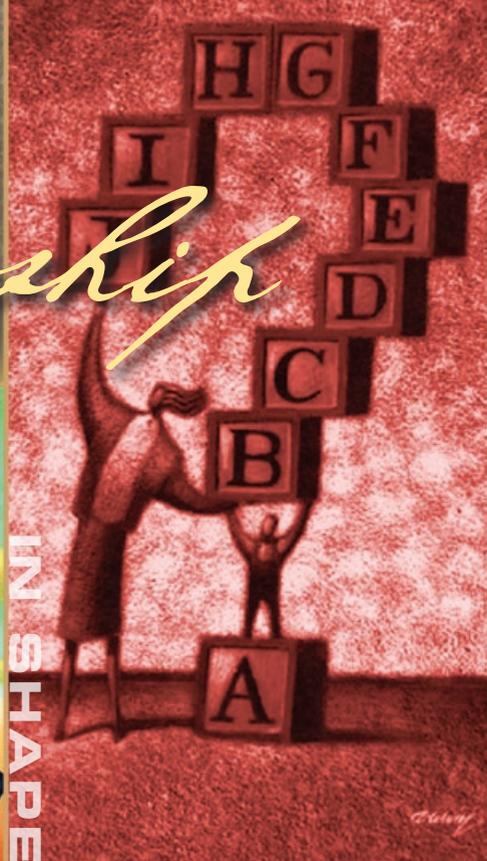


Fit for Partnership



FITTING IN



IN SHAPE

ANNUAL
REPORT
2006

IT'S A FIT



DAVID O. MCKAY
SCHOOL OF
EDUCATION
~
BRIGHAM
YOUNG
UNIVERSITY



OUTFIT



CENTER FOR THE IMPROVEMENT OF
TEACHER EDUCATION AND SCHOOLING

BRIGHAM YOUNG UNIVERSITY-PUBLIC SCHOOL PARTNERSHIP

Fit for Partnership

GLOSSARY

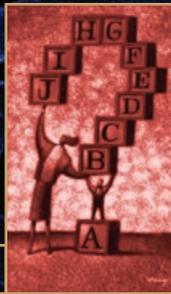


FITTING IN

Sense or feeling of belonging

IN SHAPE

Prepared; to render competent or qualified



OUTFIT

Equip or supply with necessities

IT'S A FIT

Appropriate or suitable to a particular need



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MESSAGE FROM THE DIRECTOR**Center for the Improvement of Teacher Education and Schooling**

WHAT COMES TO YOUR MIND when someone asks you if you are fit? Do you think of your physical condition, your bank account balance, or maybe your mental preparation for a particular challenge? The idea of being fit or in shape generally refers to our current ability to meet the requirements of a particular need. Our confidence in succeeding in any given challenge is often related to our degree of fitness.

Our work in the university-public school partnership is no different. The Partnership is composed of five school districts and multiple colleges across the BYU campus. Meaningful collaboration is complex and demanding and is focused on the preparation of educators and the quality of education offered in our schools. There are limitations on the time, resources, and capacity of the individuals and organizations that make up this partnership.

The sustainability of the Partnership remains an ongoing challenge, and our success directly relates to the fitness of those who work and serve within it. Maintaining a healthy partnership involves many kinds of fitness:



A sense or feeling of belonging of the individuals within the partner organizations
(Fitting In, page 4)



Partners with the developed capacity to execute their responsibilities well
(In Shape, page 6)

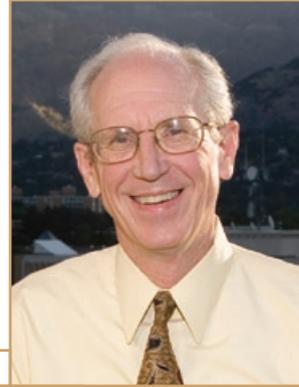


Partners equipped to supply the necessary tools and training so that all benefit
(Outfit, page 8)



Partners able to align with each other to manage and maintain the larger vision
(It's A Fit, page 10)

The combination of our commitment and capacity for change allows us to continuously improve the preparation of our teachers and administrators and strengthens the quality of the schooling offered to young people in our districts. We hope you feel connected to the Partnership and fit to contribute. If not, we hope that as you review this annual report you will better know how to connect and participate in this work of renewal.



Steven Baugh
Director, CITES



FITTING IN

Fitting In

Sense or feeling
of belonging

Where do YOU fit into the Brigham Young University–Public School Partnership?

IT'S IMPORTANT to feel like you fit in. Because our Partnership is large and its activities touch on so many different dimensions of the educational process, its purposes and initiatives may not always be clearly evident. You may sometimes have a feeling that you don't "fit in" or belong to the Partnership because you aren't aware of how its activity extends to you.

It's possible that you may be participating in partnership sponsored activities without knowing it. The following checklist provides a good overview of the major activities accomplished by the combined efforts of BYU and the five participating school districts. Find out if you are taking advantage of the numerous opportunities made available through the Partnership and CITES. Chances are you really are an important part of the Partnership.

