

THE BRIGHAM YOUNG UNIVERSITY-PUBLIC SCHOOL PARTNERSHIP

— Commitments —
TO OUR FUTURE



**CENTER FOR THE IMPROVEMENT OF TEACHER EDUCATION AND SCHOOLING
SPECIAL EDITION**

SPECIAL PARTNERSHIP EDITION

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Welcome To A Special Edition on the Brigham Young University- Public School Partnership



Hi, I'm Rick Nielsen, Chair of the Governing Board of the Brigham Young University-Public School Partnership (BYU-PSP). I also serve as Superintendent of the Nebo School District, with responsibilities for the education of over 32,000 students in 42 schools, as well as the educators and staff members who help conduct education for our students. I deeply care about the quality of education our students receive and about the competence and caring of our professional educators who are working so closely with our young people.



I'm Mary Anne Prater, Dean of the McKay School of Education at Brigham Young University. I, along with my colleagues on the BYU campus, am focused on preparing and supporting professional educators who will provide quality education for students in communities around the nation. We understand that the best way to prepare educators is to work in close collaboration with practitioners in the schools. Universities and schools working as a partnership bring tremendous advantages to the challenge of preparing educators to work effectively with our students.



This is why a university-school partnership makes good sense. Both institutions are engaged in the same great work of educating all students. Central to everyone's responsibility in the partnership is ensuring that every student learns.



Both universities and public schools are stakeholders in and responsible for school improvement and educator preparation, dedicated to the education of every student in those schools. Each partner has something different to contribute, but all contributions are necessary for our success.



Essential to success is for the partners to be guided by a shared vision, which keeps them unified and aligned with basic purposes and goals. In the BYU-PSP we have established five commitments that reflect our shared purposes, values, and beliefs. This special edition identifies and briefly explains these five commitments, emphasizing their role in our unique partnership culture.



We hope that you will give attention to each commitment, finding people and places to hold conversations about these ideas, identifying ways we can improve in our individual responsibilities as well as contributing to the entire partnership effort. Working together we can significantly strengthen our efforts to educate our children and youth for success in our communities and nation.



The goal of ensuring that every student learns drives the operation and activities of the partnership. This is everyone's responsibility and everyone's privilege. Thanks for working with us.

Sincerely,

Rick Nielsen

Rick Nielsen
 Superintendent
 Nebo School District

Mary Anne Prater

Mary Anne Prater
 Dean
 David O. McKay School of Education

Why A University-Public School Partnership?

Many of our nation's institutions of higher education have relationships with the public schools. Each school-university collaboration is unique in its purposes, setting, needs, resources, relationships, and administrative support. Universities are the primary institution for preparing teachers, administrators, counselors, school psychologists, and other education professionals. Public schools have an important role in the preparation of educators as they provide mentor teachers, classrooms, and direct experiences with students. Beyond educator preparation, schools and universities may collaborate on research or evaluation activities.

COMMON UNIVERSITY-PUBLIC SCHOOL ARRANGEMENTS



Characteristics of common university-school collaborations: temporary in duration, usually focused on a single issue, and directed primarily by the university.

The Brigham Young University-Public School Partnership brings together a private university (BYU is sponsored by the Church of Jesus Christ of Latter-day Saints) and five public school districts (Alpine, Jordan, Nebo, Provo, and Wasatch). The districts vary in size and serve both rural and suburban communities. Together this partnership includes approximately one-third of all the K-12 students in the State of Utah and one-fourth of the teachers and administrators.

PARTNERSHIP DEMOGRAPHICS (2015)



Distinct Features of the BYU-PSP

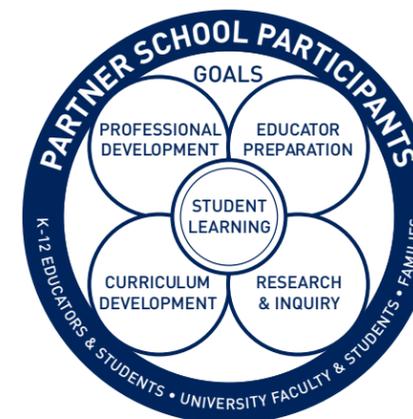
1. SCALE: The Partnership is comprised of a single university working directly with more than 227 schools, 182,000 students, and 8,000 teachers. This size tends to invite complexity and often requires substantial resources for maintenance and development.

