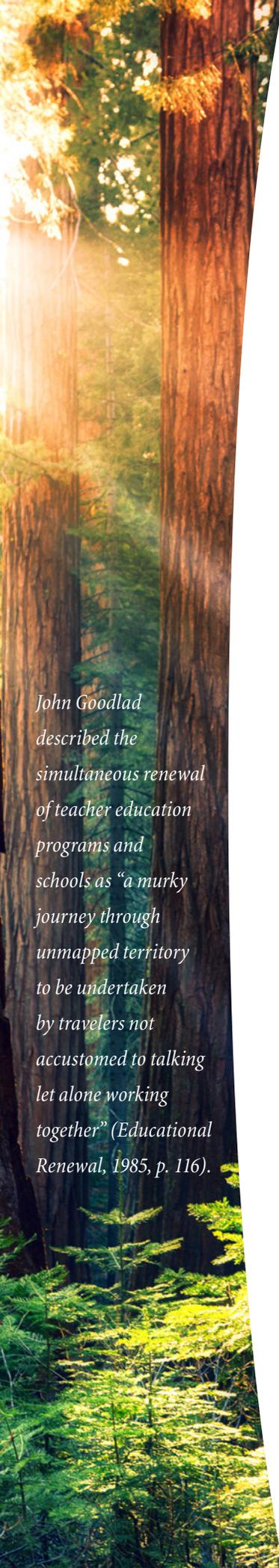


THE BRIGHAM YOUNG UNIVERSITY–PUBLIC SCHOOL PARTNERSHIP

CENTER FOR THE IMPROVEMENT OF
TEACHER EDUCATION AND SCHOOLING

THOUGHTS ON RENEWAL



THOUGHTS ON RENEWAL 2016

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Page 3 photo from: “Tomorrow the Lord Will Do Wonders Among You” Jeffrey R. Holland, April 2016 General Conference.

Page 11 illustration by Justin Kunz.

OUR LONGSTANDING COMMITMENT TO RENEWAL

In a recent general conference of the Church of Jesus Christ of Latter-day Saints, former president of Brigham Young University, Jeffery R. Holland, shared the following illustration.



The image captures the sense of dread and fear we sometimes experience facing an unknown future. We often fear change while at the same time we recognize it as part of living—something that is always happening to us and around us. As educators we often find it necessary to evaluate our attitude towards change and anticipate how it might affect the ways we approach the future.

In the BYU-Public School Partnership we have found great strength in the concept of *renewal*. Identified many years ago by John Goodlad and his colleagues as central to the improvement of educator preparation and schooling, renewal is an approach that gives fresh life and strength to our daily activities and challenges in dealing with change. We have embraced this idea in our partnership work and consider much of our success over the past 32 years due to this commitment. For this very reason, we have made *renewal* the theme of this Annual Review.

Our efforts at renewal are grounded in the belief that professional educators have the capacity not only to identify, but to engage in change that leads to continuous improvement. I have seen first-hand the power of renewal with educators who engage in change that leads to innovation and accomplishment as they achieve at higher levels of quality. Motivation is evident and passion abundant.

Our success is due to the particular vision of education that we share, uphold and actualize by our commitments to the preparation and support of caring, competent educators who engage with all students and serve them well. We need not fear the changes of the future. It's wonderful and renewing to be engaged with all of you committed educators in our great stewardship to improve the preparation of educators and the conduct of schooling.

A handwritten signature in black ink that reads 'Gary Seastrand'.

Gary Seastrand



THE CONCEPT OF EDUCATIONAL RENEWAL

CONCEPTS OF RENEWAL BEGIN WITH THE ACCEPTANCE OF CHANGE.

We recognize life as a continual process of change and adaptation. Heraclitus, an ancient Greek philosopher, taught that “there is nothing permanent except change.”



Applying this idea of continuous change to education, John Goodlad observed,

Most of us generally don't pull up stakes and move simply because the paint on the windowsill starts to peel. And we don't destroy our old garden and start over from scratch each time the blooms begin to fade.

We do better when we exercise patient, ongoing care and, while monitoring the effectiveness of that care, make adjustments where necessary. Such an approach, when applied to schooling, is what we call educational renewal.

(Education For Everyone, 2004, p. 102)

EDUCATIONAL RENEWAL is primarily undertaken for two purposes.

FIRST, it is designed and implemented generally to prevent present conditions from deteriorating and to address problems that arise.

SECOND, it is designed and implemented to make change possible and to sustain those changes that prove desirable.



