

T R A N S I T I O N S O F S T R E N G T H



L E A D E R S H I P & P A R T N E R S H I P



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*"Change in leadership...
has historically strengthened,
not limited, what we do and accomplish."*

MESSAGE FROM THE CHAIR

Brigham Young University–Public School Partnership

The Center for the Improvement of Teacher Education and Schooling (CITES) is pleased to present this 2nd Annual Report. This year, we have seen transition in key administrative positions within CITES. Of particular note are the retirements of Robert Patterson as Dean of the David O. McKay School of Education, and Jim Bergera as Executive Director to CITES and the BYU–Public School Partnership. Both have made enormous contributions over their decade of service in multiple leadership positions. They have lifted us to new heights and have charted a clear strategic vision for CITES.

As noted in the title of our report, change in leadership within the BYU–Public School Partnership and more recently within CITES has historically strengthened, not limited, what we do and accomplish. Since the beginning of the partnership, the superintendents in all the school districts have changed at least twice, the School of Education has had five deans, the arts and science colleges have experienced numerous changes, and Brigham Young University has had

four presidents. A flexible structure and shared goals have allowed the Partnership to move seamlessly through these changes in leadership. Throughout all the leadership changes, commitment to strong working relationships among the partnership districts, the School of Education and the colleges and departments of the arts and sciences has remained strong. In fact the activity and involvement among the partners continues to increase.

In this year's report we celebrate the people who work to make this partnership meaningful and significant to those it serves – the students of our communities. We provide this report of accomplishments in this past year as well as highlighting the strengths of CITES, its leadership and remarkable partnership. Thank you for your support of our Center for the Improvement of Teacher Education and Schooling. Thank you for sharing in our celebration of the accomplishments of this past year.



Barry L. Newbold, Ed.D.
Chair, Partnership Governing Board



PARTNERSHIP FOR

Simultaneous Renewal

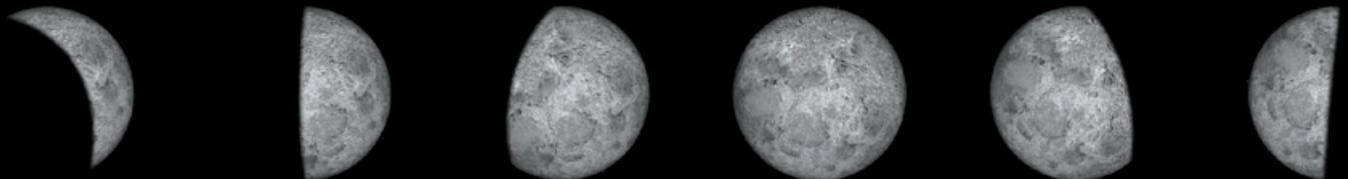
CITES brings together five school districts, the McKay School of Education, and seven Colleges of the arts and sciences at Brigham Young University. The purpose of this partnership is genuine collaboration based on a commitment to a common mission: the simultaneous renewal of teacher education and schooling. Its effectiveness is based largely on a history of mutual trust, and respect and on a belief that partnership is

of value to all the participants. CITES is the organizational center that enables the Brigham Young University-Public School Partnership to maintain its focus on simultaneous renewal.

During 2003 there have been significant changes in partnership leadership positions. Those who are retiring have left a legacy of service and a lasting influence on the mission and purposes of the organization. We honor

those who have served and those who will continue to serve the Partnership and CITES. Effective leadership facilitates agreement concerning mission and goals resulting in a shared vision. That shared vision represents commitment that can be translated into action.

t r a n s i t i



LEADERSHIP WISDOM

*Ideas and
expressions from
past and current
leaders that
shape our
partnership*

Building Relationships

To make the needed advances in the improvement of education and to stem the tide of criticism which is systematically undermining current schooling and teacher education efforts, we must work tirelessly at building a relationship and a deliberative process that ensures school and university personnel have equal status and place at the table. Relationships based on mutual trust and respect can emerge and become the foundation of deliberation and action. Such relationships become generative in nature. Because these relationships are so critical to success, and because there is constant turnover of personnel within partnerships, we must

consistently attend to activities which engender trust and respect.