2. LONGEVITY: Originally established in 1984, the Partnership remains vibrant after more than 30 years of continuous function. Given the myriad of changes in our schools, society, and communities over the last quarter of a century, the Partnership has had to adapt to a constantly changing world.

3. UNIFYING PURPOSE: Although a university and public school districts are dissimilar in many ways, the BYU-PSP has maintained its focus on a common purpose that has brought unity to its efforts to help every student learn.

4. MULTIPLE SHARED INTERESTS: Multiple interests shared by the partners help to establish a stronger basis for continuing relationships. The BYU-PSP has consistently invested time and resources in the areas of educator preparation, curriculum development, research and inquiry, instructional practices and approaches, use of technology, and learning processes.

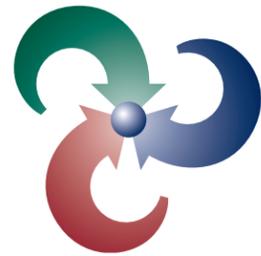
5. LEADERSHIP: Leaders from all the partner organizations are involved and viewed as equals. The Governing Board consists of the superintendents of the five districts and the dean of the McKay School of Education.



From its beginnings, the focus of Partnership collaboration has been on student learning, as represented by the Partnership goals as they were established in 1986.

Achieving More Together

It may not seem obvious at first glance but public schools and universities differ markedly in many elements of their culture. Purposes, roles, accountability, resources, and expectations can be very different. It is not as easy or natural as it might seem to bring these entities together to produce significant and enduring educational change. The BYU-PSP has operated on the belief that partners working together can achieve more than they can accomplished working separately.



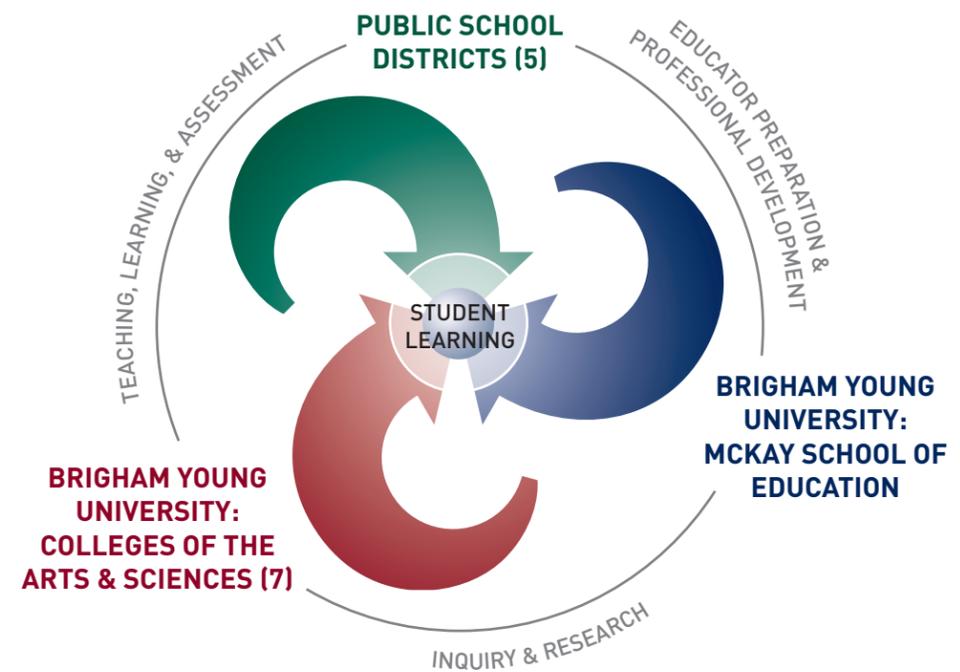
Through supporting the Partnership, Brigham Young University affirmed its belief that teacher and educator preparation should be central among the programs of the university.

