneous renewal is a wonderful process; I am convinced that both schools and universities benefit from unified endeavors, helping and strengthening each other.

Our Partnership is innovative, representing a faith-based private university and five public school districts. It continues to exemplify trust, commitment, and harmony. As part of our renewal process, Partnership administration and members spent the last two years reviewing and reshaping guiding documents. Please examine the revised statement of our Partnership vision and commitments, approved just last September and included in this special edition on page 5.

I ask you to study and ponder this issue of McKay Today to better understand our love and devotion to Heavenly Father’s children and the work of the BYU–Public School Partnership in helping all children reach their potential. Thank you for your support of the McKay School of Education and of all children and youth.

Sincerely,

K. Richard Young, Dean

K. Richard Young, Dean

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A Faith-Based University and Five Public School Districts Work Together for the Benefit of Children

by K. Richard Young & John C. Wilkinson

From the Very Beginning

Former Dean Curtis Van Alfen (1972–1984) envisioned a partnership between public schools and the BYU College of Education that would enrich, inform, and strengthen BYU’s preparation of future educators. To fully realize its potential, the partnership would require meaningful interaction among dedicated professional leaders and teachers in the schools and experienced researchers and professors in the BYU College of Education (now the David O. McKay School of Education). The proposed partnership was to balance vision, responsibilities, and governance, resulting in benefits for both the College of Education and partnership districts. Superintendents of the five closest school districts shared these goals.

This collaboration would require the give and take of valued professional services. The school districts would provide practical classroom experiences for teacher candidates and classroom teachers would partner with the college faculty to mentor and supervise during this preparation. Discussions between district and university educators on knowledge, skills, and research-based practices would blend theory into practice in meaningful ways. BYU and the districts would collaborate to produce high quality research, with the school districts supplying contexts and BYU contributing research methods that could continually improve instructional strategies and principles. Collaboration to develop and deliver research-based professional development programs would also contribute to continual simultaneous renewal.

In addition to ensuring a balance of participation and benefits for the partners, this collaborative association required careful thought regarding how a private religious university could successfully partner with five public school districts. However, the districts and BYU’s College of Education accepted this challenge of improving the quality of teaching and learning for both K–12 students and BYU teacher candidates. Together these university and public school leaders answered the tough questions, forged a structure, and agreed upon mutual commitments—and the BYU–Public School Partnership was born.

The early painstaking work and unceasing dedication to the education of children have extended over nearly three decades and more than 40 significant initiatives. Today this association stands on a foundation of mutually accepted goals and principles, exemplifying the great potential of collaborative partnerships. We’ve worked very hard to maintain the shared values, goals, and commitments for meeting the needs of the children and youth, teachers and administrators, and sponsors and patrons of each member organization, continuing the focus on simultaneous renewal envisioned by Dean Van Alfen and five superintendents nearly 30 years ago.

Commitment to Common Values

The BYU–Public School Partnership vision rests on a commitment to character, including humility and trust, along with a willingness to listen and work together for the continuous improvement of education. Such values are critical to the tightly forged commitments among our partners.

The values and goals stated in various documents or addresses authored by university and public school district personnel can be synthesized as follows:

» Each student is unique and has individual worth.
» Each student is capable of learning.
» Learning is fostered in a climate of love, caring, respect, trust, and acceptance.
» Engaging in meaningful work and service contributes to the quality of students’ lives.
» Individual integrity, tolerance, and respect for others contribute to a better society.

In its own vision statement, the McKay School of Education adds compatible commitments to focus on improving learning and teaching in order to strengthen children and youth, prepare noble educators, and extend the benefits of its research and creative work to contribute to improvement of the constantly changing world. The McKay School vision is encompassed by the mission of Brigham Young University, which is to help students achieve their highest potential through “intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.”

Commitment to All Students

Central to these Partnership values is a strong, shared commitment to ensuring achievement for every student and to preparing professional educators who will strive for this ideal. Patrons and educators in the public schools support both a policy and a deep commitment to the success of every student.

The McKay School is committed to faith in God, our Heavenly Father, with deep convictions concerning the divine capacity of each individual, faculty and teacher candidates share this perspective and this goal. BYU teacher candidates feel a level of accountability that represents a covenant of excellence made with God. Accordingly, teachers prepared at BYU are seeking a level of creativity, competence, and character that contributes to the success of the Partnership schools in which they are trained and makes them very competitive in the process of eventually staffing the districts’ classrooms.

Simultaneous Renewal

Fulfilling these shared commitments involves offering mutual services that result in simultaneous renewal of teacher preparation and schooling. As part of the McKay School of Education’s goal of strengthening children and youth, we focus on five significant objectives:

1. To develop children and youth of noble character who act with moral integrity and social competence
2. To educate the minds of children and youth to think critically, solve problems, and make wise decisions as they come to possess broad academic and cultural knowledge
3. To teach children and youth to be literate, as demonstrated by the ability to read and write effectively (as well as to understand mathematics, science, the arts, and other academic pursuits)
4. To prepare children and youth for responsible citizenship
5. To strengthen faith in and a commitment to the gospel of Jesus Christ

In addition, the McKay School provides opportunities for collaborative research with school personnel to determine effective practices for meeting school administrative and curriculum needs and, when appropriate, supports and provides training for such innovations as endorsement for teaching English language learners and the development of professional learning communities. Thus Partnership members work together as educators to best serve
The Partnership’s values, commitments, and collaboration are permeated by BYU’s unique orientation, based on the original charge given by its namesake Brigham Young. “I want you to remember that you ought not to teach even the alphabet or the multiplica-
tion tables without the Spirit of God.” Today the McKay School of Education still prepares future educators to seek the Spirit of God in all their teaching endeavors. We strive for preparation that encourages our gradu-
ates to go forward with a commitment to serve, praying for guidance and insight concerning every child under their stewardship. The conviction of the divine origin of every student is accompanied by the knowledge that each one is capable of intellectual, emotional, and spiritual enlightenment.