IN SUPPORT of educational renewal in the **Brigham Young University-Public School Partnership** (BYU-PSP), the following are among the structures, initiatives, and processes established:

Structures to Support Renewal

- Educator Preparation Program (EPP)
- Partnership Governing Board
- Professional Learning Communities (PLC)
- CITES
- University Council on Teacher Education (UCOTE)
- Partnership Advisory Councils (PAC)
- Professional Development Coordinating Council (PDCC)

Initiatives to Support Renewal

- Leaders Associates
- Endowments
- Associates
- Institutes
- Academies
- Fairs
- Endorsements
- Summer Seminars
- Conferences

Processes to Support Renewal

- Conversations
- Data-based decision making
- Accountability Reports
- Discussions
- Sharing
- Sourcing Expertise
- Celebrations

“As Edmund Burke said, change is the means of our preservation. But also we must have permanence in some things, if change is to be improvement. Americans generally retain a respect for their old moral habits and their old political forms, because those habits and forms express their understanding of order. This attachment to certain enduring principles of order has done much to preserve America from the confused and violent change that plagues most modern nations.

No order is perfect; man being himself imperfect. But if the roots of an order are healthy, that order may be reinvigorated and improved. If its roots are withered, ‘the dead tree gives no shelter.’ Permanence and progression are not enemies, for there can be no improvement except upon a sound foundation, and that foundation cannot endure unless it is progressively renewed” (Russell Kirk, The Roots of American Order, p.10).

PARTNERSHIP COMMITMENTS

The five PARTNERSHIP COMMITMENTS serve both renewal purposes. They represent foundational beliefs and commitments that guide the Partnership’s activities and help to shape and set its priorities. Sharing a common vision keeps partners unified and aligned with basic partnership purposes and goals. Successful partnerships continue over time, sustained through difficulties and change when the members share core values and purposes.

Renewal keeps us connected to the fundamental questions that drive our work.

BIG QUESTIONS RELATED TO EDUCATIONAL RENEWAL

- 1 What kind of public does public schooling help create?
- 2 What do educators need to understand about whom they teach, what they teach, and how they teach?
- 3 How do we help every child learn and grow?
- 4 Who is the “they” we refer to when we ask, “Why don’t they do something about it?”
- 5 How do we know what we will allow to change and what we will insist remain the same?

PERMANENCE AND PROGRESSION

Renewal is a way of being. In the dynamic fast-paced world in which we live, preparing children and youth for an unknown future requires institutions to operate from a solid foundation of beliefs and values and to maintain the capacity and the willingness to embrace change without losing their way. Educational renewal allows us to retain and maintain the foundational things that matter most while promoting and embracing changes that will improve who we are and what we do. Desirable change is possible because we know what we will allow to change and what we will insist must remain the same.





CIVIC PREPARATION AND ENGAGEMENT

The Partnership prepares educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society.

BIG QUESTION

What kind of public does public schooling help create?



ENGAGED LEARNING THROUGH NURTURING PEDAGOGY

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

BIG QUESTION

What do educators need to understand about whom they teach, what they teach, and how they teach?



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.

BIG QUESTION

How do we help every child learn and grow?



STEWARDSHIP IN SCHOOL & 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.

BIG QUESTION

Who is the "they" we refer to when we ask, "Why don't they do something about it?"



COMMITMENT TO RENEWAL

The Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement.

BIG QUESTION

How do we know what we will allow to change and what we will insist remain the same?

SIMULTANEOUS RENEWAL

One of the compelling rationales for partnerships between universities that prepare educators and the public schools where educators work with students is that both include organizations and settings that need concurring renewal—both improve, and both benefit from the others’ improvements. Collaboration provides opportunities to turn simultaneous educational renewal into interactive meaningful practice affecting the entire educational system. Shared efforts, shared exertion, and mutual sacrifice follow shared vision. Partners need to be able to change, grow, and develop together.



The Center for Educational Renewal (CER) represented the concept of simultaneous renewal by examining the meaning of the words. In a publication entitled “Better Teachers, Better Schools” (1985), the following explanation was presented.

SIMULTANEOUS implies a relationship: we won’t have better schools until we have better teachers, but we won’t have better teachers unless we have better schools for teachers to learn and practice in.

RENEWAL implies an ongoing process of self-examination, reflection, and change.

THE **SIMULTANEOUS RENEWAL** OF **SCHOOLS** AND THE **EDUCATION** OF **EDUCATORS**

EDUCATION implies more than formal schooling in a formal teacher preparation or “training” program.

SCHOOLS: Our focus is on public schools, university programs that prepare educators, and schools when viewed as part of a community.