Partnership is clearly more about building relationships than it is about agreements or contracts. When we understand this and work assiduously to build this type of association, I believe good things will result.



Robert S. Patterson
Former Dean
McKay School of Education

LEADERSHIP WISDOM

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s t r e n g t h

Sharing of Resources

Partnerships require mutual responsibility for the good of the whole, and mutual responsibility includes sharing resources in some meaningful way. A recent example of the effective sharing of resources comes from a CITES initiative, The Science and Engineering Fair. Now an annual event, this fair is co-sponsored by the College of Biology, the McKay School of Education, and the five partner school districts. Hundreds of children through their schools participate each year. Dr. John Gardner of the College of Biology and Agriculture has provided leadership, expertise, organizational ability and funding. The Dean of the School of Education and the superintendents of the school districts have contributed funds, personnel, and support. Together they have funded a full time coordinator for this project. The children and youth are the chief beneficiaries of such collaboration. All participating students have learned much about science and have experienced the art of presentation.

Several have won prizes at the state and national levels. Professors at the university have worked with teachers and students providing expertise and essential equipment for experiments. They are invaluable as real world mentors. Public school teachers are able to provide engaging, hands-on opportunities for their students to apply what they are learning. Professors and public school teachers are able to develop closer professional and personal relationships based on understanding and trust. This results in renewal for both teachers and students engaged in the learning process. What a great return on the mutual investment of resources from the partners.



Steven Baugh
Executive Director
BYU-Public School Partnership

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Authentic Collaboration

Over the last ten years, the BYU-Public School Partnership has convened its leadership teams of deans and professors from across the BYU campus and district leadership teams from the five districts. Their retreats have been regular and thematic, with each group taking time to share with the other the perplexities and issues that affect teaching and learning in their roles. Collaboration has been honest, direct, and authentic. For example, when it became clear that large numbers of students who did not speak

English as their first language were moving into Partnership schools, an honest and open dialogue among members led to an effective endorsement program for teachers desiring an ESOL (English as a Second Language) teaching certification. As the Dean of Humanities was also at the table, a teacher exchange program with Spanish-speaking countries was initiated to provide more native Spanish-speaking teachers in Utah. This kind of on-going dialogue and successful confrontation of tough issues develop the confidence and trust of partners. Each has a

greater faith in the goodness of the other’s system. Each better accepts the reality of the other’s programs and practices. Communication alone brings greater rapport, but when communication is combined with success driven through mutual goals, a “team” is born.



Patti Harrington
Associate Superintendent
Utah State Office of Education



Mutual Trust and Honest Communication

Attention needs to be given to developing relationships. It is both refreshing and stimulating to meet as a governing board with Superintendents and leaders from the Department of



Education as well as deans from Brigham Young University. In this forum we are able to share common concerns and interests on an equal basis. In our tripartite relationship we are not motivated solely by what is best for our own institutions. Instead there is a feeling of trust, sacrifice, and commitment towards the partnership. Financial resources and time commitments are given freely for the good of the entire

partnership. Trust increases as people see their ideas accepted and implemented. All who work in the partnership are benefited. And most importantly, the students in our public schools are the ones who eventually benefit the most from this unique relationship.