INITIATIVES

- Science & Engineering Fair
- Secondary Literacy Institute
- Mathematics Initiative
- Action Research Projects
- Arts in Teaching & Teacher Education
- Achievement in Reading and Content Learning (ARC)
- Positive Behavior Support Initiative (PBSI)
- Elementary Arts Education

INSERVICE

- Balanced Literacy Teacher Training
- Mentor Teacher Training
- Mathematics Teacher Training
- District or School Associates Program
- Leadership Associates Program

PRESERVICE

- Partnership Facilitator/Intern Facilitator
- Clinical Faculty Associate (CFA)
- Cooperating/Mentor Teacher with intern

- Cooperating/Mentor Teacher with student teachers
- Cooperating/Mentor Teacher with practicum or cohort

DEGREES & ENDORSEMENTS

- Leadership Preparation Program (LPP)
- BEEDE Endorsement
- Special Education Teaching Endorsement
- State Reading Endorsement
- Gifted and Talented Endorsement
- Principals Academy

CONFERENCES & WORKSHOPS

- Leadership in the 21st Century Conference
- Middle School Secondary Literacy Conference
- Secondary Literacy Institute (Jeff Wilhelm)
- Annual Associates Conference
- Partnership Advisory Councils (PAC:EE, SE, SPED)
- Moral Dimensions Lecture Series
- NNER Annual Conferences

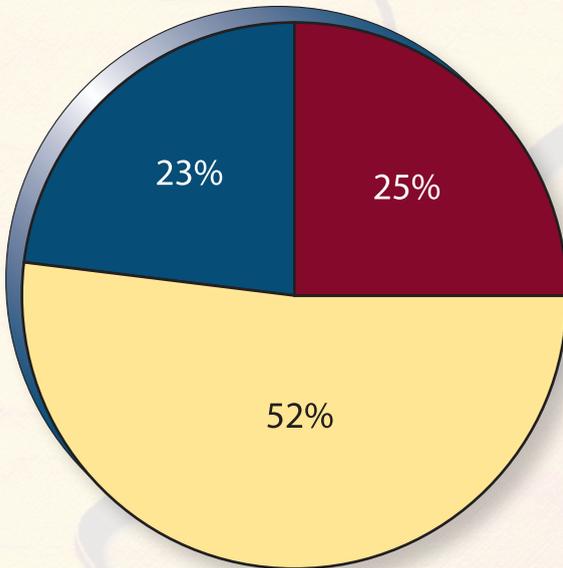


How Does YOUR SCHOOL Fit Into The Partnership?

IN 2006 WE SURVEYED all schools in the five partnership school districts to determine the level of participation in partnership sponsored activities. The following charts represent the percentage of schools that participate at three different levels of involvement in partnership sponsored activities. The range is from low (1-9 activities) to moderate (10-19 activities), to high (20 or more activities).

Although these charts do not reveal the extent or the degree of involvement of all the educators in the schools, they do show that the majority of schools are actively involved in partnership activities. Involvement is moderate to high in 77% of elementary schools, 95% of middle/junior high schools, and 71% of high schools. All schools fit in to some degree in the Partnership.

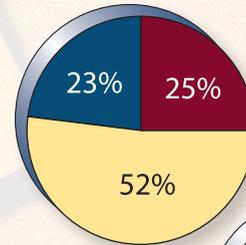
Involvement in Partnership Activities by Schools Within the Partnership



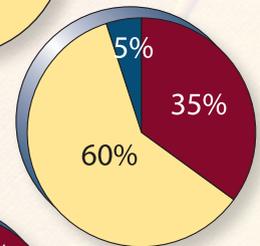
20+ High
 10-19 Moderate
 1-9 Low

Involvement in Partnership Activities By Type of School

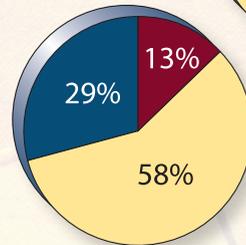
Elementary

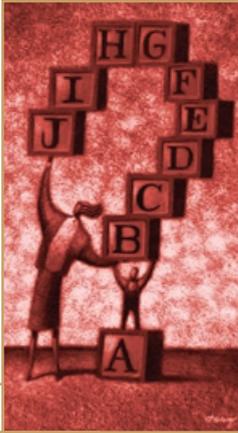


Middle/Junior High



High School





In Shape

To be prepared; to render competent or qualified

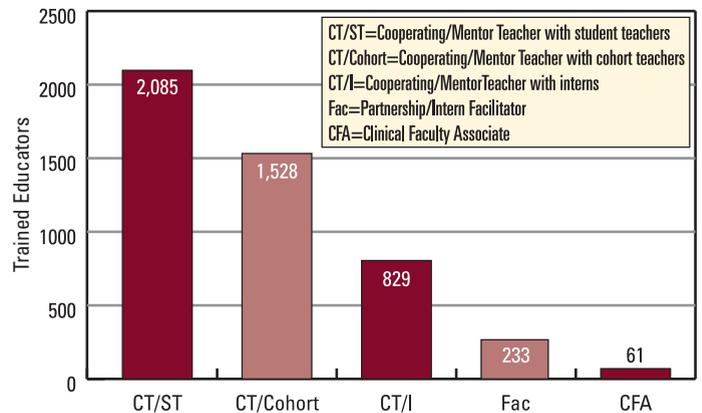
WHEN A PERSON is said to be “fit for the job,” the statement generally means that person measures up to the job requirements. Similarly, for a physical task—say a sport like soccer—we would say a person is “in shape” if he or she has the endurance, muscle strength, or timing to perform well.

One of the biggest challenges in education today is ensuring that teachers are prepared with the extensive skills needed to teach both subjects and students well. Based on our 2006 survey of all schools in the partnership districts, the following graphs were created to provide a snapshot of teacher readiness in initiatives that have been valued by the Partnership. They demonstrate a level of preparedness to meet today’s student needs as well as future needs. Through the Partnership and CITES, significant and sustainable investments have been made in increasing school capacity and individual teacher knowledge and skills.