The public schools offer a significant learning opportunity in which the young may acquire knowledge and skills, develop attitudes and dispositions, engender relationships and interactions, and acquire experiences to prepare everyone for a future of possibilities.

Working together they are able to improve the quality of education offered to all students. This work is accomplished by collaborating on educator preparation; engaging in the continuous development, inquiry and study of educational practices; and focusing energy and resources on the improvement of teaching and learning.



How Do the BYU-PSP Partners Relate?



Improving education involves all stakeholders working together to achieve a shared vision. The BYU-PSP involves the public school districts, the David O. McKay School of Education and the BYU colleges of the arts and sciences as equal participants in the central activities of creating and sustaining high quality schools and preparing noble educators.

COLLEGES OF THE ARTS & SCIENCES

- The Ira A Fulton College of Engineering and Technology
- College of Family, Home, and Social Sciences
- College of Fine Arts and Communications
- College of Humanities
- College of Life Sciences
- College of Physical and Mathematical Sciences
- Undergraduate Education

PUBLIC SCHOOL DISTRICTS

- Alpine School District
- Jordan School District
- Nebo School District
- Provo School District
- Wasatch School District

David O. McKay School of Education
Center for the Improvement of Teacher Education and Schooling

Commitment to Core Purpose

All Partnership participants have the responsibility to help every student learn. This is a bold and challenging mission, considering the variety and diversity of learner needs. Accomplishing this goal requires a great deal of commitment and collaboration.

Central to Everyone's Responsibility in the Partnership
ENSURING EVERY STUDENT LEARNS

Creating and sustaining schools that ensure that every student learns requires competent and caring educators united in this common pursuit. Students need skillful, competent, and nurturing teachers, who provide access to a curriculum of content worth knowing. To accomplish this requires appropriate resources as well as accountability systems that provide guidance and correction to the learning process.

Generating schools in which every student learns necessitates a culture and support system that values continuous learning and improvement. With a focus on helping every student learn, the BYU-PSP combines educator preparation, professional learning, mentoring, and support with research and evaluation activities to improve the schooling experience for every student. The goal of ensuring that every student learns drives the operation and activities of the Partnership. It is everyone's responsibility.



In The Partnership Everyone Is a Student

Everyone in the Partnership is continuously learning and is therefore a student. You may recognize our students as



The Partnership itself is a learning community—an educational system that continuously receives strength and vitality from the process of renewal.

Commitments to Our Future

The future may seem like a distant time period inhabited by people yet unborn. The reality is that the children of today are our future. They are with us now and we share an obligation to prepare them for a future of opportunity. To direct the learning of the young is to influence or determine the future.

As a society and nation, citizens are connected through common beliefs, values, and institutions. These have been formulated through our shared experiences and articulated through the processes of conversation and debate. Through our families, communities, and societal institutions, these values and traditions are passed on to new generations.

Whole communities educate children and youth. The public schools have a vital role in the responsibility to educate because they bring the communities' children and youth into specific environments for the purpose of preparing them for their future. Schools are places where adults consciously shape the next generation.

Education and schooling must be viewed as fostering, nurturing, and cultivating processes. Knowing what our intended outcomes are will shape and mold learning experiences and environments to those ends.

Five specific commitments unify and focus the efforts of the BYU-PSP in preparing youth. The commitments provide clear and compelling guidance for the decisions, actions, and activities of the Partnership. These commitments enable every member of the Partnership to develop strength and confidence regarding their own personal responsibilities and the overall purposes of the Partnership. They are so named because they identify how members of the partnership will always act.

BENEFITS THAT RESULT FROM THE COMMITMENTS ARE

- ▶ a feeling of stewardship and responsibility,
- ▶ a sense of pride in this challenging work,
- ▶ mutual trust,
- ▶ honesty in communication,
- ▶ courage to meet new needs and challenging situations and problems together, and
- ▶ quality relationships.