CLARIFICATION OF DIRECTION

This discussion of basic partnership principles and commitments of a faith-based university and five public school districts relates back to instruction given by David O. McKay, former president (1931-1970) of The Church of Jesus Christ of Latter-day Saints: “The teaching of religion in public schools is prohibited, but the teaching of character and citizenship is required.” We can and we must teach character, conduct, and citizen-
ship along with academic content. President McKay taught that these “three Cs” are central to society and to our capacity to serve others with civility. These qualities result in a service orientation and a commitment to the common good born out of respect and consideration for individuals’ personal good. These goals bring together the multifaceted values, commitments, and objectives of the Partnership.

The extent to which President McKay’s mandate is achieved depends on both university and school faculties, who provide a context that not only encourages intel-
lectual development but also strengthens character. When BYU faculty members nourish spirituality and commit to prepare teachers with the values of character, conduct, and citizenship, these teachers naturally “pay forward” the qualities to those they will eventually teach and serve. As McKay School teacher candidates consider the role of the Spirit in their university learning, they are invited to connect their foundational religious beliefs with their academic preparation.

The Partnership between BYU and the public schools does not require that these values, beliefs, and resulting actions be buried simply because they are founded in and consistent with a religious orientation. Every partner in this unique commitment is dedicated to bringing civility, character, and citizen-
ship, along with academic excellence and social competence, into the teach-
ing of each student for the benefit of our communities, nation, society, and world. Indeed, as President David O. McKay has said, “Upon the effectiveness of... teach-
ing hangs the destiny of nations.”

K. Richard Young is the current dean of the McKay School of Education and faculty member in the Department of Counseling Psychology and Special Education. He has 38 years of experience working with high-risk children, youth, and families and has directed several major research and development projects. The BYU–Public School Partnership has grown and changed significantly during his term as dean.

John C. Wilkinson teaches in the Department of Teacher Education. He earned his PhD from BYU in instructional psychology in 1975. John has worked as a consultant for Apple Computer and Control Data, and he has created technol-
ogy and educational products for school dis-
tricts, industries, and corporations.

For a fully referenced version of this article, please visit education.edu.byu/
news/magazine/partnership.
The Partnership prepares educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society.

The Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.
WHAT IS CITES?

The get-it-done group

BY STEVEN BAUGH
ILLUSTRATIONS BY SHAW NIELSEN
Brian Griffith participated in an extensive two-year professional development program to increase his ability to teach reading. He joined 30 other teachers in classes taught by professors from the Department of Teacher Education in the McKay School of Education as well as from the Department of English in the BYU College of Humanities. When he finished the program, he received a state reading endorsement. Brian commented, “I’ve not had a better professional development experience. The courses were very helpful. My fourth graders are better readers and are enjoying it more.”

Richard Sudweeks, a professor in the McKay School’s Department of Instructional Psychology and Technology, directs a doctoral program focused on education research and evaluation. Working with the BYU–Public School Partnership is vital to this degree program. Each fall participating students meet with representatives of the school districts to learn about issues of importance. Students are assigned to do critical literature reviews on identified problems and report to the requesting district. Dr. Sudweeks praises this collaborative university–school district project: “This opportunity to conduct a critical review on issues that are directly relevant to the participating school districts provides very valuable experience for our students. They take the task seriously, and from feedback we have received from the districts, it appears the information has been useful to them.”

Rick Nielsen has been a member of the Governing Board of the BYU–Public School Partnership since he was appointed as a superintendent two years ago. Each month he meets with four other superintendents and the dean of the McKay School of Education to discuss how to improve teacher education and Partnership schools. Once the Governing Board creates the vision and chooses objectives for each improvement initiative, its members turn to an organization in the McKay School to hammer out the details and organize the structure, time, and personnel necessary to meet each objective. Superintendent Nielsen said, “The Governing Board members set the direction, but there is no way we have the time to put our ideas into action. That is left for our ‘get-it-done’ group. Without them, the ideas would remain just that—ideas.”

What is common in these three examples? How did these programs come to fruition? Where is the get-it-done group? The answer is CITES, the Center for the Improvement of Teacher Education and Schooling. Developed in 1996 and located in the McKay School of Education, CITES facilitates the work of the Partnership to bring about the improvement of teacher education and schooling. CITES is a department-like unit within the McKay School that, among its many responsibilities, serves the BYU–PSP: five Utah school districts, the McKay School of Education, and the BYU colleges of arts and sciences.

Currently I am fortunate to have the responsibility of directing the day-to-day workings of CITES. I have been involved with the BYU–Public School Partnership for more than half of my 40-plus years in the field of education, and through my service in CITES I have come to realize how essential it is to the Partnership operation.

WHAT’S IN A NAME?