EDUCATORS implies more than teachers. Principals, other administrators, counselors and other support staff are important actors in simultaneous renewal.



.....

The concept of simultaneous renewal helps us recognize the importance of involving all stakeholders in the educational renewal process.

What needs to be done about schools and teacher education can be conceptualized in four ways:

IF YOU THINK . . .

1. You're satisfied with both schools and teacher education programs
2. Most schools are okay, but most teacher education programs need fundamental change
3. Teacher education is okay—its the schools that need fundamental change
4. Both schools and teacher education need fundamental change

YOU'LL NEED TO . . .

- Do nothing . . . steady as she goes
- Change *teacher education* so new teachers better fit the schools
- Change *schools* to fit what's being done in teacher education
- Simultaneously renew *both schools and teacher education*

One of the guiding assumptions of the BYU-PSP is the belief that both schools and educator preparation programs need change in order to improve and that working collaboratively and renewing simultaneously will benefit all. Authentic engagement in school renewal processes requires new skills and knowledge from university participants as well as from practitioners working in the schools.



THE CHALLENGE OF RENEWAL

As we consider our responses to change, we recognize that not all of our efforts will be effective or successful. Some efforts will not bring about the intended effect. John Goodlad mused about this relationship in the realm of education,

It may be a good thing that most school innovations are cosmetic and don't last. Experienced teachers know that by itself a new text or a new approach to lesson planning or a newly mandated test will probably not lead to their students' increased engagement with knowledge and ideas. Teachers of the past several reform-laden decades have learned that the most recent miracle cure will soon be grist for tomorrow's skepticism (both their own and the public's) and for jokes targeted at schools and teachers. "If the latest change makes intuitive sense, fine," many say. "If not, be patient and it too will eventually fade away" (*Education for Everyone*, 2004, p. 101).



To help us think more about the challenges of dealing with change, let's consider possible approaches to changes in terms of the development of a butterfly.

What might happen if we mere humans were in charge?



ENHANCE



IMPROVE



REFORM



RESTRUCTURE



TRANSFORM



RENEWAL encompasses aspects of improvement, enhancement, and restructuring, but must also reach to the level of transformation if it is to produce lasting effective change.

If nothing ever changed there would be no butterflies.

RENEWAL VS REFORM

The word *reform* is often applied to changes in education. It is useful to contrast reform and renewal to understand challenges that occur in the process of continuous improvement.

RENEWAL VS. REFORM COMPARISON CHART

REFORM:

- An externally developed and mandated innovation replacing something thought to be outdated with something hoped to be more functional
- Change frequently imposed by persons or groups with power or perceived expertise over others with fewer resources or less prestige
- Alterations and solutions developed by “an expert” without input from practitioners
- Solutions assumed to be context independent: effective in any school with any teacher at any time and with any group of students

KEY IDEAS

Renewal places responsibility for change in the hands not only of those who can and must make changes, but of those who are likely to be most immediately affected by them.

To work properly, renewal had to involve both schools and universities in relationships of equality and mutual respect.

Success can be generated by a shared vision of what might be, supported by mutual patience, resources, and political support.



RENEWAL:

- Actions and policies developed and assessed collaboratively through discussion, observation, reflection, and information sharing by those who will be affected rather than being imposed for implementation by outsiders
- Regular sharing among colleagues an essential facet; time and processes are allocated for critical examinations of solutions and alternatives—with questions expected and encouraged.
- A setting such as a school is examined holistically, rather than in terms of a limited number of components; both strengths and concerns are considered as opportunities for improvement.
- All school stakeholders are considered responsible for its well-being.

(Education For Everyone, 2004, Chapter 6)





THE IDEA OF CONTINUOUS IMPROVEMENT

THE PARTNERSHIP COMMITMENT TO RENEWAL

The Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action during each aspect of professional practice, resulting in continuous improvement of the overall endeavor.

HOW DO WE ACHIEVE CONTINUOUS IMPROVEMENT?

Our actions are guided by the following assumptions.