THE VISION OF

THE BRIGHAM YOUNG UNIVERSITY-PUBLIC SCHOOL PARTNERSHIP:

— Commitments — TO OUR FUTURE

The BYU-Public School Partnership—comprising five school districts, the university colleges of arts and sciences, and the David O. McKay School of Education—exists to simultaneously renew public schools and educator preparation through consistent collaborative inquiry, mutual reflection, and positive change involving both university and public schools.

WE BELIEVE THAT

- public education is the cornerstone of a civil and prosperous democratic community;
- education is a public imperative, a moral endeavor, and a shared responsibility for all members of society;
- public schools exist to provide access to education for all, which includes both academic mastery and personal development for the purpose of maximizing students' potential to participate fully and productively in society;
- the university supports schools by preparing educators who master their disciplines and who understand and implement curriculum and instruction that support their students' learning and development through ongoing research and inquiry leading to dialogue and action that directly benefit schools.

THE PARTNERSHIP IS COMMITTED TO THE FOLLOWING:

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.

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.

Equitable Access to Academic Knowledge and Achievement: the Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.

Stewardship in School and Community: the Partnership assists educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance.

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.



Civic Preparation and Engagement

We believe that public education is the cornerstone of a civil and prosperous democratic community

Citizens are not born with the necessary knowledge, skills, or dispositions to make a democratic society possible. Democracy essentially means government by the people. A thoughtful and prepared public is critical to maintaining and sustaining this form of government.

The American form of democracy is a representational democracy, or republic. Those who have governmental authority get and retain this authority through elections in which all citizens are allowed to participate. A certain type of education is needed to adequately prepare all citizens to participate in the process of self-governance.

Democracy can be seen as a way of life, a form of government, a type of nation, an indicator of how we as citizens choose to live and interact with one another.

Education is a public imperative, a moral endeavor, and a shared responsibility for all members of society

Public schools are places ideally suited to help young people learn of civic duties and responsibilities. They are by and large the only public institution in our nation that directly effect most of the youth. Public schools, as well as private and home schools, play a role in preparing children and youth to be part of our nation. The virtues and commitments of citizens must be informed and strengthened through education.

A free society requires a prepared citizenry for its very survival. As a nation we must decide what kind of society we want to live in and the kind of people needed for such a society. Ultimately what we decide about the education of our youth will impact the kind of communities we need for individuals and families to flourish.



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

The BYU-PSP is committed to educating every individual. The Partnership recognizes and accepts the responsibility of preparing youth for participation in a democratic society. This is accomplished through explicit teaching, by personal examples of caring professionals, and by the examples of teachers and students appropriately conducting themselves and relating to one another. In order to maintain and strengthen our society we must have classrooms, schools and universities in which democratic behaviors are practiced.



Engaged Learning through Nurturing Pedagogy

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

Engaged learning results when educators use developmentally appropriate, motivational, and intellectually meaningful approaches to teach substantive and essential content. Educators who are nurturing, caring, and competent support engaged learners by developing positive learning environments and appropriate relationships. Engaged learning promotes in students a deep understanding of content and the ability to use that understanding fluently.

Competent and caring educators ensure that every student learns because they understand who they teach, what they teach, and how they teach, and they are able to act in ways that are effective for each student.



WHO THEY TEACH. Educators possess knowledge of how young people learn and develop within social contexts. They respect each student and recognize his or her potential.

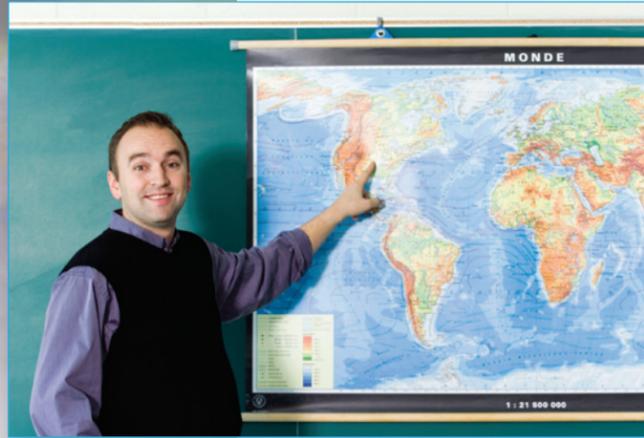
WHAT THEY TEACH. Educators understand the content and skills that need to be taught to meet the purposes of education and the academic skills and understanding needed to support and teach to the standards of their subjects.