What’s in a name? Sometimes a lot. Look at the name CITES, for example. The C in CITES stands for Center, a center made up of capable full- and part-time employees charged with the day-to-day work of the McKay School and the Partnership. J stands for improvement. Under the leadership of CITES, teacher educators and school personnel continually work to improve education and meet needs of pre-K-12 and university students. JT is for teacher education, which includes preparing all those who help children learn and succeed in school. J stands for schooling. And, finally, a critical but often overlooked word in the full title is the word and. It has often been said by others—and I firmly believe it as well—that good schools cannot exist without good teachers, and good teachers cannot be prepared without good schools and strong education programs. The entire name, Center for the Improvement of Teacher Education and Schooling, is held together by the significant little word and.

CITES can also be described using metaphors. One of my colleagues, Paul Wangemann, uses the image of a bridge to describe CITES because CITES so often creates bridges between BYU and Partnership schools. I keep in a prominent place in my office a picture Paul gave me of a bridge; it reminds me that CITES also creates bridges between needs and solutions.

CITES FACILITATES THE WORK OF THE PARTNERSHIP & BRING ABOUT THE IMPROVEMENT OF TEACHER EDUCATION AND SCHOOLLING.
For example, CITES operates numerous professional development opportunities, such as the Principals Academy—a program that bridges practicing school principals with the McKay School’s Department of Educational Leadership and Foundations as representatives meet in professional learning communities. Bridging takes place in the Partnership Governing Board meetings when superintendents and the dean of the McKay School of Education collaborate to find ways they can work together to strengthen both teacher education and public schools. I also think of bridging through research. Research conducted in the schools on issues that really matter to the schools, benefiting both the schools and the university faculty. Such bridges create incredible possibilities.

WHEN DID IT ALL BEGIN?

The BYU–Public School Partnership was established in 1984 by the David O. McKay School of Education and five public school districts: Alpine, Jordan, Nebo, Provo, and Wasatch. During its early years the Partnership yielded several significant accomplishments. But despite its ideals and its promises, the number of collaborative activities remained at a fairly constant level.

When I became superintendent of Alpine School District in 1988 and thus a member of the Partnership Governing Board, I was grateful for the opportunity to associate with the dean of the McKay School and the other superintendents, but I noticed that the breadth and depth of what we did, though important, remained fairly level. As I look back on those days now, I realize that this early work was setting a strong foundation for an explosion of activity that began in the 1990s.

What was the nature of the explosion? What caused it? There is no single answer for either question. But from my observation I believe the answers include people like Jim Bergera, Myra Tollestrup, and Robert (Bob) Patterson. Jim became the Partnership’s executive director, Myra was the director of Partnership professional development, and Bob became the dean of the McKay School. Jim provided direction for an infusion of funds from federal grants, Myra provided leadership in professional development programs, and Bob began to formulate a structural change in the McKay School that could provide the support for potential Partnership contributions. In 1996 Dean Patterson’s ideas culminated in forming the Center for the Improvement of Teacher Education and Schooling.

Under Dean Patterson’s leadership, the center grew from a concept to a working unit. The Partnership has developed and implemented an increasing number of programs. Dean Patterson also reached out to important additional partners in the BYU colleges of arts and sciences, which have critical roles in preparing teachers for secondary schools: Fine Arts and Communications, Biology and Agriculture, Physical and Mathematical Sciences, Life Sciences, Humanities, Family, Home, and Social Sciences, and Engineering and Technology.

By this time I was the chair of the Governing Board. I marveled at how Dean Patterson reached out to the deans of the arts and sciences and garnered their support. I marveled at how he reached out to the superintendents, asking us what it was we really wanted to do to strengthen our schools and what he could do to help. He made me feel like a colleague—an equal. I never felt the least indication of the university condescending to help the schools. His approach was motivating to all of us.

WHAT IS THE FUTURE OF CITES?

With the appointment of K. Richard Young as dean of the McKay School in 2005, CITES continued to grow and change. In 2004 Dean Young felt that CITES needed a full-time director, and it was at that point as the new director I truly began to learn the magnitude of CITES’ promise. The evolution continues. Recently CITES was organized into three divisions: education support, professional development, and research—further focusing our efforts to be more effective. With Dean Young’s support, professional development expanded to provide opportunities for McKay School faculty as well as educators in the schools. The role of research has been strengthened significantly to meet Partnership needs. Under Dean Young’s leadership, numerous research projects began and publications increased markedly, with increased emphasis in doing the research in schools for the benefit of students.

CITES remains a flexible organization, capable of assuming different roles in fostering and sustaining relationships among partners. We continue to bridge between the schools and the university, providing over 40 different activities, programs, and initiatives to renew teacher education and schools. The mission of CITES is to assist in bringing about the simultaneous renewal of educator preparation and schools through serving the public schools, the School of Education, and the BYU colleges of arts and sciences. CITES continues to operate as a unit of the McKay School, functioning under the direction of the dean. Like Nebo Superintendent Rick Nielsen, I like to think of CITES as the get-it-done group. The dean and district superintendents set direction and CITES personnel address the details.

Some things in the BYU–Public School Partnership have changed through the years. More activities occur, more people are involved. But other things haven’t and won’t change—especially the trust and open communication necessary among members and the strong sense of selfishness. Most important, the commitment and passion to see differences in learners and schools continue.

Steven Baugh is director of the Center for the Improvement of Teacher Education and Schooling and executive director of the BYU–Public School Partnership. He is also an associate professor in the Department of Educational Leadership and Foundations. Baugh served as the Alpine School District superintendent for 12 years. Baugh has also been a school principal and a math teacher.