ASSUMPTIONS ABOUT RENEWAL:

1. Practitioners working daily in the schools, as well as participants at the university have or can acquire the capacity to analyze problems, plan strategies for addressing those problems, and evaluate the impact of their efforts.
2. Change strategies must be considered in their contexts. For example, difficulties with attendance and tardies would likely have different causes and possible solutions in a school with a large population of recent immigrants and English language learners than in a school in a high socioeconomic area with a fairly homogeneous student body.
3. Renewal requires time and care.
4. Participants must view schooling in its perspective as a web of interconnected elements.
5. Partners express concern for each other, they welcome questions, they take time to observe each other regularly, and they share everything they learn with their colleagues.
6. In developing solutions, partners obtain an in-depth knowledge of circumstances and seek awareness of possible alternatives.
7. Partnership members work collaboratively to obtain knowledge, examine alternatives, determine actions, and assess impacts carefully.
8. School renewal must be the product of collegial activity. A core group of teachers and principals must be engaged in the ongoing activity.
9. All participants engaged in any effort at changes must engage in appropriate planning and preparations.
10. The core groups and others contributing to or doing similar work must be in continuous communication.

(Education For Everyone, 2004, p. 108-109)

THE RESPONSE to the question of how do we achieve continuous improvement comes from our **Partnership Commitment** that states “through consistent inquiry, reflection, and action.

THE PARTNERSHIP COMMITMENT TO RENEWAL

The Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement.



PARTNERSHIP

RENEWAL OPPORTUNITIES

IMPORTANCE OF INQUIRY

John Goodlad wrote:

What to do is not determined in advance but emerges out of diagnosis and consideration of alternatives. It may not be necessary to rip up the water system and replace it with another. Perhaps just a few leaks need to be repaired. Or, to use an analogy from schooling, it may not be necessary to install an entire new reading program; perhaps the teachers simply need more help with the present one. Continuing inquiry into itself, then, is a condition necessary to the health of an educational ecosystem. Inquiry is enlightened by theory and so the explanatory power of the theory is critical to the adequacy of the data generated by inquiry.

(*Education For Everyone*, 2004, p. 104)

EDUCATOR PREPARATION PROGRAM

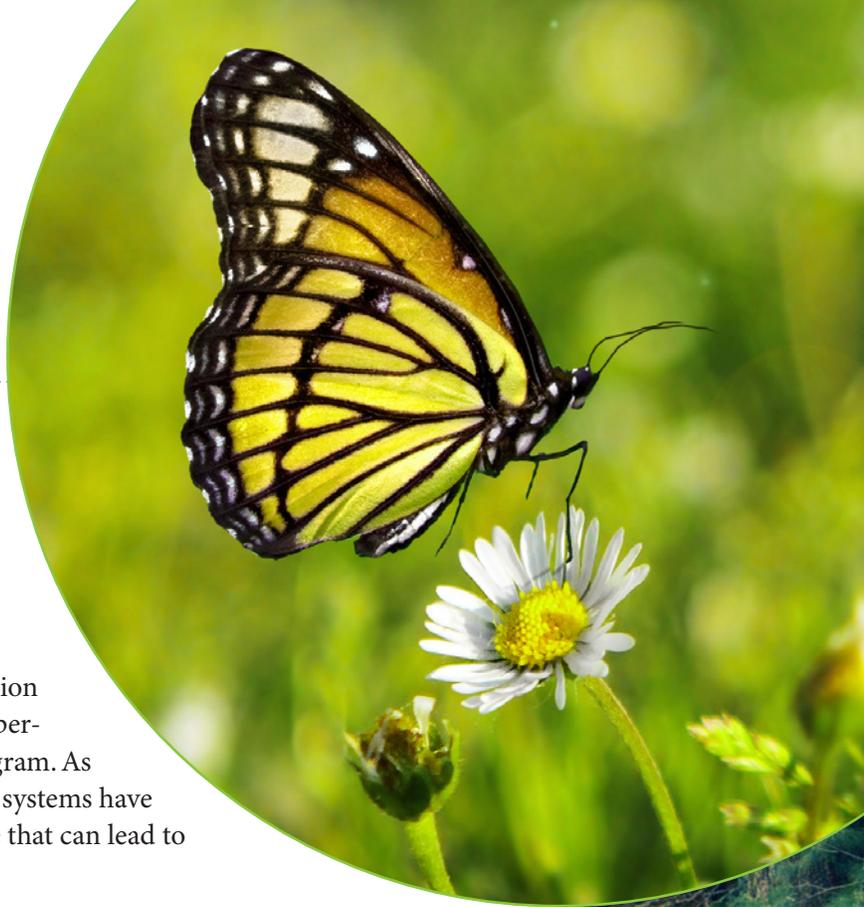
Educator Preparation Program (EPP) is the newly formed organization with the responsibility for the coordination of educator preparation across the seven colleges that train teachers, administrators, school psychologists, and speech-language pathologists to work in P-12 schools and districts. One major responsibility of the EPP is to maintain the accreditation and program approval of all educator candidates at BYU and its purview includes Early Childhood Education, Elementary Education, Special Education, and all Secondary Education majors. In addition to teacher preparation, the EPP is responsible to maintain the accreditation and program approval for all graduate programs that prepare individuals to work in P-12 settings.