Carl Nielson
Superintendent
Nebo School District

BRIGHAM YOUNG UNIVERSITY—PUBLIC SCHOOL PARTNERSHIP

OUR Partnership: Turning Promise into Practice

JORDAN SCHOOL DISTRICT

ENROLLMENT: 73,471

NUMBER OF SCHOOLS: 82

TEACHERS: 3,089

WASATCH SCHOOL DISTRICT

ENROLLMENT: 3,777

NUMBER OF SCHOOLS: 7

TEACHERS: 191

ALPINE SCHOOL DISTRICT

ENROLLMENT: 48,266

NUMBER OF SCHOOLS: 60

TEACHERS: 2,025

PROVO SCHOOL DISTRICT

ENROLLMENT: 13,298

NUMBER OF SCHOOLS: 25

TEACHERS: 674

NEBO SCHOOL DISTRICT

ENROLLMENT: 22,070

NUMBER OF SCHOOLS: 31

TEACHERS: 911



PARTNERSHIP TOTALS

ENROLLMENT: 160,882

NUMBER OF SCHOOLS: 205

TEACHERS: 6,890

STATE TOTALS

ENROLLMENT: 486,938

NUMBER OF SCHOOLS: 820

TEACHERS: 25,465



DAVID O. McKay
SCHOOL OF EDUCATION
 # OF LICENSURE PROGRAMS: 6
 F.T. FACULTY: 82
 STUDENTS: 1,859

DEPARTMENTS:

- Audiology & Speech-Language Pathology
- Counseling Psychology & Special Education
- Educational Leadership & Foundations
- Instructional Psychology & Technology
- Teacher Education



COLLEGE OF FINE ARTS & COMMUNICATIONS

OF T.E. PROGRAMS: 4
 F.T. FACULTY: 97
 STUDENTS: 3,786



COLLEGE OF BIOLOGY & AGRICULTURE

OF T.E. PROGRAMS: 1
 F.T. FACULTY: 89
 STUDENTS: 2,432



COLLEGE OF PHYSICS & MATHEMATICS

OF T.E. PROGRAMS: 5
 F.T. FACULTY: 163
 STUDENTS: 2,389



COLLEGE OF HEALTH & HUMAN PERFORMANCE

OF T.E. PROGRAMS: 3
 F.T. FACULTY: 49
 STUDENTS: 1,893



COLLEGE OF HUMANITIES

OF T.E. PROGRAMS: 7
 F.T. FACULTY: 174
 STUDENTS: 2,745



COLLEGE OF FAMILY, HOME, & SOCIAL SCIENCES

OF T.E. PROGRAMS: 2
 F.T. FACULTY: 175
 STUDENTS: 5,135



COLLEGE OF ENGINEERING & TECHNOLOGY

OF T.E. PROGRAMS: 1
 F.T. FACULTY: 103
 STUDENTS: 3,507



PARTNERSHIP IMPACT

I. Professional Development Academy (PDA)

VISION: To provide professional development opportunities for practicing teachers and principals in ways likely to bring about lasting improvements or vital change.

MISSION: To make available high-quality professional development programs and services for practicing educators in the five partnership districts, programs which would be beyond the scope of any single district.

- **CITES Middle School Conference**
Held at Canyon View Junior High in Orem, this conference was organized to heighten awareness of the Middle School concept and provide increased understanding and skills for educators who teach this age group.
- **Annual Associates Conference**
This year's conference provided a rich opportunity for over 500 graduates of the CITES Associates Program to hear from keynote speaker Alex Kotlowitz, author of *There Are No Children Here*, and John I. Goodlad. Dr. Goodlad revisited the purpose and philosophy of the Moral Dimensions of Schooling, particularly "providing access to knowledge for all students" and "enculturating the young in a social and political democracy."
- **National Network for Educational Renewal (NNER) National Conference**
The BYU-Public School Partnership had the privilege of hosting the annual NNER Conference at the Wyndham Hotel in Salt Lake City. The theme was "Partnering in Challenging Times: Celebrating Success, Strengthening Commitments, and Showing Results." The conference featured a variety of speakers, workshops, and forums designed around this theme. Representatives from over 21 university-school partnerships from across the nation attended.

CONFERENCES:

- **Leadership in the 21st Century**
More than 1,100 educators from Utah and surrounding states attended the Leadership in the 21st Century Conference in Salt Lake City. Speakers like Richard DuFour provided an exceptional opportunity for local participants to hear national authorities in education without leaving the state.
- **CITES Secondary Literacy Across the Curriculum**
A major focus of the PDA is to emphasize the importance of teaching literacy skills across all subjects at the secondary level. This conference focused on the need for all secondary teachers to be teachers of literacy. Teachers were able to develop skills and strategies to use in various content areas.