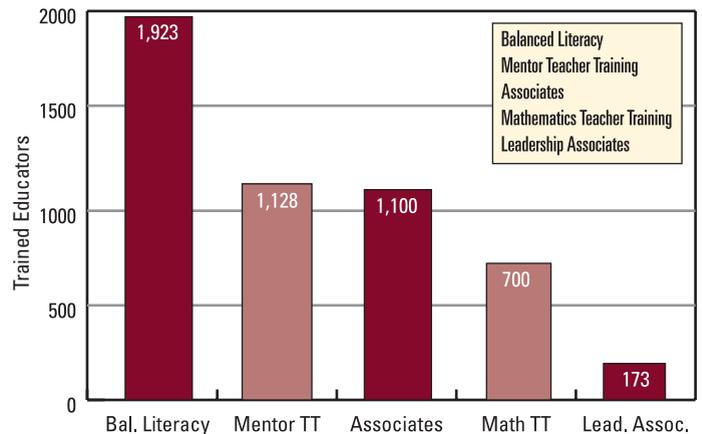
The **Preservice** graph illustrates the number of teachers who have been trained and now function as cooperating or mentor teachers to university students who are preparing to become teachers.

The **Inservice** graph shows how many currently employed teachers have been trained in long-standing partnership programs.

PRESERVICE EDUCATION



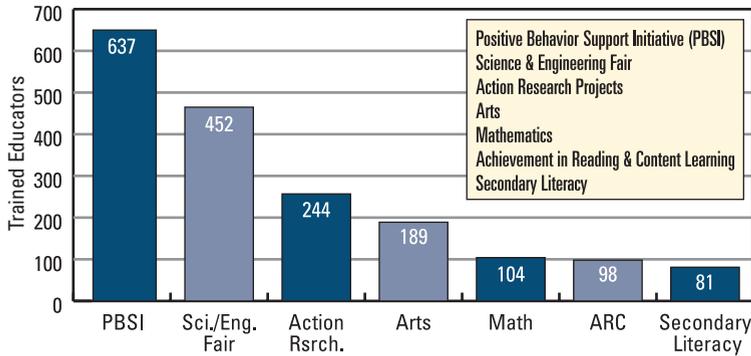
INSERVICE EDUCATION



Teacher Readiness in Initiatives Valued by the Partnership



INITIATIVES

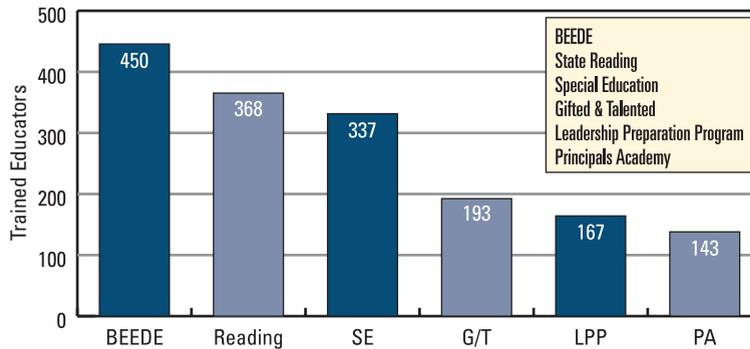


The **Initiatives** graph highlights the number of educators trained in specific partnership initiatives.

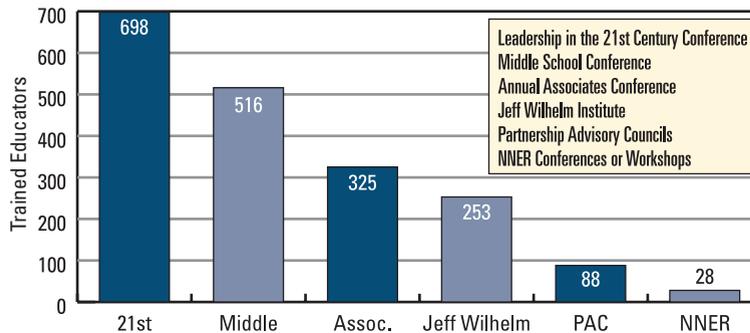


The other two graphs, **Degrees & Endorsements** and **Conferences & Workshops**, illustrate the commitment of the partners to provide additional learning opportunities and the number of educators who have accepted the training offered to improve their skills and knowledge.

DEGREES & ENDORSEMENTS



CONFERENCES & WORKSHOPS





Outfit

Equip or supply
with necessities

	ALPINE	phone	JORDAN	phone	NEBO
District Liaisons	Roger Olsen	422-7570	Joy Campbell	422-4689	Janet Losser
Secondary Ed Supervisors	listed by subject areas - not districts				
Intern Facilitators					
BYU Advisement Center					
Mentor Teacher Training					
Balanced Literacy, elem	Canda Mortensen	756-8444	Kathy Ridd	567-8087	Debra May
Balanced Literacy, sec	Rachel Thompson	756-8473	Tiffany Hall	567-8324	Sunya Osborn
Associates Program	Barry Graff	756-8459	Tiffany Hall / Pam Su'a	567-8324 / 567-8320	Debra May / Larry Beau
Leadership Prep Program	Gary Seastrand	756-8452	Mary Bailey	256-5300	Rick Nielsen
Principals Academy					
BEEDE Endorsement	Penny Weatherly	756-8523	Lyn Burningham	567-8278	Wade Menlove
Gifted & Talented Endorse.	Peggy Crandall	756-8475	Jodi Stewart Browning	567-8368	Debra May
Reading Endorsement, elem	Canda Mortensen	756-8444	Kathy Ridd	567-8087	Debra May
Reading Endorsement, sec	Rachel Thompson	756-8473	Tiffany Hall	567-8324	Sunya Osborn
Special Ed Endorsement	Kay Clark	756-8481	Beth Usui	567-8374	Mike Murray
Central Utah Science & Engineering Fair	David van Dijk	785-8700	Paul Nance (elem) Barbara Gentry (sec)	412-2550 412-2550	Dave Harland
Positive Behavior Support Initiative					Barbara Quackenbush Alan Gurney
ARC	Bev Miner	376-1412	Laura Lee Pedersen	910-7408	Necia Albrecht
Secondary Literacy	Rachel Thompson	756-8473	Tiffany Hall / Anna Smith	567-8324 / 412-2183	Sunya Osborn
Math	Aleen Ure / Jane Friel	756-8456 / 796-3141	Barbara Kuehl	567-8377	Nedra Call / Julie Warre
Elementary Arts Education	Cindy Clark	227-8765	Doug Allen	567-8088	Julie Christofferson
21st Century Conference	Barry Graff	756-8459	Kathy Ridd / Janene Bowen	567-8087 / 567-8364	Nedra Call
Middle School Conference	Fred Openshaw John Childs	766-5273 758-8470	Sherry Devenberg	412-2750	Barbara Quackenbush Suzanne Kimball
Secondary Literacy Conf.	Rachel Thompson	756-8473	Tiffany Hall	567-8324	Sunya Osborn
Associates Conference	Barry Graff	756-8459	Tiffany Hall / Pam Su'a	567-8324 / 567-8320	Debra May / Larry Beau
NNER	Barry Graff	756-8459	Kathy Ridd / Janene Bowen	567-8087 / 567-8364	Nedra Call
Foreign Language Fair	David Nielsen	785-8760	Tiffany Hall	567-8324	Nedra Call
Education & Law Conf.					
Spanish Resource Center					