In September 2015 Aaron Popham was named the director of BYU's EPP and Terri Summers was named as associate director in January of 2016.

The EPP is steered by the EPP Executive Committee, which works with the University Council on Teacher Education (UCOTE) and three faculty councils to improve the quality of the programs offered, better enable the faculty and staff who work closely with candidates, and increase the level of preparation of the educators needed in the schools.

At the undergraduate level, the EPP is comprised of 27 teaching majors and 23 teaching minors organized into 20 programs across 7 colleges, while there are 10 graduate programs across 5 of the 7 EPP colleges. Combined, these programs serve approximately 4800 undergraduate teacher candidates and 150 graduate students a year with the support of over 200 faculty and staff.





EPP ASSESSMENTS

The EPP is committed to helping educator candidates become competent in the 5 commitments of the Partnership and in applying the Utah Effective Teaching Standards (UETS) in P-12 schools. This is accomplished in part through rigorous inquiry into the purposes, quality, and experiences of the preparation programs and the collection of data to represent the performance of candidates against the claims of the program. As part of this process, data collection and management systems have been created and utilized to provide needed evidence that can lead to improvements in the programs.

PROGRAM CLAIM

EXAMPLES OF PROGRAM ASSESSMENTS

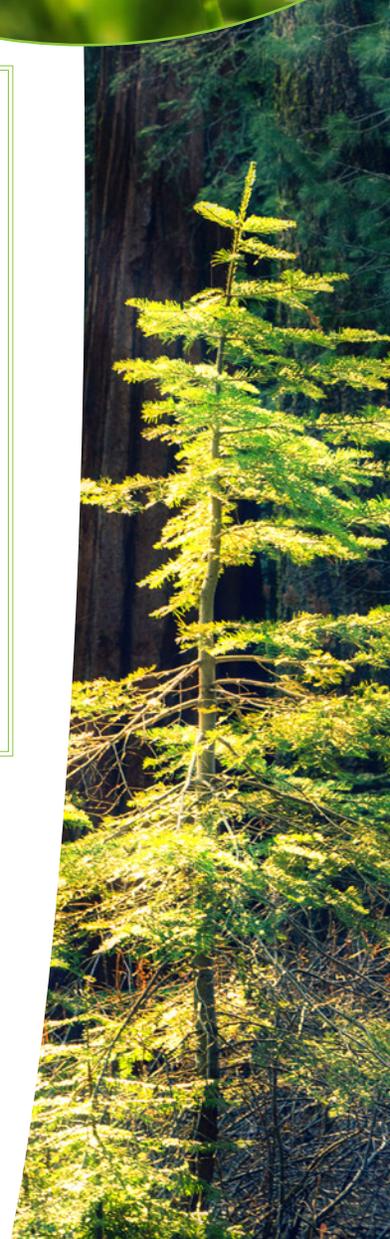
5 Partnership Commitments

Teacher Work Samples
Major GPA

Utah Effective Teaching Standards

Praxis Subject Assessments
Clinical Practice Assessment System
Technology Skills Assessment
Employer Survey
Utah Teacher Education Employer Survey
Utah Preservice Teacher Observation Protocol
Utah Teacher Education Student Survey

Renewal is not based on a single assessment or data captured in a single moment in time. Rather, it requires a systematic approach with multiple sources of information that help everyone involved better understand what is occurring and what needs to occur. Inquiry into our own practices is essential for continuous improvement.



PARTNERSHIP

RENEWAL OPPORTUNITIES

CELEBRATIONS

To help focus attention on the purposes and activities of our collaborative efforts, we have engaged all members of the partner organizations in our partnership anniversary celebrations (10th, 20th, 25th, 30th). Renewal involves all participants, and such celebrations have been occasions to connect individual purposes and commitments with the common purposes of the larger organization. Individual and collective passion and conviction have been renewed and enhanced.