 TRAINING:

- **Principals Academy**
For the first time, the Partnership supported a Principals Academy in which 25 principals from the Partnership districts participated in monthly retreats designed to develop their instructional leadership skills. They conversed with national experts and with members of BYU's Department of Educational Leadership, read and discussed selected books, and shared experiences and expertise with each other. This program has been expanded to include a second year and a new cohort.
- **Paraprofessional Test Preparation**
With implementation of the No Child Left Behind legislation, paraprofessionals hired to work in the schools are now required to pass a state-endorsed examination. In order to assist candidates in preparing for this exam, CITES organized training that was delivered in the Partnership districts.
- **Jeff Wilhem Institute**
With a goal of encouraging all content teachers to also be teachers of literacy, the Jeff Wilhem Institute Seminar provided 55 educators with instruction to build their capacity and skills in literacy teaching. The week-long seminar includes ongoing assignments, with four follow-up sessions in 2004.

 ENDORSEMENTS:

- **Reading**
CITES provides an opportunity to earn the Utah State Reading Endorsement to inservice teachers within the Partnership. Instructors from the McKay School of Education, as well as master teachers within the public schools, teach during after-school hours in classrooms provided by the school districts. Currently 103 teachers have achieved their Basic Reading Endorsement, 36 have completed the Reading Specialist Endorsement, and 120 are currently enrolled in the program. Structured to provide teachers with additional skills and knowledge for improving classroom reading instruction, this program is funded in part by the Utah State Office of Education.
- **Gifted and Talented**
The BYU-Public School Partnership's Gifted and Talented Task Force has developed an endorsement (licensure) program for teachers who want to teach classes for the gifted and talented in Utah. Designed to meet Utah State Office of Education teacher licensing standards, this endorsement is administered by a committee which represents the public schools, the McKay School of Education, the BYU Office of Continuing Education, and CITES. About 20 people enter this program every year.



PARTNERSHIP IMPACT

I. Professional Development Academy (PDA) cont.

- **Special Education**

To meet the state's increasing need for special education teachers, CITES has developed an intensive one-year program by which both education and non-education majors, as well as post-baccalaureates, may receive licensure to teach special education. Because classes are primarily taught in the evenings, this program accommodates both full-time students and those who work during the day.

- **BEEDE (Bilingual/ESL Endorsement Through Distance Education)**

See Partnership Programs

Art. Herman DuToit, education director at the Museum of Art reported that "more than a third of the total attendance can be ascribed to the K-12 attendance that has come from promotion of the exhibition in the school system." In response to this remarkable attendance, the Museum has hired Rita Wright, a new education specialist, who hopes to continue and increase the relationship between partnership schools and the Museum.

- **Arts in Teaching and Teacher Education Symposium**

From March 12-14, 2003, art educators from the Partnership attended the Arts in Teaching and Teacher Education (ATTE) Symposium, held primarily on the BYU campus. Speakers included actress and arts activist Jayne Luke, world-renowned artist James Christensen, and Senior Associate at the Center for Educational Renewal Roger Soder. Participants had the chance to view live performances, visit art museums, and discuss the importance of art and democracy in public schools.



SPECIAL EVENTS

- **Empire of the Sultans Exhibit**

In 2003, with support from the Eccles Foundation students from schools in the BYU-Public School Partnership had the opportunity to attend the Empire of the Sultans touring exhibit during its time at the BYU Museum of

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PARTNERSHIP IMPACT



II. Partnership Programs

VISION: To provide well-focused programs based on a commitment to an articulated shared vision strengthening the organization's ability for collaborative action on priority needs.

MISSION: To create, implement, and evaluate appropriate initiatives for the continuous improvement of teacher education and schooling, based on consensus regarding currently significant needs.



ACCOMPLISHMENTS:

- **Balanced Literacy**

As proficiency in reading and writing becomes increasingly important for students, CITES has developed a program in Balanced Literacy to help teachers help students maximize their potential to read, write, and synthesize information. This year Balanced Literacy has continued training both new and inservice teachers through district literary specialists.