Some educators may need to get in shape, others just need to maintain their current level of fitness. A variety of resources have been made available to help outfit those in the Partnership who need specific tools and training for their job requirements.

The following directory of resources and services is intended to help equip you for success in the Partnership by identifying what is available and who to contact to get involved.

Partnership Directory

	phone	PROVO	phone	WASATCH	phone	BYU	phone
	422-4905	Lynette Neff	422-2956	Linda Shumway	422-4676	Margaret Ostlund	422-4625
						Margaret Ostlund	422-4625
						Margaret Ostlund	422-4625
						Linda Parker	422-3428
						Margaret Ostlund	422-4625
	489-2833	Karen Brown	374-4850	Paula Vee Kerr	435-654-0472	Nancy Livingston	422-2847
	798-4060	Karen Brown	374-4850	Paula Vee Kerr	435-654-0472	Roni Jo Draper	422-4960
udin	489-2833 / 489-2850	Randy Merrill / Karen Brown	374-4805 / 374-4850	Jane Golightly	435-654-0280 x4124	Steven Baugh	422-1708
	354-7425	Todd Billings	374-4823	Vicci Gappmayer	435-654-0280	Ellen Williams / Joe Matthews	422-1709 / 422-6388
						Ellen Williams / Joe Matthews Myra Tollestrup	422-1709 / 422-6388 422-8388
	368-8571	Julene Kendall	374-4852	Sherry Seawright	435-654-0472	Valerie Hales	422-3091
	489-2833	Cindy Wright	362-5874	Jane Golightly	435-654-0280 x4124	Joyce Terry	422-4646
	489-2833	Karen Brown	374-4850	Paula Vee Kerr	435-654-0472	Joyce Terry	422-4646
	798-4060	Karen Brown	374-4850	Paula Vee Kerr	435-654-0472	Joyce Terry	422-4646
	354-7415	Morgan Anderson	374-4883	Vickie Todd	435-654-0280 x4111	Robyn Ence	422-6176
	489-2833	Ron Twitchell Ty Robinson	374-4924 373-6550	Kimber Conlin	435-654-9350	Lisa Clarke John Gardner	422-1987 422-2202
	465-6040 319-0577	Drew Daniels	374-4095			elem: Lynette Christensen sec: Greg Cox	592-0549 354-7400
	310-0152					Karel Simms	422-1921
	798-4060	Karen Brown	374-4850	Vickie Todd	435-654-0280 x4111	Myra Tollestrup	422-8388
n	354-7420 / 489-2850	Ron Twitchell	374-4924	Jacki Burnham	435-654-0280	Sterling Hilton / Myra Tollestrup	422-6666 / 422-8388
	354-7400	Todd Billings / James Rees	374-4823 / 373-6550	JoeAnn Memmott	435-654-0550	Cally Flox	422-6146
	354-7420	Todd Billings	374-4823	Vickie Todd	435-654-0280 x4111	Myra Tollestrup	422-8388
	465-6040 489-2810	Mitch Swenson	370-4621			Myra Tollestrup	422-8388
	798-4060	Karen Brown	374-4850	Vickie Todd	435-654-0280 x4111	Myra Tollestrup	422-8388
din	489-2833 / 489-2850	Randy Merrill / Karen Brown	374-4805 / 374-4850	Jane Golightly	435-654-0280 x4124	Steven Baugh	422-1708
	354-7420	Todd Billings	374-4823	Vickie Todd	435-654-0280 x4111	Steven Baugh	422-1708
	354-7420	Todd Billings	374-4823			Randall Lund / Jeannie Welch	422-4961 / 422-7797
						Scott Ferrin	422-4804
						Maribel Luengo	422-1348

IT'S A FIT

It's a Fit



.....

Appropriate or suitable
to a particular need

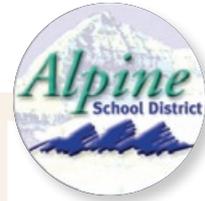
THE BRIGHAM YOUNG UNIVERSITY-PUBLIC SCHOOL PARTNERSHIP is committed to what is known as the *Agenda for Education in a Democracy*. This Agenda provides a set of beliefs and assumptions about the purposes of education and the needs for its structure and functions. It provides the needed standards and framework to think and plan insightfully about complex issues. It helps partners from the public schools, the colleges across a university, and the community to function more as a unified whole. In the Partnership this alignment develops from the respect and mutual trust that we feel.