PARTNERSHIP TIMELINE

2014

Celebrating Three Decades of Successful School-University Collaboration

- Governor Declaration—Gary Herbert
- Scholarly/Anniversary Conferences (3)
- Celebration: Gala Event
Keynote: John Rosenberg

Conference Themes:

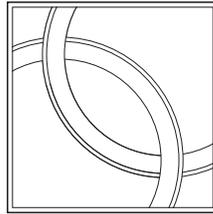
1. Public Education in a Democratic Society
2. Civic Virtue, Civic Life
3. Developing Citizens for a Life of Virtue and Purpose



2014

**WORKING TOGETHER
TO ENSURE EVERY
STUDENT LEARNS**





APRIL 16, 1984

Excelsior Hotel, Provo

Partnership Agreement
Facilitated by
Dr. John I. Goodlad



1984

BEGINNINGS



DECEMBER 1, 2004

- Partnership Fair
Choirs & Booths
- Governor Declaration
Olene S. Walker
- Partnership Gala



2004

OUR PARTNERSHIP:
CONTINUING TO
TURN PROMISE
INTO PRACTICE



1994

THE POWER OF
PARTNERSHIP:
PROVIDING
OPPORTUNITIES
WITHIN EVERYONE'S
REACH

SEPTEMBER 21-22, 1994

Partnership Innovator's Exhibit

Keynote:

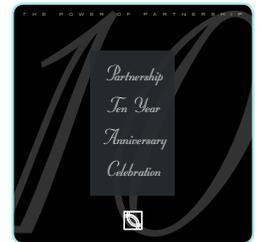
Rex & Janet Lee
Margaret Wheatley

Anniversary Cake & Punch

Celebration Conference

Themes:

- Change
- Assessment
- Technology
- Active Learning
- Leadership
- Curriculum



2009

CELEBRATING 25 YEARS
OF RENEWAL
THROUGH BYU-PSP
1984-2009



MAY 7, 2009

- Partnership Luncheon &
Program
- Partnership Video
Presentation
- Speakers



PARTNERSHIP

RENEWAL OPPORTUNITIES

PARTNERSHIP ANNUAL CONFERENCES

The BYU-Public School Partnership has a tradition of holding annual conferences that bring together the partner groups from the public schools, the university, and the community. School and university faculty are renewed during these conferences as they meet and learn together. Over the previous 30 years, the Partnership has organized, sponsored, or supported initiatives and programs with an amazing breadth of content and depth of understanding and learning. With themes and topics carefully chosen to reflect the interests of the partners, annual conferences strengthen and renew the overall partnership as well as each component entity: the school districts, the McKay School of Education, and the other teacher preparation colleges across campus.

Leadership and direction for these conferences are provided by the Professional Development Coordinating Council (PDCC) which is composed of representatives of all the partner organizations and CITES, a facilitative group chosen to reflect the Partnership's tripartite membership and purposes. The PDCC plans, organizes, and delivers professional development both through annual conferences and through institutes, endorsements, and academies such as Arts Express and Principals Academy.

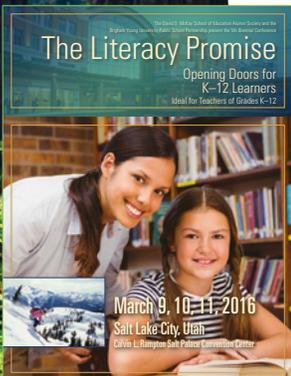
Current annual conferences offered by the Partnership include: the Instructional Leadership in the 21st Century Conference, the Literacy Promise Conference, the Learning Edge Conference, and Leaders Associates.

INSTRUCTIONAL LEADERSHIP IN THE 21ST CENTURY CONFERENCE

This biennial conference is the largest event sponsored by the BYU-Public School Partnership. It brings in influential educational writers, thinkers and practitioners from around the country to speak to the teachers and administrators in the partner districts. Since most teachers will never have a chance to attend a national conference to hear from influential educational speakers, the advantage of this conference is that it brings the speakers to our Partnership.

LITERACY PROMISE CONFERENCE

This biennial conference targets teachers of reading and writing for early and adolescent learners. Experts in literacy, reading, writing, and learning are invited to share their expertise on practice and research with hundreds of Partnership teachers that attend this popular conference.



LEARNING EDGE CONFERENCE

The annual Learning Edge Conference is organized to meet the needs of school administrators in their function as instructional leaders for their schools. The focus of the conference alternates every other year between integrating the arts in education and meeting the needs of the gifted learners—both areas with which many school leaders do not have extensive experience. In addition to keynote speakers, the conference is largely facilitated by members of the partnership, who provide breakout sessions and interactive learning experiences. Approximately 300 school administrators attend this conference each year, where they are able to learn with and learn from other members of the Partnership. These shared learning opportunities create a collaborative and renewing environment that builds trust and relationships within schools, between schools, between districts, and between the university and districts.