HOW TO TEACH. Educators are able to make appropriate decisions on how to teach their students in light of the content and the developmental readiness and capabilities of their students, taking into account the diversity of learners, being informed by assessment and supported by positive classroom environments and relationships.

The Partnership prepares educators to understand and perform their roles and responsibilities in preparing all students for participation in our democratic society.



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 that leads to mastery of curriculum content and instructional skills

Given how important education is to the development of every citizen, the issue of access to knowledge and achievement is critical. Skills and knowledge gained through education are prerequisite for productive engagement in our economy and participation in our society. Unfortunately, access to educational resources has been and continues to be uneven in our nation.

There has been much discussion of the “achievement gap” among youth throughout our society. Important in this discussion is the “opportunity gap” that may also exist. Not all students experience high quality education experiences or possess the same level of access to important educational resources.

Essential resources for success include caring and competent teachers, quality curriculum, adequate educational materials, and support systems both at school and at home. These resources alone are not sufficient to produce success. Students having the advantages of these resources must also be dedicated to success and know how to achieve it. Achievement can be found at the intersection of student desire, choice, and determination with engaging learning environments that offer high quality teachers and curriculum.



Mastery refers to the level of performance obtained by the learner. Rigor is generally needed to invite the higher levels of performance that lead to lasting success. Student performance affects and is affected by the expectations both of the learner and of others involved. Expectations to succeed and actual attainment of success become powerful motivators for students to continue to rise to higher levels of performance. Both low expectations and limited access to necessary resources can negatively affect learner performance. The Partnership is dedicated to ensuring that every student learns, and that means every student has equitable access to knowledge and achievement.

CRITICAL RESOURCES FOR EQUITABLE ACCESS INCLUDE

1. well prepared and well supported teachers,
2. high quality curriculum,
3. best possible instruction for every child,
4. sufficient resources,
5. schools organized for learning,
6. ongoing professional development for educators, and
7. standards, curriculum, and assessments supportive of educational goals.



Stewardship in School and Community

The Partnership assists educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance

Schools are essential to the development, well-being, and success of our youth. Public schools make important contributions to the development of informed and productive citizens who can actively participate in the larger society. Strong and vibrant nations have strong healthy schools.

We all have a stake in what happens in our public schools. Stewardship means holding a commitment to the entire learning community.

For public schools to work well, all citizens must be involved. The education of youth is difficult and challenging work for any nation. Public discussion and conversation are needed to engage citizens in shaping the purposes and experiences for preparing our youth. Citizens have a responsibility and stewardship for public education.



Professional educators who work in the K-12 schools and at the university have a particular stewardship to create communities of learners. They are “stewards” because they have assumed responsibility for educating our youth and have been entrusted with the resources, authority, and public sanction to do so. In every school, teachers and administrators work to provide high quality teaching, curriculum, and assessment that will benefit each student. Educators are responsible for being prepared and willing to perform these important roles and functions.



Personal growth is a major component of stewardship. As stewards take seriously the responsibility to be effective educators, they develop the skills and dispositions to create and function effectively in environments where all students can learn. Committed educators are always adding to their skills and knowledge because of the responsibility they feel for helping young people learn and develop.



The Partnership is able to help its members become responsible stewards because of both its dedication to collaboration and conversation and its emphasis on continuous learning. All members of the Partnership take initiative for needed change and actively engage with other partners in making and implementing decisions. The sense of fulfillment comes from seeing that every child learns.