The pages that follow highlight the mission, priorities, and current challenges of the partners. Even though the districts and colleges retain their individuality, we can see how the common direction of the Agenda helps the Partnership identify needs and determine appropriate solutions. In the Partnership, members embrace a commonality of purpose: a shared vision of well prepared teachers and administrators



of schools where students and teachers participate in quality learning. This shared vision helps to unite and empower individuals who are prepared to participate, fit to contribute.

Alpine School District



MISSION

We educate all students to ensure the future of our democracy.

ABOUT ALPINE SCHOOL DISTRICT

- The 4th largest district in the state with 56,126 students
- 67 schools
- Nationally recognized as a district where parents' needs are met
- Annual Yearly Progress in 2005-06 for all Title 1 schools
- Opportunities for students to become academically successful as well as responsible, contributing citizens

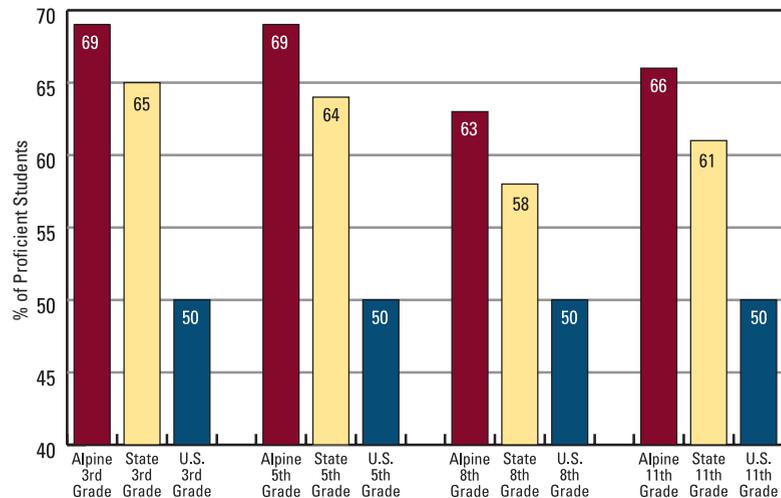
DISTRICT PRIORITIES

- Support literacy and math instruction for all students K-12
- Provide a positive, safe, nurturing environment for students and employees
- Develop strong, positive relationships with community and business leaders, legislators, and patrons
- Link technology effectively to support educational goals
- Plan and support professional development

CHANGES

- Three new elementary schools opened in 2006: Ridgeline, Harvest, and Fox Hollow
- All 2001 bond projects completed with full accountability for funds
- Voted leeway and \$230 million bond election set for November 2006
- Established Monday as collaboration time for teachers to focus on student learning

PERFORMANCE REPORT: Iowa Test Results: 2005–2006





Jordan School District



MISSION

The mission of Jordan School District is to serve students by providing opportunities for them to realize their potential as contributing citizens and life-long learners. In cooperation with students, parents and community, we are committed to helping each student acquire academic skills, prepare for the world of work, and develop attributes of citizenship necessary in a democratic society. We are dedicated to maintaining a safe environment that promotes individual responsibility, personal achievement, and respect for all individuals.

ABOUT JORDAN SCHOOL DISTRICT

- The largest of Utah's 40 school districts, with an enrollment of nearly 80,000 students in 89 schools
- Enrollment that is expected to grow by about 24,000 students in the next decade
- The fifth highest graduation rate in the nation among large school districts
- The eighth largest employer in Utah with more than 9,000 full- and part-time employees

DISTRICT PRIORITIES

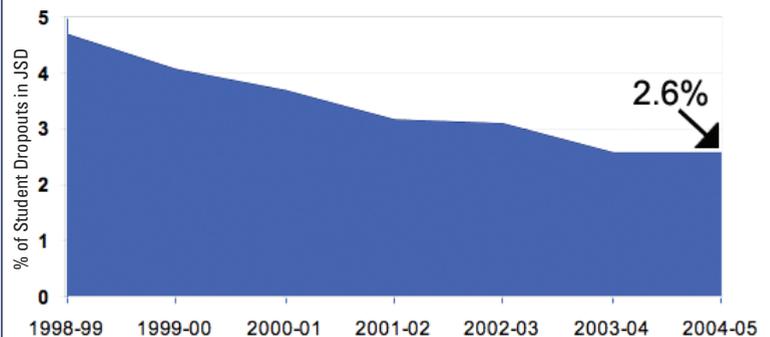
- Improve instruction and learning with increased accountability for results
- Provide needed housing for students
- Reduce class size
- Improve and increase internal and external communication with the District's publics
- Increase focus on developing the District's human resources

CHANGES

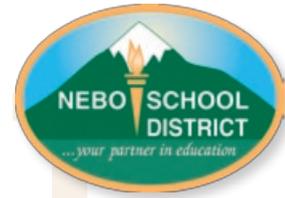
- Opened two new middle schools, seven elementary schools, and an applied technology center building in the last three years
- Began piloting the District's first all-day kindergarten program in 2005
- Created a partnership with local health care providers to open a medical clinic providing free and reduced-cost medical services in a District middle school
- Opened an early college charter high school
- Expanded the Accelerated Learning Program for Students (ALPS) into three additional elementary schools, bringing to eight the number of schools offering this magnet program

PERFORMANCE REPORT: High School Dropout Rate, 1988 to 2005

Jordan District's dropout rate declined for seven straight years and is one of the lowest in the nation.



Nebo School District



MISSION

Our mission is to provide each student with quality instruction, learning opportunities, and educational environments which inspire classroom success, personal excellence, and responsible citizenship.