LEADERS ASSOCIATES

Senior leaders from each of the partner organizations convene for two-day seminars twice annually. This group includes deans and associate deans from the colleges across campus with responsibility for preparing educators, along with superintendents and their administrative officers from each of the Partnership districts. Other invited guests such as school board members or administrators from the state office of education may also be included. During these seminars administrators examine ways of working together in their respective areas of responsibility and influence to improve the preparation of educators and function of schools. Approximately 60 people attend each seminar.

All of these conferences are carefully designed to bring together educators from the districts, schools, and the university to collaborate, learn together, and have renewing experiences that strengthen relationships and sustain common understanding and purpose in maintaining the mission of the Partnership. Renewal cannot take place without strong relationships and common vision. These annual conferences are the primary means by which the Partnership educators can attend to their individual learning and growth, as well as participating in the process of recommitting and renewing together.



INDIVIDUAL

RENEWAL OPPORTUNITIES

PERSONAL RENEWAL STORIES

Renewal typically begins among individuals within the organization, then expands and increases until it becomes renewal of the Partnership. Personal stories illustrate how this expansion and generalization occur, as continuous learning and improvement become pathways to renewal. Consider the following stories of individuals who were renewed by their participation in and support of the Partnership's Associates programs.



PAMELA SU'A
JORDAN SCHOOL DISTRICT

I have co-facilitated the Jordan Associates program and seen lots of good things happening with our schools. Several years ago when our group was discussing the commitment of *Stewardship*, we gave teachers and administrators a challenge to formulate and carry out a plan to make a change in their school that would focus around the goal of stewardship. One of our first grade teachers suggested that *all* of the first grade teachers get to know and become advocates for *all* of the first graders in all of their classes. The school reported back the next month and told what a difference this new focus had made in their school and their first grade. Teachers were helpful and friendly; they generally went out of their way to make sure that every little first grader knew he or she was appreciated and everyone's needs were met. They helped the students get to know and care about each other as well.

A number of years later, a sixth grade teacher with a new administrator from the same school was a participant in our district Associates program. As we discussed the stewardship commitment, the teacher talked about a program the first grade had done years before and stressed that it had set a tone and expectation for that whole grade. The little students who had been first graders five years earlier, were now this teacher's sixth graders. They enjoyed a sense of community, camaraderie, achievement, and love of school that the sixth grade team had never experienced before. This group of students enjoyed school and felt comfortable going to teachers and classmates for guidance. This significant renewal came from a simple idea, when a single first grade teacher accepted a challenge; five years later an entire school grade was feeling effects.



J. LYNN JONES
NEBO SCHOOL DISTRICT

I was a newly appointed principal during the summer of 1986, when I received a visit from Dr. Carl Harris of BYU. Carl gave me a quick overview of the BYU-Public School Partnership, which at that time was represented in Nebo school district only by Larsen Elementary. I was interested in what the Partnership could offer to my school, Taylor Elementary, and we signed on immediately.

During the past 27 years I have had a number of different roles in carrying out this important work. I have attended several retreats including an exciting visit to New Jersey where I was able to network with educators from across the country. I have been involved with various levels of teacher candidates from early practicum through student teaching and internships. I have represented Nebo many times at recruitment meetings and event planning. One of the most exciting areas of involvement for me was in creating the first Principals Academy. In recent years I have presented to various partnership groups on subjects such as crucial conversations, the influencer model, and special education. I have benefitted professionally and personally from the many interactions I have enjoyed with university and school personnel over the years.





CHRIS SORENSON
NEBO SCHOOL DISTRICT

After teaching in Nebo School District for a few years I returned to BYU in 1984 to earn my master's degree in educational administration, which provided me with the needed preparation to work in school administration for 22 years. After working as a classroom teacher for 11 years, I worked as an elementary principal, middle school principal, high school assistant principal, and director of elementary education—finally concluding my career in Nebo as the superintendent of schools. During my career there was never a time when I felt that I was not being influenced to a significant degree by members of the McKay School of Education, most notably by the BYU-Public School Partnership. Experiences that stand out in my mind as most influential are too numerous for me to mention in a short report. I will call particular attention to experiences such as the Balanced Literacy Initiative, in which I worked with student teachers and interns throughout the Teacher Education Department; CITES-sponsored conferences; and especially my tenure as a member of the Partnership Governing Board.