Simultaneous Renewal

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

Renewal goes to the heart and soul of the Partnership. It is a process of continuous reflection defining the timeless character of a life or an organization and those components that need or ought to change. Renewal involves everyone. It connects individual purposes and commitments with the larger organization in ways that enable members to combine their energy and talents for a common purpose and find satisfaction in so doing. Passion and conviction are enlarged. Learning and continuous improvement are pathways to renewal. The Partnership approach is that everyone learns and everyone supports learning for others.

Education is a system. At its foundation is the classroom where students gather together with teachers to pursue learning. Parents and guardians of students, though rarely present in the classroom, provide a needed support system for their students. Schools and school districts provide an additional level of support for the activities and functions related to teaching and learning. Universities are the primary place for the preparing educators and for providing centers of research and inquiry into school effectiveness. When state and federal units are included, the system is complete.



All members of the education community, from citizens and parents to students and professional educators, have a stewardship relationship with education. All are participants in the learning community and accept some responsibility for it. This commitment extends to the entire community behind each school, not to just one classroom or to certain students.

How does such a system of education improve? How does it prevent decay? How does it rejuvenate itself and remain viable? Renewal is the key.

THE FOLLOWING ARE NECESSARY FOR RENEWAL TO OCCUR:

- ▶ There must be critical agreement on common goals and moral principles that guide collaborative work.
- ▶ There must be ways to deliberate and come to working agreements on common purposes and processes.
- ▶ Responsibility for change must be in the hands of those who must make the changes or are largely influenced by the changes.
- ▶ These conditions must be operational on both individual and collective levels.



The Prepared Student of the Future

HABITS

- ▶ Exercising persistence
- ▶ Listening with understanding and empathy
- ▶ Questioning and posing problems
- ▶ Thinking with clarity and precision
- ▶ Thinking interdependently
- ▶ Remaining open to continuous learning
- ▶ Taking responsible risks



SKILLS

- ▶ Framing, investigating, and solving problems using a wide range of tools and resources
- ▶ Collaborating strategically with others
- ▶ Communicating effectively in many forms
- ▶ Finding, analyzing, and using information for many purposes
- ▶ Developing new products and ideas
- ▶ Managing one's own work so that it continually improves



Schools and universities are about learning and helping children and youth develop their potential. The Partnership is committed to the continuous growth of all students in the following dimensions:

KNOWLEDGE

- ▶ Preparation for possibilities in careers and college
- ▶ Development of character
- ▶ Actions as a responsible citizen in a democratic society



DISPOSITIONS

- ▶ Creativity
- ▶ Innovativeness
- ▶ Self-discipline
- ▶ Self-organization
- ▶ Curiosity
- ▶ Flexibility



Culture of the Partnership

Each organization is distinctive in some way. Identifying a common purpose might be one way to distinguish an organization from others, but not necessarily. The true culture of an organization is recognizable when its members choose to regulate their actions and efforts consistent with the purpose shared with other members of the organization.

The BYU-PSP is a partnership with a culture that has been shaped by its values and beliefs. The following values and beliefs have been consistent from the beginnings of the Partnership and have remained consistent over time:



PUBLIC VIRTUE

FOUNDATIONAL BELIEFS

TEACHING AS A MORAL ENDEAVOR

CONTINUOUS IMPROVEMENT & LEARNING

RELATIONSHIPS BASED ON TRUST & RESPECT

Public Virtue

The Constitution of the United States contains a preamble that identifies six purposes or objectives of our government, representing the common good. Citizens hold the government responsible for securing “the blessings of liberty for ourselves and our posterity.” Inherent in any democratic form of government is the tension between interests and rights of individuals and the common good. Public virtue has been a necessary quality of people living under such government arrangements, as it has meant that its citizens are willing to set aside certain self-interests in accepting a general public interest. Public virtue is essential in a government that is “for the people” and “by the people.”

How are citizens made capable of self-government? How do citizens develop the desire to balance their personal interests with those of the larger society? Education is required. Thomas Jefferson expressed the relationship so clearly when he said, “If a nation expects to be both ignorant and free, in a state of civilization, it expects what never was and never will be.”