ABOUT NEBO SCHOOL DISTRICT

- Growth from 12,590 students in 1980 to current enrollment of 24,764
- 6th largest school district in the state
- 24 elementary schools, 10 secondary schools, and 3 special program schools
- Scores that are above state and national norms on assessments

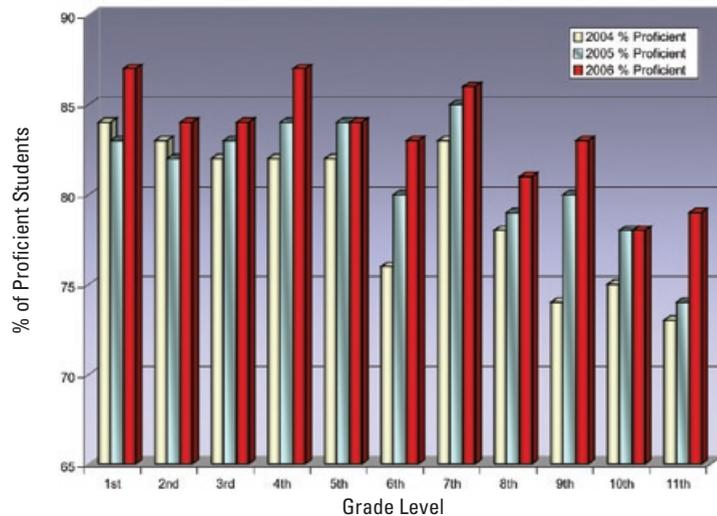
DISTRICT PRIORITIES

- Increased emphasis on literacy and mathematics in all grades K-12
- Over 115,000 hours of professional development in 2004-05
- Small classes
- Emphasis on technology: 95 computer labs in 33 schools
- Emphasis on safe schools
- ESL programs for students and adults
- Tutoring of students in the summer reading tutoring program

CHANGES

- 5 new schools in fall 2006 (4 elementary, 1 junior high)
- 4 new schools planned for 2007-2009: 2 high schools (Salem Hills & Maple Mountain), 2 elementary, others to be determined
- Additions and renovations: Barnett Elementary (Payson), Springville High, Park Elementary (Spanish Fork), Mt. Nebo Junior High (Payson), Diamond Fork Junior High (Spanish Fork); other renovations in existing high schools
- 35 employees completed master's degrees; 2 completed doctorate degrees

PERFORMANCE REPORT: Language Arts Comparison, 2004–2006





Provo School District



ABOUT PROVO SCHOOL DISTRICT

- Provo School District serves approximately 13,000 students and employs 680 teachers.
- 52 native languages are spoken in the district.
- Provo District operates 13 elementary schools, 2 middle schools, 2 high schools, and 1 alternative high school.
- 19% of Provo households have school-aged children.

DISTRICT PRIORITIES

- Provo District places a high priority on literacy.
- There is district-wide implementation of CELL, ExLL, and secondary literacy initiatives.
- The district continues to focus on meeting the needs of a highly diverse population.
- The district continues to emphasize numeracy. All elementary schools have coordinators charged with increasing math knowledge.

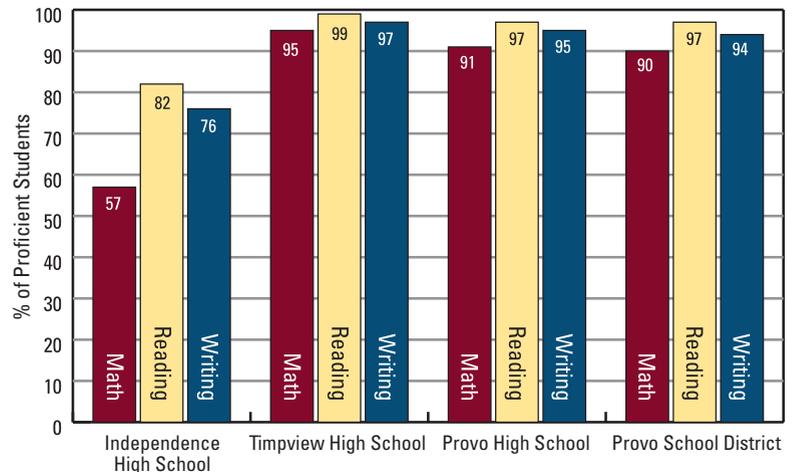
MISSION

Provo City schools maximize student achievement and development. Students enlarge their capacities, interests, and love of learning. They master the basics, develop depth of content knowledge, excel in their interests, feel respected and loved in a safe and orderly environment, and develop responsible, respectful, and compassionate citizenship.

CHANGES

- Completion of an intense public involvement and information campaign has led to the creation of a Facilities Master Plan.
- A Voted Leeway was passed to fund improved compensation for teachers, affect class size in secondary schools, and provide support for intervention programs.
- A Bond Election has passed dedicated to the renovation of existing school buildings and the construction of new schools to better meet the needs of our community's changing population.

PERFORMANCE REPORT: UBSCT Results 2006 (Seniors Only)



Wasatch School District



MISSION

As stewards of our children's education, and in preparation for their individual futures, Wasatch County School District commits to preparing confident, competent, literate youth by implementing a focused core curriculum and instructing in safe and attractive learning environments.

ABOUT WASATCH SCHOOL DISTRICT

- Wasatch District focuses on student learning.
- The district serves Wasatch County with eight schools: Heber Valley Elementary, Midway Elementary, J.R. Smith Elementary, Old Mill Elementary, Rocky Mt. Middle School, Wasatch Mt. Jr. High, Wasatch High School, and Wasatch Alternative High School.
- Our district growth rate for the past several years is between 3% and 4%; we currently have over 4,400 students.
- The district was recognized in *schoolmatters.com* as a recipient of Parent Choice Award.
- Our high school was recognized for having one of the outstanding FBLA and FFA chapters in the nation.