Questions (See CITES website at education.byu.edu/cites/faq)

To view this article online, please visit education.byu.edu/news/magazine/CITES.
HISTORY OF THE BYU-PUBLIC SCHOOL PARTNERSHIP

1984-1985
ACCOMPLISHMENTS
- Formed April 16, 1984
- Cohort for the Leadership Preparation Program (LPP) organized
- Summer gifted/talented programs developed

FOUNDING PARTNERS
- BYU: Dean Curtis Van Alfen
- Alpine: Sup. Clark Cox
- Jordan: Sup. Ray Whittenburg
- Provo: Sup. John Bennion
- Nebo: Sup. Wayne Nelson
- Wasatch: Sup. Doug Merkley

LEADERSHIP CHANGES
- BYU: Dean Ralph Smith (1984)
- Provo: Sup. James Bergera (1985)

1986-1989
ACCOMPLISHMENTS
- Ramses II, Bicentennial of the Constitution, Olympic and Environmental Partnerships, Discovering Space, and Celebration of the Arts curriculum created by the Gifted and Talented Task Force

LEADERSHIP CHANGES
- BYU: Dean Dan Andersen (1988)
- Alpine: Sup. Steven Baugh (1988)

1990-1992
ACCOMPLISHMENTS
- Commitment to the Agenda for Education in a Democracy finalized
- Leadership Preparation Program (LPP) restructured to consist of 80% fieldwork
- Teacher preparation programs restructured to be field based
- Gifted Education Teaching Endorsement created

LEADERSHIP CHANGES
- Nebo: Sup. Denis Poulson (1990)
- Provo: Sup. Kay Laursen (1990)
- BYU-PSP: James Bergera (1990)
- BYU: Dean Robert Patterson (1991)

1993-1996
ACCOMPLISHMENTS
- Elementary Education program restructured to include all faculties from the Elementary Education Department, representatives from all partner school districts, faculty from the arts and sciences departments across campus, and undergraduate students
- Secondary teacher education curriculum revised
- Department of Teacher Education combined to include early childhood, elementary, and selected secondary programs
- Name College of Education changed to David O. McKay School of Education
- Clinical faculty associate (CFA) position created

LEADERSHIP CHANGES
- Provo: Sup. Mike Jacobsen (1994)

1996-2007
ACCOMPLISHMENTS
- Partnership tripartite adopted: School of Education, BYU colleges of arts and sciences, and school districts
- Center for the Improvement of Teacher Education and Schooling (CITES) created
- Associates programs developed
- Professional Development Academy (PDA) created
- Partnership-wide Balanced Literacy Program initiated
- Bilingual/ESL Endorsement Through Distance Education (BEEDE) created
- University Council on Teacher Education (UCOTE) organized
- Leadership in the 21st Century Conference initiated

LEADERSHIP CHANGES
- Provo: Sup. Patti Harrington (2001)
- Wasatch: Sup. Terry Shoemaker (2001)

2008-2009
ACCOMPLISHMENTS
- BEIDE changes to the Teaching English Language Learners (TELL) program
- Education Inquiry, Measurement and Evaluation (EIME) doctorate program developed
- Physical Education Teacher Education (PETE) merges into the Department of Teacher Education
- CITES reorganized into three divisions: education research, education support, and professional development
- BYU-Public School Partnership 25th anniversary celebrated
- Literacy Promise Conference initiated

LEADERSHIP CHANGES
- None

2010-2012
ACCOMPLISHMENTS
- Education Doctorate program developed
- Education Admissions Center, Field Service Office, and McKay School Scholarships Office combined and named Education Student Services (ESS)
- Communication Disorders (ComD) changed to a limited enrollment program
- Instructional Coaching Initiative formed
- Elementary Education majors prepared to graduate with K-6 licensure instead of K-8 licensure

LEADERSHIP CHANGES
- Jordan: Sup. Patrice Johnson (2011)

For a printable PDF of this timeline, please visit education.byu.edu/news/magazine/history.
EQUITABLE ACCESS TO ACADEMIC KNOWLEDGE AND ACHIEVEMENT

The Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.

STEWARDSHIP IN SCHOOL AND COMMUNITY

The Partnership assists educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance.
The Brigham Young University–Public School Partnership (BYU–PSP) is exactly what it says it is: a partnership. It is a partnership because the professionals who teach and administer programs in our public schools and the professionals who prepare those teachers and administrators for their careers are equally yoked in the service of our children. Establishing the Partnership didn’t exactly create a new relationship between university and public school professionals; rather, it recognized that a special relationship already existed among those who work in teacher education programs, the arts and sciences, and the public schools. Twenty-eight years ago now, BYU and five Utah school districts—Jordan, Alpine, Provo, Wasatch, and Nebo—formed the BYU–PSP to formalize this special relationship, a relationship bound by our common concern for the quality of education we provide our students.

Like any good relationship, our Partnership needs to be continually nurtured. Perhaps nurturing, though, isn’t quite the right metaphor. To be sure, in many of our relationships we think of them like a plant or a tree. They grow, the roots deepen, and the trunk and branches strengthen and extend. But trees don’t mature at a steady, regular pace. Every spring a tree experiences a form of regeneration—a rebirth. Spring is a time of renewal, and those who tend or nurture trees do things to help them experience renewal. For example, pruning is part of a process to help a tree renew itself.

For the BYU–Public School Partnership, renewal has become a powerful concept. At one level, renewal describes the work we do as the Partnership. As teachers, as administrators, and therefore as stewards of our schools, we seek to facilitate and engage ourselves in the simultaneous renewal of our understanding and our practice at all levels. Collaborative research and regular reflection on our methods and strategies are only two of many ways that professionals at all levels of the Partnership improve what we do for children.

