



*years*  
*1984-2004*

◊ CONTINUING TO TURN PROMISE INTO PRACTICE ◊



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MESSAGE FROM THE DIRECTOR

*Center for the Improvement of Teacher Education and Schooling*

The year 2004 marked a milestone in the partnership between Brigham Young University and the public school districts of Alpine, Jordan, Nebo, Provo, and Wasatch. For 20 years we have experienced a great deal of shared commitment, trust, effort, and resources dedicated to improving learning for our youth. With better prepared teachers and administrators, we get better schools: better in the sense that everyone involved is able to work together more effectively to the mutual benefit of all.

CITES as an organization has not existed for as long as the Partnership has, although many of its functions have been present from the Partnership's beginnings in 1984. CITES reinforces and maintains the strong relationships between the public schools, the David O. McKay School of Education, and the colleges of the arts and sciences across the BYU campus. If new bridges or connections are needed within the Partnership, CITES is involved. It has a role in the development and improvement of professional

educators. In many instances CITES acts as the operational arm of the Partnership.

Successful collaboration has been the key which turns the promise of educational renewal into meaningful practice. We are proud of the work being accomplished by dedicated educators throughout the university and the partnership districts. Many students, families, and communities have benefited from this 20-year relationship. We are optimistic about its future because of its productive past. Join us in reviewing and celebrating our accomplishments.



**Steven Baugh**  
**Director, CITES**



*20 years*  
*1984-2004*

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*1984-2004*

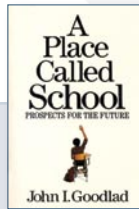
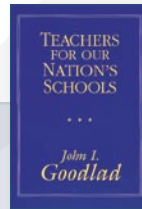
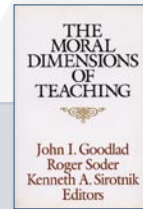
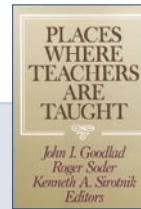


## THE BRIGHAM YOUNG UNIVERSITY-PUBLIC SCHOOL PARTNERSHIP:

*20 Years of Turning Promise Into Practice*

The promise of educational renewal has been a guiding hope for the Brigham Young University-Public School Partnership from its inception. This vision of educational renewal was crafted under the guidance of Dr. John Goodlad and his colleagues.

The BYU-PSP has embraced these promises and transformed them into workable practices, resulting in significant improvement in how teachers and administrators are prepared and how learning is conducted in the schools.

*A Place Called School**Teachers for Our Nation's Schools**The Moral Dimensions of Teaching**Places Where Teachers Are Taught***PROMISES**

Education can be improved through the simultaneous renewal of teacher education and schooling.

Collaborative relationships endure when given a place to endure.

Renewal can be a successful process if all parties are willing to grow into new roles and responsibilities.

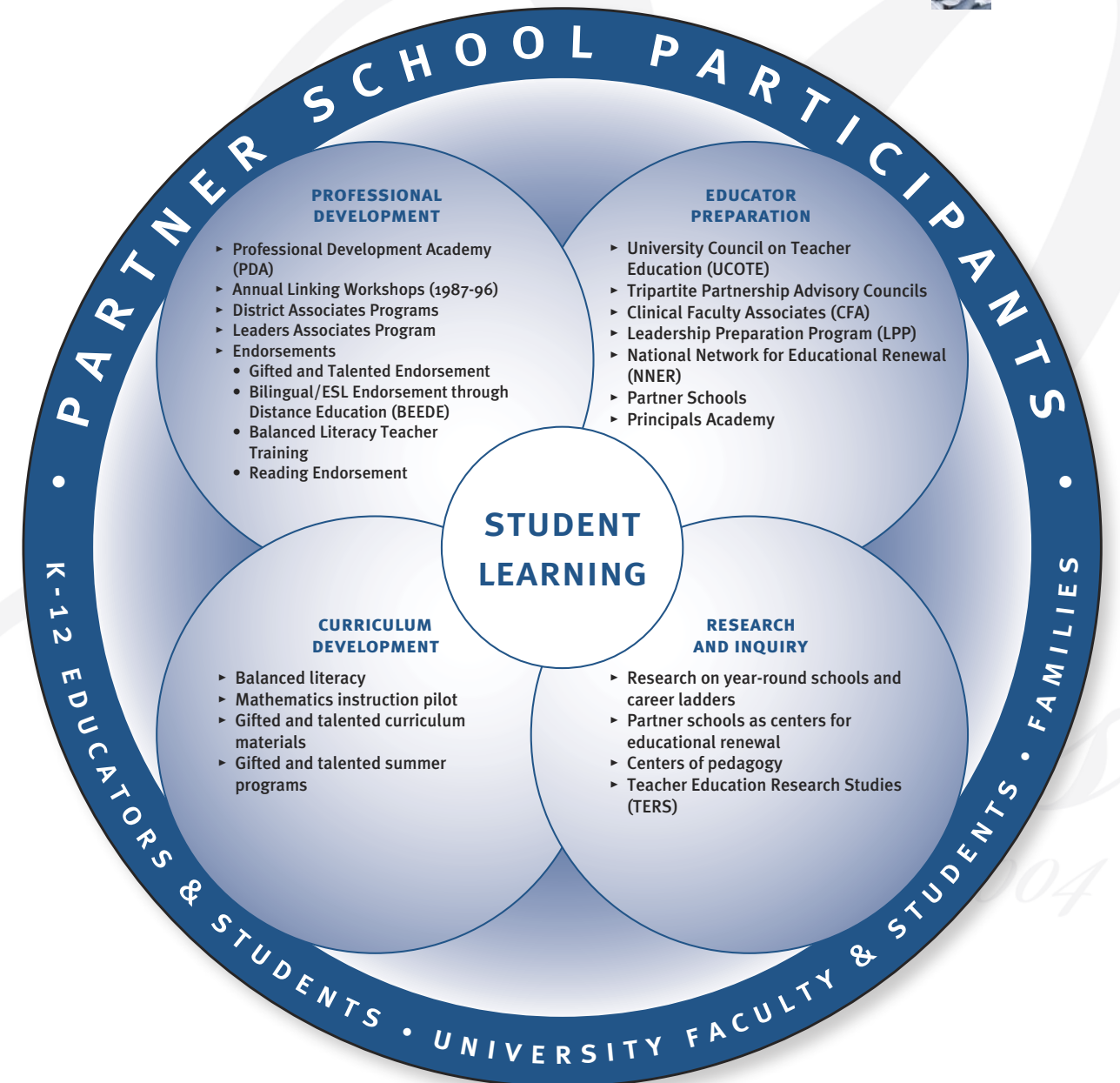
Schools and universities may engage as equal partners in activities that create and sustain good schools and prepare and nurture good teachers.