Schools are natural places for members of the community to learn and practice the skills and dispositions needed for a democratic society. Schools can teach and model what it means to be a civic entity that we call a “public” and how that public can find common ground. Citizens must be educated to their rights and responsibilities if they are to maintain and improve such a society.



Foundational Beliefs of the Brigham Young University-Public School Partnership

The BYU-Public School Partnership is committed to the continuous improvement of teaching and learning through educational renewal.

WE BELIEVE THAT THE PARTNERSHIP CAN:

- ▶ Attend to educational renewal through collaboration, relationships of trust, and shared resources
- ▶ Improve the quality of education offered to all students and the preparation and readiness of all educators by working together
- ▶ Focus on relationships which are central to building and maintaining our Partnership and achieving our goals
- ▶ Implement on-going change which is challenging but necessary and enduring

WE BELIEVE THE PURPOSES OF PUBLIC SCHOOLING ARE TO:

- ▶ Develop the academic capacity and intellectual independence of every student
- ▶ Prepare students to participate in a democratic way of life
- ▶ Provide a foundation for our country's economic stability through career readiness
- ▶ Provide all students an engaging, nurturing, safe environment for learning

WE BELIEVE THAT IN THE PROCESS OF EDUCATING OUR YOUTH:

- ▶ Education must be a shared responsibility of students, parents, educators, and communities
- ▶ Strong relationships between the quality and preparation of teachers and student learning are necessary
- ▶ Excellent teachers engage and inspire students to choose to learn
- ▶ Students learn best when teachers have strong content knowledge and use appropriate learning theory and sound instructional practices
- ▶ All students are capable of learning and we must expect that all will learn
- ▶ All students should have the opportunity to maximize their individual potential
- ▶ All students deserve an environment that is physically and emotionally safe
- ▶ Parental involvement is central to student success
- ▶ Time matters
- ▶ Skills, dispositions, and habits of intellect necessary for democratic citizenship can be developed
- ▶ Public schools are appropriate places to develop democratic citizenry



Teaching as a Moral Endeavor

Teaching involves human interaction. In schools the relationship between teacher and student is central in the learning process. What makes this relationship moral is the possibility that actions taken by the teacher can have meaningful consequences for the student. Teachers can make decisions and as a result act or fail to act in particular ways that affect students in some significant way. All relationships have this moral quality to them.

Teachers and students experience critical relationships. To be effective teachers develop caring connected associations with their students. Every day they make numerous decisions affecting students. Some are insignificant, and others become personally meaningful. Teaching is a moral endeavor for a variety of reasons:

- 1) Significant learning is a function of the quality of the teacher-student relationship.
- 2) The relationship of teacher to student (adult to child) is inherently unequal.
- 3) Teachers nurture students and must participate as co-partners in the learning enterprise.
- 4) To benefit students teachers feel responsible to know and understand their disciplines and want to connect ideas and content to support learning.
- 5) Teachers press for rigor and effort.
- 6) Respect must be shown for all ideas.
- 7) How teachers act demonstrates how students are expected to treat each other.
- 8) Teachers are models of acceptable behavior.
- 9) Teachers must have a desire to become involved with others.



Continuous Improvement and Learning

The Partnership is committed to getting better at what it does. The mission and commitments of the Partnership establish its standards and create its expectations for success. Because of its unifying purpose, the Partnership can focus energy and resources on instruction, curriculum, assessment, professional development, and leadership in support of student learning.

One way the Partnership builds skills and capacity for improvement is through their ongoing professional development programs. Partnership programs designed to reach everyone from senior leaders to newly hired teachers are made available to all school districts and to the university.

Professional learning communities (PLCs), for example, operate within schools and allow teachers and administrators to participate in sustained collaboration to ensure that all students are learning. Efforts are made to improve educators' understanding of learning processes, child development, curriculum, assessment, cultural contexts, and subject specific teaching methods. Through this process educators identify needed improvements and work to create better results. PLCs emphasize action, experimentation, data-based decision making, and assessments of results so that the learning is continuous and all are benefitted by the effort.