But renewal is also an overarching purpose of the Partnership in its own right. As we work alongside our partners, we refresh and reestablish our commitment to each other and to the children we serve. Relationships must be continually renewed. For example, husbands and wives renew their marriage vows daily in the way that they talk to each other—even in the ways that they look at and touch each other. The simple act of talking over what they will have for dinner signals a commitment that they will do so as a married couple. It is a way of expressing a commitment—not to the present, but to the future. Such small daily acts become moments when spouses...
Partnership members are committed not only to teach students civic virtue and engagement in our society but also to model skills in the ways we interact in schools. Many individuals learn first at school how to act like a member of a community or like a citizen of a nation. In school we experience what it means to live and work with each other in our differences. It is, in fact, the urgency of learning how to live with each other in our differences that makes the Partnership so committed in particular to public education.

In no other context but in public schools do all children have the chance to learn about the democratic processes that were designed to bring citizens together around common concerns and for the common good. Additionally, children are participants who enact those processes in the real-life community that emerges in the classroom, in the lunchroom, and on the playground. No other organization or institution calls all children together not only to memorize and recite the Pledge of Allegiance but also to develop a sense of “indissolubility” in the community to experience the kind of work in everyday life that is required to maintain “liberty and justice for all.” Despite the differences in culture, ethnicity, income level, or religion in our country and our cities, public schools are the first and perhaps the only places left where a common culture grounded in the rights and responsibilities of citizenship can be learned and practiced.

As the Partnership we continually check ourselves to make sure we exemplify as well as teach the virtues and habits of citizenship, civility, and active engagement in a democratic way of life. One of the best places to do this is in an Associates Program held annually in each of the five districts. A few years ago I was a participant in the Provo District’s program, during which we read and discussed the book First Democracy: The Challenge of an Ancient Idea by Paul Woodruff, a historian of classical antiquity and a contemporary philosopher. Woodruff not only describes ancient Athens’ attempt to establish a pure democracy but also explores to what extent the principles of democracy that began there have or have not endured into our own modern forms of democratic government. The Athenian democracy did not work very well in practice for a number of reasons, and no other society has ever tried to imitate it. And it may not be wise to imitate it. But Woodruff challenges readers to consider how much they still believe what ancient Athenians had to believe in order to try their experiment with democracy. That collectively we are better, stronger, and smarter than we are individually, that the most desirable form of government is, as Abraham Lincoln claimed in the Gettysburg Address, a “government of the people, by the people, for the people,” suggesting that greater trust can be put in the goodwill and disposition of the

CFAs are experienced teachers who receive a two-year paid leave from their district to work collaboratively with mentor teachers who oversee practicum students; they also work with content specialists at BYU. CFAs act as liaisons between BYU’s student teachers and the districts.

CFAs act as liaisons between BYU’s student teachers and the districts.
people as a whole than in that of individuals acting for themselves. Partnership members accept that challenge and continue to explore how to better develop that trust in each other as we work together.

ENGAGED LEARNING THROUGH NURTURING PEDAGOGY

There are actually two commitments in the above statement, but the Partnership combines them to suggest that ideally they are inseparable. The first concerns the choice to highlight the activity of learning rather than of teaching. The Partnership is committed to the methods, strategies, and practices of good teaching, but it is even more strongly committed to what it takes to ensure good student learning.

Ideally, of course, teaching and learning should almost be synonyms. But there is a subtle but significant difference between questions concerned with teaching and those concerned with learning. The questions we ask ourselves about teaching—are all the questions of what we think needs to be taught—focus attention all too often on what the teacher and the curriculum need to do or be rather than on what the student learner needs to know or be able to do as a result of the educational experience. Questions about learning certainly focus on content and strategy, but they also attend educators to questions about a host of crucial issues. Among others, these include helping students learn the skills, not just the content, striking the right balance between direct instruction and activity-based learning, taking into account issues of human development, and accommodating the differences in learning style and capacity that exist among students. Questions about student learning challenge us to assess not just what we intend to teach but what we actually teach, not merely what we attempted but what we successfully achieved.

The second commitment to nurturing pedagogy follows from this first commitment to student learning, and here the metaphor of nurturing aptly represents our desire to see all aspects of pedagogy as the expression of caring for as well as about all of our students. Nurturing is a metaphor of life and growth. Children are not empty vessels to be filled or dry tinder in need of a spark; they are living beings whose well-being depends on learning as well as eating and breathing. But nurturing is a metaphor that also evokes the context in which life and growth best occur: a metaphor of love. If teaching is not an act of love and informed care, it becomes an act that impedes and, therefore, imperils the ability of children to reach the full measure of their being. If curriculum is not designed to give children the particular nutrients they need to grow, then it becomes a form of neglect, no matter how loving or well intentioned it may be. Partnership educators recognize the need to love our students by giving them not only smiles, praise, and encouragement but also the best materials, assignments, and activities we can locate or develop ourselves. We love them by believing in their abilities and potential, and we believe in them by challenging them and ourselves to do the very best we can.

EQUITABLE ACCESS TO ACADEMIC KNOWLEDGE AND ACHIEVEMENT

Because we believe in all children, the Partnership is committed to fulfilling public education’s mandate to help all of them learn, regardless of innate ability, socioeconomic background, or current life situation. We seek to identify, understand, and ultimately remove any barriers that prevent any child from accessing the opportunities for education—the books, the spaces, and the experiences—that he needs to be successful. We know that schools do not actually set the bar for success in contemporary society; we exist to help our students train for the jump that our world will require them to make into their futures. The bar we set for our students must match or exceed the height of society’s bar, but it is equally imperative that we make it possible for all students to be able to jump high enough and far enough to make it over that bar. We want all of our students to master a rigorous, current, and relevant curriculum and set of skills, and because we want this for all students, we adapt our pedagogy as needed—but not the end goal—to accommodate the differences between and sometimes the disabilities of the students in our classrooms.