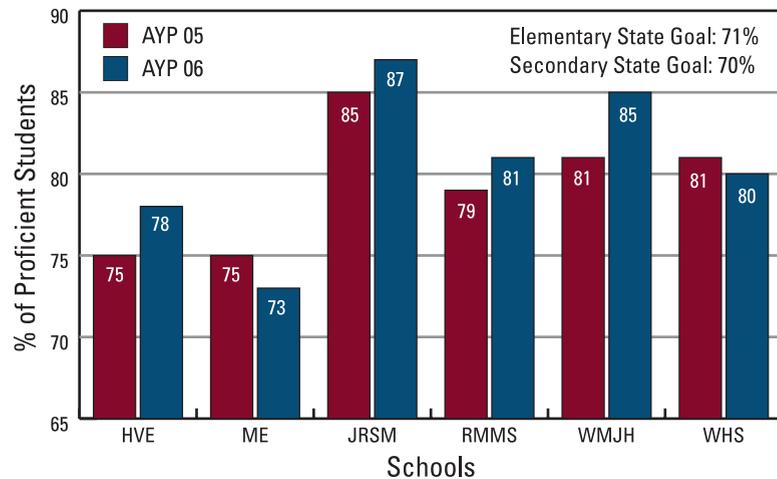
DISTRICT PRIORITIES

- Identifying what we want all students to know
- Knowing how our students are currently performing
- Knowing what each student needs in order to be successful
- Providing a way for each student to be successful
- Knowing if what we provide makes a difference

CHANGES

- Old Mill, the newest elementary, first opened its doors in August, 2006.
- Over three-fourths of the district administrators, teachers, and para-educators had changes in assignments—grade level, curriculum emphasis, or rooms for 2006-07.
- Our population is ever increasing in diversity.
- The Wasatch Board of Education is focused on building a new high school to fulfill the mission statement to instruct in a "safe and attractive learning environment."

PERFORMANCE REPORT: Language AYP Comparisons



Brigham Young University—Educator Preparation Programs



ABOUT EDUCATOR PREPARATION PROGRAMS

- The unit of accreditation was redefined from the McKay School of Education to The Educator Preparation Program at BYU (EPP).
- EPP includes 8 different colleges and 26 departments across campus and more accurately represents the shared responsibility for educator preparation at BYU.
- Candidates who complete their EPP requirements qualify to accept positions in Early Childhood, Elementary Education, Secondary Education, Special Education, Speech Pathology, School Psychology or Educational Administration.

UNIVERSITY PRIORITIES

- EPP believes that the preparation of professionals is enhanced through the unified efforts of the public schools, the arts and sciences departments of the university, and the School of Education.
- Several tripartite councils have been formed to unite programs behind a shared vision. These councils have representatives from the partnership districts, the arts and sciences colleges, and the McKay School of Education.
- The EPP is committed to preparing candidates to support learning for all students.

MISSION

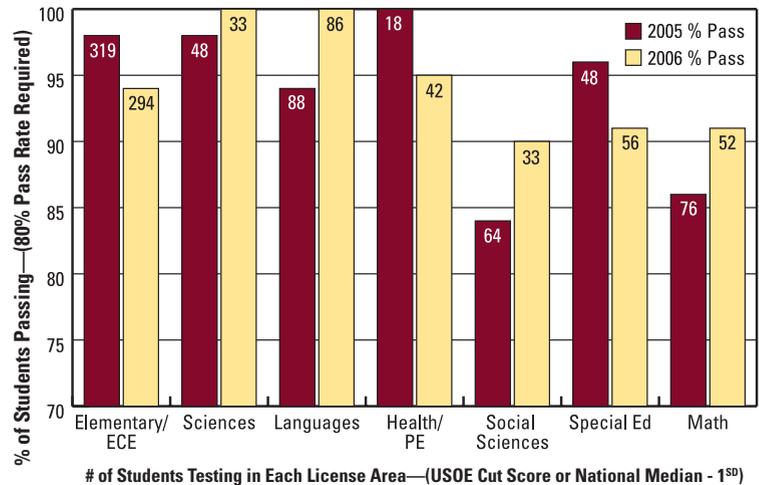
The EPP seeks to prepare educators who:

1. Understand and Apply the Moral Dimensions of Teaching
 - a. Stewardship for Schools
 - b. Access to Knowledge
 - c. Nurturing Pedagogy
 - d. Enculturation for Democracy,
2. Demonstrate Academic Excellence,
3. Act with Social Competence,
4. Engage in Meaningful Collaboration.

CHANGES

- A new conceptual framework was developed based on the Moral Dimensions of Teaching.
- All programs identify key transition points with common assessments based on professional standards.
- Secondary teacher preparation programs align their core content and requirements.
- Data on candidate performance is systematically collected, analyzed and used to make program decisions.

PERFORMANCE REPORT: 2005-2006 Praxis Pass Rates



Grant Initiatives in the BYU-Public School Partnership

Achievement in Reading Comprehension (ARC)



Now in its third year, ARC is intended to increase the reading achievement of fourth and fifth grade students. The aim is to increase students' reading comprehension by strengthening teachers' abilities to provide research-based, individualized literacy strategies. This includes offering explicit daily instruction in fluency, comprehension, and vocabulary. Teachers and students benefit from mastering these strategies. Students who score in the lower twentieth percentile in reading on national tests receive additional intense small group instruction. There are approximately 1,000 fourth and fifth grade students within the Partnership who are participating in the project this year.