- **Arts in Teaching and Teacher Education**

The ATTE initiative was established in 1999 through grants from the Getty Center for the Arts, Texaco, and the Paul Allen Fund. BYU was one of the universities selected to house the initiative. This year BYU was invited as one of three organizations to hold an arts symposium with the theme "The Role of Arts in a Democracy."

- **Science and Engineering Fair**

Hundreds of elementary and secondary students had the opportunity to compete in the Central Utah Science Fair held in the Harmon Building at BYU. Through CITES, many students received help on their projects from BYU professors, using laboratories in scientific and engineering departments, enabling them to watch their ideas grow into viable studies.

- **Peaceable Schools**

In response to increasing violence in schools, CITES has utilized federal funding grants to establish Peaceable Schools, a pilot program that teaches social skills, encourages peaceful tendencies, and addresses counseling needs of at-risk students early in their schooling. This program requires active participation of parents, educators, and students.

- **BEEDE**

In its second year with a sizable grant from the federal government, participants in the BEEDE program have completed a new second language literacy course and three second language literacy case studies. They have had four articles and one book chapter accepted for publication. By the end of 2003, the BEEDE program will have matriculated more than 4,000 local inservice and preservice teachers. (See publication list on page 19.)

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PARTNERSHIP IMPACT



III. Associates Programs

VISION: To examine common moral purposes and reconfirm the value of tripartite responsibility for teacher education and school renewal.

MISSION: To secure quality leadership and sustainable funding to provide program involvement for the ever-increasing number of tripartite participants and to find ways to maintain interest and conversation among former participants.

examine ways to improve teacher education and schooling both collaboratively and in their separate spheres of responsibility. Presentations were made on topics such as No Child Left Behind and NCATE accreditation, as well as on current activities in the College of Biological Sciences, the College of Health and Human Performance, and the Department of Physics.



PROGRAMS:

- **District Associates Program**
This year, 102 Associates Program participants from BYU and the partnership districts met for approximately ten days, during which they examined the four moral dimensions of education, discussed selected reading from books and journals, and made specific action plans that they took back to their schools for implementation. Evaluations indicated that participants unanimously enjoyed the experience, felt it was beneficial, and were implementing ideas they had gained.
- **Principals Academy (See PDA Training)**
- **Leaders Group**
The Leaders Group is composed of participants from the three partner groups with an increasing members from the arts and sciences departments at BYU. These administrators



RESEARCH

A research study was completed by Drs. Steven Baugh and Ellen Williams of the Department of Educational Leadership & Foundations at BYU investigating the impact of Associates Programs during four periods. Data were analyzed from participants in the Seattle Program (1992-1998), the BYU program (1995-2000), the Alpine School District program (1996-2002), and programs of individual schools within the Alpine School District (1997-2002). Purposes, themes, planning, content, process, evaluation, and personal vignettes for each program were examined, and comparisons between programs were made. Of significance was the exposure and direct experience each participant had discussing and experimenting with the Agenda for Education in a Democracy, with an emphasis on the moral dimensions.

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PARTNERSHIP/IMPACT

IV. Teacher Education Research

VISION: To support significant and lasting improvements of teacher education and schooling founded on a credible knowledge base and supported by valid investigation.

MISSION: To engage in research activities that add to the knowledge base of teacher education and schooling and to support inquiry leading to professional growth and change based on accepted and proven foundations of research.

RESEARCH STUDIES:

A number of teacher education research projects have been conducted in 2003 including evaluations of the Balanced Literacy program, study of learning and interaction patterns of Clinical Field Associates (CFA), evaluation of internship and mentor effectiveness, examination of the effects of positive behavior support on school climate, and a study of the impact of the Principals Academy. For a complete list with descriptions of current research studies, along with subjects and investigators, please visit www.cites.byu.edu.

GRANTS/FUNDING SOURCES

- \$1.5 million over five years for the Bilingual ESL Endorsement Distance Education Program (BEEDE) from the U.S. Department of Education Office of English Language Acquisition (OELA).
- \$200,000 of addition funds from multiple sources was awarded to the Peaceable Schools Project for elementary schools and a five year \$890,820 grant for Preventing Emotional Disturbance with Secondary Age Students was received from the U.S. Department of Education.
- \$913,198 three year grant given to Jordan, Provo, and Wasatch school districts to improve history instruction and student achievement from the U.S. Department of Education.