More accurately, the Partnership invests its efforts in public education in achieving equity more than equality: For us, “equitable access” means that we want to give all students a
fair chance to succeed in school, which does not always mean that we do the same things the same way for stu-
dents irrespective of their individual differences and disabilities. If there is equality in education, it is that we have equally high goals for all of our students. We want all of our students to be intellectually and mor-
ally strong in the face of life’s challenges, and so equi-
table access means making it possible for each child to
overcome any deficits or weaknesses—especially those
for which the child bears no responsi-
bility—that would prevent her from
opening the doors that lead to a bright
future. Fairness in education requires
flexibility and creativity, compassion
and cultural sensitivity, and interest in
a child’s life at home as well as at school.
Fairness sometimes means devoting
more attention and resources to one child
or to one school than to another. It always
means being keenly attuned to the differ-
ent circumstances and
abilities of each child.

Hence equitable access is not simply about remov-
ing barriers but also about providing “enablers.” Much
is needed from all stakeholders in public education to
able educational equity. However, for the Partnership
the most important element—and the one over which
we have control—is providing for all children teachers
who truly know the content they teach, who practice
the best pedagogical methods and strategies, who have

a current and sophisticated understand-
ing of child development, and, most
important of all, who come to know and
love each individual child and
now—the less we will ultimately be
charged for full ownership in the future.

One of our most important respon-
sibilities in the Partnership, therefore, is
to better understand how we can bring
our communities and schools closer
together around a shared purpose for
and vision of education. A large portion
of this responsibility involves including
all public education stakeholders in the
simultaneous renewal of public schools
and educator preparation that we have
described in this article. Indeed, we hope
that the community joins public schools
and educator preparation programs in the
work and the blessings of simulta-
neous renewal. But as stewards of both
the community and the schools, we are
also responsible for bringing the high-
est standards of professionalism to our
work. In the Partnership we are com-
mitted to be the very best educators we
can be, current in our understanding
of pedagogy and the content areas we
Teach and dedicated to the imperative
for ourselves, as well as our students,
to become lifelong learners. We are also
committed to bring out of our students
their very best efforts to learn. In fact,
we recognize that we do not necessarily
know what the young are really
 capable of accomplishing. In a very real
way, all of us—the Partnership, the com-


4 STEWARDSHIP
IN SCHOOL AND
COMMUNITY

The first three of the Partnership’s
five commitments are grounded by an
even more fundamental commitment: to
honor the trust placed in us by commu-
nities and parents to assist in preparing
our children for productive, prosper-
ous, and fulfilling lives. Public schools
belong by definition to the public; to all
people in our communities, including
those who may not currently attend,
send children to, or work in schools. We
see ourselves as the community’s stew-
ards in the schools. But we also serve
as stewards of the schools in the com-
munity. Schools are integral and vital to
the life of a community. Schools rally the
community together around the most
important of our common concerns:
children. But schools also give commu-
nities a shared purpose for tomorrow as
well as for today. In school, the future
is the work we perform in the present.
The educational and social needs of chil-
dren are the principal of the mortgage
we have taken out on our community’s
economic and moral living space. The
more we devote to paying off that prin-
cipal—meeting children’s needs here

5 COMMITMENT TO RENEWAL

We hope that it is evident in this
article that renewal informs the previ-
ous four commitments we’ve outlined
and, for that matter, every dimension of the Partnership’s work. The quality
of the work we do and the relationships
we share in the Partnership absolutely
depend on simultaneous and continu-
ous renewal of public schools and edu-
cator preparation. Yet ultimately the
Partnership’s work in public schools
and at the university renews not just
programs and practices but the relation-
ships and the commitments that we
have to and for others. And the most
important people in our work are the
children we serve. The Partnership has
been and continues to provide a way of
renewing our commitment to children
and to the imperative that each child’s
very existence issues to human society.
Indeed, meeting each child’s needs is one
of the most important reasons for the
very existence of human communities,
and thus educating children becomes one
of the community’s overarching
purposes—one of its most fundamental
and sacred obligations. The BYU–Public
School Partnership is for us an obligation
as well as an opportunity to take up the
duty we feel first to the child and second
to each other as we work on the child’s
behalf. Renewal is central to our ability
to fulfill that obligation, but it also reminds
each of us that it is a new opportunity
and blessing each day to live and work
for someone besides ourselves, especially
the ones among us who are so vulner-
able, who are so anxious to love and be
loved, and who have so much promise.

Joseph Parry is a professor in the Department
of Humanities, Classics, and Comparative
Literature and the new director of the BYU
Undergraduate Honors Program. Parry is a
strong advocate for the BYU–Public School
Partnership.

To view this article online, please visit
education.byu.edu/news/magazine/
ourcommitments.
IN AN EFFORT to strengthen support for teaching the Utah State Earth Systems core in ninth-grade science classes, Alpine School District partnered with the BYU College of Physical and Mathematical Sciences, through the BYU–Public School Partnership, to create a yearlong professional development experience for those in the district who taught earth systems. They called it the Earth Systems Academy.