DEBBIE MAY
NEBO SCHOOL DISTRICT

At the time John Goodlad sat in my third grade classroom, I had had about 10 years of classroom experience. The ideas he shared that day were both exciting and rather terrifying. When asked “What does it mean to be in a partnership?” he replied that he didn’t really know. He was still learning about that. In the 30 years I have worked as a member of the BYU-Public School Partnership, I am still learning what that means as well. Working with the Partnership has truly defined my career. I learned about interdependent relationships. I learned that sometimes we need others to solve problems and collaboratively create ideas and experiences; and there are times we are better off working on our own. I was already working with gifted students and gifted programs when the BYU-PSP created the Gifted and Talented Taskforce. I spent 30 years working with that task force, which represented each district in the Partnership and each department in the School of Education, along with occasional representatives from the colleges of the arts and sciences. We all came together with certain expertise and needs. The university and districts still work hand in hand to make a difference for gifted children in the partnership schools. From writing curriculum for teachers of gifted students to organizing an administrative conference, from defining a gifted and talented endorsement program to assisting each other in building better programs—this interdependent relationship among the partners has ebbed and flowed for the last 30 years. I’ve learned so much about being a partner—we all have. I took far more than I received. We have all learned to assist and to lead. We are still learning what partnership truly means.



CENTER FOR THE IMPROVEMENT OF
TEACHER EDUCATION AND SCHOOLING

20TH YEAR ANNIVERSARY 1996–2016

ORGANIZATION: CITES is a bridge that spans partner institutions, the glue that keeps everything connected, and the “get it done” group.





LYNNETTE CHRISTENSEN

CALLY FLOX

DOUG ALLEN

JAMES HUSTON

AMY MINER

NETTINA SMITH

JOYCE TERRY

Celebrating 20 Years

THE BRIGHAM YOUNG UNIVERSITY— PUBLIC SCHOOL PARTNERSHIP

PARTNER INSTITUTIONS, GOVERNING BOARD MEMBERS,
AND MOTTOES

ALPINE



Superintendent
Sam Jarman

DISTRICT MOTTO:

Educating all
students to ensure
the future of
democracy.

JORDAN



Superintendent
Patrice Johnson

DISTRICT MOTTO:

Every Child,
Every Day.

NEBO



Superintendent
Rick Nielsen

DISTRICT MOTTO:

We engage, empower,
and collaborate
to ensure student
success.

PROVO



Superintendent
Keith Rittel

DISTRICT MOTTO:
Quality choices
for every child's
future.

WASATCH



Superintendent
Paul Sweat

DISTRICT MOTTO:
Expect to Excel.

BYU



Dean
Mary Anne Prater

UNIVERSITY MOTTO:
Enter to Learn,
Go Forth to Serve.

NEW LEADERSHIP

IN THE PARTNERSHIP

GOVERNING BOARD



Rick Nielson
Governing Board
Chair, BYU-PSP



Sam Jarman
Superintendent,
Alpine School
District



Paul Sweat
Superintendent,
Wasatch School
District

DEANS



Ed Adams
Dean, College
of Fine Arts and
Communications



Scott Miller
Dean, College of
Humanities



James Porter
Dean, College of
Life Sciences



Michael Jensen
Dean, Ira A.
Fulton College of
Engineering and
Technology



Susan Rugh
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Undergraduate
Education

ADMINISTRATION



Brad Neiger
Associate
Academic Vice
President, BYU



Aaron Popham
Director, Educator
Preparation
Program



Terri Summers
Associate
Director, Educator
Preparation
Program

RETIREMENT OF VERNON HENSHAW

A TRIBUTE BY DR. GARY SEASTRAND

It is quite remarkable that the Brigham Young University-Public School Partnership has thrived for over three decades. Part of the reason for its enduring success is the commitment from each of the superintendents of the five districts and deans of the McKay School of Education to meet frequently and consider the Partnership needs. Change in the membership of the Governing Board over the decades has been constant. In 2015 Vernon Henshaw retired as superintendent of Alpine School District and as chair of the Governing Board of the BYU-PSP. He has served on the Governing Board for 15 years, 5 of those as chair.

Dr. Henshaw had a vision of the BYU-PSP that was firmly grounded in the principles and beliefs that guide the thinking and work of the Partnership. He stood as a tireless supporter and advocate of the Partnership commitments, well known for his frequent articulations of the values of the Partnership in his public speeches and written documents. He remained courageously grounded in the morality of teaching and the value of public education in building civic virtue and strong communities. This commitment is evidenced in his belief that staff members from his district involved in the work of the Partnership were in actuality doing the work of the district, as the focus on improvement and quality education was collaborative and inseparable.

The calm and steady influence of Vern Henshaw in promoting the welfare of the BYU-PSP will be missed but not forgotten.





THOUGHTS ON RENEWAL

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