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Positive Behavior Support Initiative (PBSI) Elementary

PBSI Elementary is an ongoing, multi-site positive behavior support initiative. It offers undergraduate and graduate students opportunities to assist with the development and implementation of various school-based research endeavors. Through this initiative school based interventions are implemented and evaluated that encourage and nurture the emotional, social, and moral development of children and youth. Materials, instruction, and on-site support are provided to school personnel, who in turn work with students via a comprehensive three-part model: school-wide, small group, and individual. Participating sites invest in the school-wide program, defining and posting rules,



creating a school pledge, and designing implementation of skill instruction, both written and verbal. Collaboration with parents occurs through take home activities, personal communication, and literature. Sixteen local schools are currently participating in the PBSI initiative, with data demonstrating positive gains in student behavior as well as positive feedback from teachers, staff, parents, and students. Large, interdisciplinary school-based projects such as this have the potential for substantial impact on children and youth, providing project resources and support systems well beyond those currently existing in most schools.



Positive Behavior Support Initiative (PBSI) Secondary



PBSI Secondary focuses on implementing school-wide positive behavioral support interventions

at the middle/junior high school level. Emphasis is placed on teachers planning and moving to action activities that create a warm and inclusive school culture. Teachers are involved in the weekly direct instruction of social skills, which create explicit positive behavioral expectations for all students. At participating schools, a one period class was created for students who are at-risk for social/emotional behavioral concerns. Data has been collected to ensure the accurate identification of at-risk students. Additional research is in place to help determine if interventions for these students facilitate positive growth.

Mathematics

The Brigham Young University-Public School Partnership was recently awarded a grant of \$513,000 by the Utah State Office of Education for the improvement of the teaching and learning of mathematics. This award is part of a competitive grant program authorized by the Federal No Child Left Behind legislation. The purpose of the program is to improve the academic achievement of students in the areas of mathematics and science. The initiative involves participants from state education agencies, institutions of higher education, elementary schools, and secondary schools. Initiatives like this help improve instruction and upgrade the status and stature of mathematics and science teaching.



Elementary Arts Education Initiative

"Every Child. . . Every Art." This motto captures the spirit behind the new Arts initiative. District arts coordinators and BYU arts faculty have come together to develop and implement programs to improve the quality and quantity of arts in our elementary schools under the direction of the deans of the School of Education and the colleges of Fine Arts and Communications and Health and Human Performance. Projects underway include two professional development programs: the Arts Academy, which provides training for teachers for 12 days over the school year and a 3-day Summer Elementary Arts Workshop. Programs are also in place to improve elementary pre-service training. Beverley Taylor Sorenson and Don and Mima Hicken have provided funding in addition to BYU and public school funds.



Grants Summary

David O. McKay School of Education

- Bilingual/ESL Endorsement through Distance Education (BEEDE), funded at \$900,000 for three years, U.S. Department of Education
- Preventing Emotional Disturbance with Secondary Age Students, funded at \$890,000 over five years, Office of Special Education, U.S. Department of Education
- Preparing New Educators to Teach Students with High-Incidence Disabilities with a Bilingual/Multicultural Focus, \$782,000 over four years, Office of Special Education, U.S. Department of Education



- Achievement in Reading and Content Learning (ARC), \$592,200 over two years, U.S. Department of Education
- Systematic Instruction Project for Improving Literacy in Middle Grades, \$298,230 for two years, U.S. Department of Education
- Connecting Primary Grade Teacher Knowledge to Primary Grade Student Achievement, \$135,000 over three years, Institute of Educational Sciences, U.S. Department of Education, subcontract from Utah State University
- Hewlett Packard Mobile Technology Project, \$90,000 for one year, Hewlett Packard Philanthropies



- Communications Disorders: Student Clinic and Field Supervisors, \$128,000 for three years, Utah State Office of Education
- Brigham Young University-Public School Partnership Special Education Training Program, \$94,750 for one year, Utah State Office of Education
- Brigham Young University-Public School Partnership Improving Elementary Math Instruction for All, \$513,000 for three years, Utah State Office of Education
- Alpine School District/Brigham Young University Partnership Developing a Utah Mathematics Endorsement, \$561,700 for three years, Utah State Office of Education
- Twenty-first Century Program: A Paraeducator Study, \$195,500 for one year, Utah State Office of Education

Colleges of the Arts and Sciences

- English Language Learning and Native Language Maintenance, \$250 for one year, Utah Humanities Council
- Earth Science Storybook Project, \$527,000 for three years, National Science Foundation
- National Center for Engineering & Technology Education, \$1,000,000 for five years, National Science Foundation
- Language Resource Centers, \$350,000 for one year, U.S. Department of Education
- Centers for International Business Education and Research, \$371,000 over four years, U.S. Department of Education
- Secondary Education Science Workshops, \$27,400 for one year, Utah State Office of Education
- Chief Dull Knife College NSF TCUP Evaluation, \$13,700 for three years, Dull Knife College, subcontracted National Science Foundation
- Tribal Colleges and University Programs: Innovation Math and Science, \$14,200 for four years, Dull Knife College



BRIGHAM YOUNG UNIVERSITY-PUBLIC SCHOOL PARTNERSHIP



GOVERNING BOARD left to right: Barry Newbold, Board Chair, Superintendent, Jordan School District; Vernon Henshaw, Superintendent, Alpine School District; Terry Shoemaker, Superintendent, Wasatch School District; Randy Merrill, Superintendent, Provo School District; Richard Young, Dean, David O. McKay School of Education, BYU; Chris Sorensen, Superintendent, Nebo School District
Not pictured: Steven Baugh, Executive Director

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Standing left to right: Robert Bullough, Barbara Lawrence, Gary Kramer, Nancy Livingston, Margaret Ostlund, Cally Flox, Steve Leatham, Paul Wangemann.

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