Alpine District provided a full-day substitute teacher once a month to enable each earth systems teacher to meet on the Novell campus for a daylong experience related to climate. Brigham Young University also arranged for a field trip to Clive, Utah, to visit the Energy Solutions facility, to meet with a hydrologist, and to learn about field research and the intersection of science and industry.

The Earth Systems Academy became one of the richest professional development opportunities many of the teachers had experienced. The benefit was in having conversations with other science teachers and with scientists about current knowledge and research that could be applied in the classroom. BYU faculty members benefited as well. One professor commented how enjoyable it was to present to a group with enough background knowledge to allow conversations to go far beyond what is usually possible in an undergraduate course at BYU.

The BYU–Public School Partnership relies on conversation throughout its structure and its programs. Associateships, the Governing Board, and professional learning communities all use conversations to establish and shape their work.

Conversation is a method for thinking together. It is also the engine of cooperation and community. People need to learn how to think better, and conversation improves thinking by bringing the capacities of many to bear on the process of improving the quality of individual and collective judgment. This is essential because in deciding matters of human action, there is, finally, only judgment.

Conversation understood in this sense proceeds on the assumption that its participants interact as if they were all more or less equal and more or less free. In that culture, almost every individual needs to exercise leadership—an exercise located in the context of conversation.

In conversation, leadership must take the form of influence—this because people who consider themselves equal and free will not develop individually nor contribute collectively when forced. Indeed, conversation makes leadership a collaborative project. It is collaborative as individuals engage others in the process of improving that vision and articulating a plan for realizing it. Thus this sort of leadership takes the form of helping people to think and act together. In the terms of a document being developed at Carnegie Mellon University, “Instead of commanding action, [such] leaders create spaces in which people can think and act together.” Those spaces are conversations. Continuing that concept:

Leaders help individuals and groups define who they are and where they are going. Leadership involves designing and stimulating—not managing—group processes of thinking together about what people would like to become. It starts with the question “Where are we now?” and is followed by the question “Where do we want to be?”

This makes leadership a matter of enabling and maintaining human interactions that are constructive and positive—a process that proceeds conversationally. Conversation, then—in terms again borrowed from that draft document—is necessarily “an ethical endeavor [whose] goals include human flourishing—happiness, fulfillment, and development of individuals within a collective.” To be successful in that endeavor, individuals are influential as they strive to understand others, to treat them with respect, and to help them construct from experience concepts of themselves together that they can share.

It is in this sense that leaders operate as teachers.

Educators at all levels need expertise, but they must also have capacities for empathy, for critical judgment of situations, and for the aesthetic work of envisioning and communicating better ways to see and improve the world. These capacities are acquired and practiced in the context of interactions that are, well, conversational.

Gregory Clark is an associate dean in the College of Humanities. Additionally, he is a professor of English, having taught at BYU since 1996.

To view this article online, please visit education.edu.byu/news/magazine/talk.
LEADERS ASSOCIATES

PURPOSE
To encourage dialogue among senior leaders of the five BYU–Public School Partnership districts and administrators at BYU, including both the McKay School of Education and the colleges and departments of arts and sciences. They meet for two days twice a year. Together they discuss vital education issues such as poverty with its effects on schools, professional learning communities, assessment of student learning, or arts in the schools.

education.byu.edu/CITES/initiatives/leaders_associates.html

ASSOCIATES PROGRAM

PURPOSE
To engage public school and university educators in conversations related to the important work of preparing educators to help all students learn. Groups also work to gain an in-depth understanding of the five commitments of the BYU–PSP.

FIVE associates groups are organized each year by district, and each group meets five times during the year for two days featuring discussions, presentations, video clips, guest speakers, and activities.

education.byu.edu/CITES/initiatives/associates.html

SIMULTANEOUS RENEWAL

PRINCIPALS ACADEMY

PURPOSE
To enhance early and mid-career development of principals in the BYU–Public School Partnership and focus on creating professional learning communities (PLCs) in each school. Through discussions, expert presentations, and collaborative activity, they develop PLCs in their school in which grade-level teachers or departmental teams work together to develop common curriculum and assessments, examine data, and collaborate to determine and implement best practices.

education.byu.edu/CITES/initiatives/principals_academy.html

CONFERENCES

The Literacy Promise: Opening Doors for the Adolescent Learner

PURPOSE
To bring together the best in current research and practice to develop and improve literacy skills in all curriculum areas for students in grades four through 12. The presenters are national experts in the field of literacy.

education.byu.edu/CITES/conferences.html

Instructional Leadership in the 21st Century

PURPOSE
To offer educators a national perspective on educational issues and to provide professional development in teaching and leadership skills to facilitate improved instruction.

Presenters from across the nation discuss areas concerned with instructional leadership. Topics include building school culture, using technology and student achievement data, incorporating appropriate assessment, or improving outcomes for underserved or disadvantaged students.
ARTS EXPRESS
A two-day summer elementary arts education conference for teachers. Presenters are artists and speakers dedicated to arts education. Classes are offered in dance, drama, media arts, music, visual arts, and integration of the arts.

ARTS ACADEMY
A yearlong professional development program held during five two-day sessions. The purpose is to help teachers develop their skills and confidence for teaching the arts and instruct them in ways to integrate the arts into other curricular areas.

ARTS BRIDGE
BYU students majoring in teaching fine arts teach collaboratively with elementary teachers. Together they integrate the arts into the curriculum as they work on a joint project in any area of art.

ARTS EVENTS
BYU provides performances to schools through touring companies. The outreach includes dance, theater, music groups, and opportunities to experience the fine arts with arts talks and visits to museums.