The Partnership culture is designed to build the collective capacity of the districts and the university in helping all students learn.



Relationships Based On Trust and Respect

HISTORIC EXAMPLE 1: Formulating the Partnership, Relationship of Equals Built on Respect

In 1984 the BYU faculty and administration were concerned about the status of teacher and administrator preparation programs in the college and about requests from the central administration to increase scholarly productivity while focusing on ways to improve the public schools. A consultant was asked to meet with representatives of the public schools to discuss their needs for reform and to determine their interest in working with the BYU College of Education. After several such discussions, a set of common interests shared by the university and the public schools were identified which could serve as a basis for cooperation. Both the university and the school districts were viewed as having legitimate interests and were treated with respect. The basis for a partnership of equals was developed.

HISTORIC EXAMPLE 2: Dan Anderson, former dean of the College of Education, recounts the level of trust and respect that forms the basis for decision making and consensus.

Following a meeting in which the self-interests of both the college and public schools were identified, the first meeting of the new school-university partnership was scheduled. The dean of the college looked forward to the meeting with the district superintendents, anticipating that the partners would first attend to organizational matters and the structure of the Partnership. It took only a few minutes to take care of the usual pleasantries and to choose the Partnership's first chair. That concluded the organizational business. There followed, in quick succession, the establishment of two task forces, one to review the college's teacher education program and the other to look at administrator preparation. This action by the partners took me by surprise and made it clear that the public schools had a substantial interest in what the college was doing and wanted to join with college faculty in looking at preparation programs (Personal Communications, November 5, 2004).



Key Initiatives: How does the Partnership Achieve Its Purpose

The Partnership does not attempt to control through mandates, legislation, or use of authority. It is a relationship of equals who seek input and consensus in decision making and resource allocation. The Partnership represents a community of educators committed to collaboration. Participants realize that collaboration demands conversation, time, and a dedication to common purposes. The work of the Partnership is greatly facilitated by the creation, support, and evaluation of the following:

| | |
|--------------------|--|
| COMMITTEES | <ul style="list-style-type: none"> Educator Preparation Program Executive Committee University Council on Teacher Education (UCOTE) Professional Development Coordinating Council (PDCC) Partnership Advisory Councils (PACs) Secondary Education Committee (SEC) |
| INITIATIVES | <ul style="list-style-type: none"> BYU A.R.T.S. Partnership Positive Behavior Support Initiative Access to Knowledge Initiative Mathematics Initiative |
| PROGRAMS | <ul style="list-style-type: none"> Associates Program Leaders Associates Program Principals' Academy Secondary Literacy Institute Utah Reading Endorsements Gifted & Talented Endorsements ELL Symposium |
| RESOURCES | <p>Contributions of financial, personnel, and use of property come from all participating partners.</p> |

— *Commitments* — TO OUR FUTURE

Central to Everyone's Responsibility in the Partnership

ENSURING EVERY STUDENT LEARNS

Key Commitments—What We Must Do To Accomplish
Our Purpose For Every Student:

CIVIC PREPARATION AND ENGAGEMENT

ENGAGED LEARNING THROUGH NURTURING PEDAGOGY

EQUITABLE ACCESS TO ACADEMIC KNOWLEDGE AND ACHIEVEMENT

STEWARDSHIP IN SCHOOL AND COMMUNITY

RENEWAL

Key Values & Beliefs—How We Always Act

PUBLIC VIRTUE

FOUNDATIONAL BELIEFS

CONTINUOUS IMPROVEMENT

EDUCATION AS A MORAL ENDEAVOR

RELATIONSHIPS BASED ON TRUST AND RESPECT

ENTER TO LEARN



COMMITMENTS TO THE FUTURE

DAVID O. MCKAY SCHOOL OF EDUCATION

CENTER FOR THE IMPROVEMENT OF TEACHER EDUCATION AND SCHOOLING
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