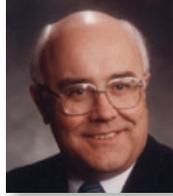
PUBLICATIONS

(see list on page 19) 

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LEADERSHIP TRIBUTE

Robert S. Patterson

**Dean, McKay School of Education, BYU, 1992-2003
Founder and Director of CITES, 1996-2003**

RECIPIENT OF THE
"HUMMINGBIRD AWARD"

Presentation made by Wilma Smith, Senior Associate, Institute for Educational Inquiry and the Center for Educational Renewal, April 9, 2003.

Last June, the Institute for Educational Inquiry established its Hummingbird Award to recognize individuals who have contributed much to the advancement of the Agenda for Education in a Democracy. I was honored to receive this award, and am delighted to represent the Institute in presenting it to you.

During the ten years I served as a senior associate of the Institute, I had the good fortune of visiting the BYU-Public School Partnership many times. I observed your manner of working with others, your skillful inclusion of all of the partners in simultaneous renewal. I learned from you the full meaning of stewardship that encompasses the moral dimensions of teaching in our democracy.

Bob, you have been dedicated to enculturating the youth through experiencing democratic ways of doing business and developing trusting relationships. You have consistently demonstrated a nurturing pedagogy, liberally seasoned with your tremendous sense of humor. You have determined that everyone should have access to knowledge—and that they be included in the "human conversation."



Robert S. Patterson receives the Hummingbird Award, presented by last year's recipient, Wilma Smith.

You leave a lasting legacy here at BYU, in the public school district partnerships, at the State Office, and in the hearts of all who know you. Thank you for your leadership. Thank you for caring so much and for serving as a steward of the schools.

LEADERSHIP TRIBUTE

James G. Bergera

Superintendent, Provo School District, 1985-1990
Executive Director, BYU-Public School Partnership, 1989-2003

A TRIBUTE FROM
 ROBERT S. PATTERSON.

As I have been privileged to work with and observe Jim Bergera over the past 11 years, I have concluded that not only is he the consummate administrator, but he is abundantly endowed with gifts of wisdom, practical knowledge and friendliness. Those who have met and worked with Jim feel connected to him. Especially endearing is Jim's self-effacing manner. Despite the titles he has held, the positions of prominence he has filled and the honors he has received, Jim has never been disposed to promote

himself or to seek recognition for his contributions. Instead, he is inclined to build and encourage others. Undoubtedly this is why so many of us have been able to learn from him. Jim has been invaluable as a consultant on matters pertaining to the Partnership. He seems to know what is needed and what is appropriate in all situations. As Executive Director, he was respected by the superintendents as by countless others. The BYU-Public School Partnership owes much to Jim Bergera for his outstanding contributions as its

Executive Director for the past 14 years. He has demonstrated in a powerful way the attributes essential to successful partnering. He has done an especially valuable work in marshalling resources to support our work. Few there are who know that thanks to Jim we have managed to acquire nearly \$5 million in grants during his tenure. We have many reasons to acknowledge the value of his contributions and to say "thanks" for his service.

BELOW: Jim Bergera and John Goodlad share a light moment at the Annual Associates Conference in April.



CITES LEADERSHIP

Executive Staff

Richard Young
Director, CITES



Steven Baugh
Executive Director,
BYU-Public School
Partnership



Robert Bullough
Associate Director
Teacher Education
Research



Barbara Lawrence
Associate Director
Assessment



Myra Tollestrup
Associate Director
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Development
Academy



Paul Wangemann
Associate Director
Communications
& Evaluations

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TEACHER EDUCATION PUBLICATIONS:

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- Smith, M.E., Teemant, A., & Pinnegar, S. (in press). Principles and practices of sociocultural assessment: Foundations for effective strategies for linguistically diverse classrooms. *Multicultural Perspectives*.
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