66,270
ELEMENTARY STUDENTS
2,136
TEACHERS
2136
ARTS REACHING AND TEACHING IN SCHOOLS (EVERY CHILD, EVERY ART)

A.R.T.S. INITIATIVE

PARTICIPANTS TO DATE

SCIENCE FAIR
Every year the McKay School and the BYU–Public School Partnership, in collaboration with the BYU College of Physical and Mathematical Sciences, sponsor the Central Utah Science and Engineering Fair for grades five through 12.

PURPOSE
To get students excited about science and to provide an opportunity for students to investigate their own scientific curiosities and interests. It is also an opportunity for students to be mentored by teachers, professors, and/or scientists and learn the research process.

Winners have a chance to compete on a national and international level for cash prizes and scholarships.

cusef.byu.edu

BYU TELL ENDORSEMENT

The Teaching English Language Learners endorsement prepares teachers to work with linguistically and culturally diverse students in the regular classroom through using teaching practices that are effective for all learners.

COMPLETION OF the courses by undergraduates results in a TESOL K-12 minor as well as the TELL endorsement that attaches to a teaching license.

COMPLETION OF the courses by practicing teachers results in eligibility for a TELL endorsement.

education.byu.edu/art

POSITIVE BEHAVIOR SUPPORT INITIATIVE (PBIS)

PURPOSE
To support schools in teaching social skills; to promote character development; and to improve the quality of life for children, youth, and adults by reducing behavior problems and conflicts.

This collaborative effort aims to provide sufficient encouragement and commendation, academic abilities, life skills instruction, and behavioral interventions to ensure the development of lifestyles that promote success and happiness in schools, families, and communities.

MULTILEVEL STRUCTURE
1. Basic level for all students
2. More focused level for students who are identified as being at risk for developing future academic and social problems
3. Intense level for those students who are currently displaying challenging behavior problems and academic deficiencies

education.byu.edu/PBSI

SPIRITUALLY CENTERED PSYCHOLOGY & EDUCATION CONSORTIUM

Always growing, the Partnership continues to add relevant material to its body of knowledge and research. The spiritually centered consortium is an example of that continuous quest to address timely subjects.

PURPOSE
This think tank sponsored by the McKay School recently brought together a nationally respected group of practitioners and researchers from universities such as Boston, Columbia, and Virginia Commonwealth. They explored ways of collaboratively bringing spiritually oriented treatment approaches more fully into the mainstream of health care.

• Participant researchers shared and developed new ideas to establish collaborative research and writing projects
• Practitioners shared how they currently incorporate spirituality into their therapeutic work
• Researchers shared ways to conduct clinically relevant research on spiritually oriented treatment approaches

Together they brainstormed ways that they can collaborate in the future to develop a clinically relevant and empirically validated evidence base concerning the methods, effectiveness, and efficacy of various spiritually oriented treatment approaches.

education.byu.edu/news/2012/
the-spirit-of-psychology

SCHOLARSHIPS TO A.R.T.S.

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education.byu.edu/news/2012/
the-spirit-of-psychology

SCHOLARSHIPS TO A.R.T.S.
I believe the Brigham Young University–Public School Partnership can be defined by its people, its purpose, and its progress. It’s a partnership that serves people through processes based on sound principles. We stay focused on our purpose through our persistence and passion.

Let me offer some history about where I have been and who I have learned from as I have developed this opinion. I learned about the Partnership in a class taught by Curtis Van Alfen, who was the dean when the Partnership was first formed. When I was appointed as Alpine superintendent in 2006, I began to participate in conferences and programs that further explained the Partnership.

PARTNERSHIP = PEOPLE, PURPOSE, PROGRESS

by Vern Henshaw

All of these experiences gave me many opportunities for associations that allowed me to develop treasured friendships. However, the Partnership’s value goes beyond these relationships.

Continuous improvement of its schools, programs, and teachers is the Partnership’s driving force. Members act on the belief that better teachers will help to produce better students. We call this renewal, which requires patience with others and ourselves as we seek to broaden our perceptions to learn and understand best practices based on research.

I end in the same place I began. I believe the BYU–PSP can be defined by its people, its purpose, and its progress. People are the focus within the Partnership. Renewal principles anchor the Partnership’s purpose and help leaders make wise decisions. Finally, processes are the vehicles for the Partnership’s progress.

To view this article online, please visit education.edu.byu/news/magazine/peoplepurposeprogress.

The Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement.
AT A FEDERAL GRANT directors conference, Professor Sterling Hilton was leading the team presenting data on the McKay School’s Comprehensive Mathematics Initiative (CMI). We presented the model by which we had collected data demonstrating that our research method was effective, and at the end of the presentation the audience had an opportunity to ask questions. We assumed those questions would deal with the significant growth of teachers and students, the implementation of the model, and next steps.

But the first question was “How did you get some schools to agree to delay implementation of the intervention and act as a control school?” The idea that we could collect quality data using a strong research model was a completely novel idea to the majority of the people in the conference room.

As we explained the model of the BYU–Public School Partnership and the kind of trust and relationships built over time, reactions moved from wonder to disbelief. The audience was amazed how a university and several school districts could build the kind of structure in which schools trusted that research participation would offer results and tangible benefits for all students.

This is when I understood the benefit the Partnership provided to students, teachers, and researchers together. This is when I knew the Partnership worked.

—Tiffany Hall
K–12 LITERACY COORDINATOR, UTAH STATE OFFICE OF EDUCATION