Centers of pedagogy have the potential to coordinate teacher education across the departments and colleges of the university and sustain collaborative activities with the schools.

Collaboration between public schools and universities is necessary in addressing the "hard-rock" issues of educational improvement.

Education can improve when all stakeholders work together to achieve a shared vision

Public schooling can and must be successful in its primary responsibility: preparing students for democratic citizenship.

**PRACTICES (ACCOMPLISHMENTS)**



## THE PARTNERSHIP'S

*20th Year Celebration*

Governor Olene Walker of the State of Utah proclaimed December 1, 2004 as Brigham Young University-Public School Partnership Day.



Governor Olene S. Walker

## Declaration

**Whereas**, the Brigham Young University David O. McKay School of Education and the Alpine, Jordan, Provo, Nebo, and Wasatch School Districts established an educational partnership in April of 1984, under the direction of Dr. John I. Goodlad, for the purpose of educational renewal;

**Whereas**, 2004 marks the 20th anniversary of the founding of the Brigham Young University-Public School Partnership (BYU-PSP);

**Whereas**, the BYU-PSP was one of the charter members of the National Network for Educational Renewal and has continued to be an active collaborative partnership;

**Whereas**, the Brigham Young University-Public School Partnership serves one-third of the students and one-fourth of the teachers in the State of Utah and prepares one-half of Utah's new teachers annually;

**Whereas**, this partnership has for 20 years collaborated in areas such as teacher and administrator preparation, curriculum development and implementation, research and evaluation, and student learning and achievement, with all partners working together to address common goals so that every child will have access to the finest educational experiences;

**Whereas**, this partnership has sustained the tripartite involvement of the David O. McKay School of Education, the cross-campus departments of the arts and sciences, and the personnel of partnership public schools in planning and providing teacher preparation programs;

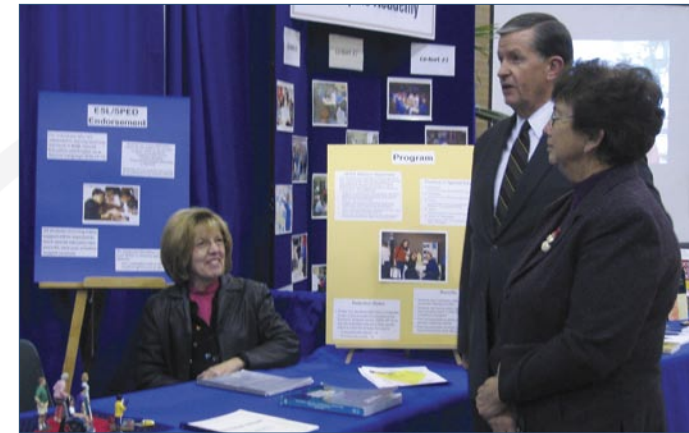
**Whereas**, this partnership remains committed to the Agenda for Education In A Democracy which has a mission to (1) enculturate the young into a social and political democracy (2) provide access to knowledge for all children and youths (3) practice a nurturing pedagogy, and (4) ensure responsible stewardship of schools;

**Whereas**, each partner has complimented and supplemented the other in achieving the goal of serving students, achieving together what could not be achieved alone, collectively working to enhance the quality of education;

**Now, Therefore**, I, Olene Walker, Governor of the State of Utah, do hereby declare December 1, 2004 as

**Brigham Young University-Public School Partnership Day**

*Olene S. Walker*  
Governor



President Samuelson and his wife, Sharon, visit the many booths in the Partnership Fair, representing current collaborative efforts within the Partnership.



Performing groups from the partner districts provide entertainment



The Partnership Gala features a video presentation of the Partnership's history, along with remarks from Richard Young, Newell Dayley, Bob Patterson, and President Samuelson.



## COLLABORATION

*Across the University*

CITES remains a flexible organization, capable of assuming different roles in fostering and sustaining relationships among and between partners. A few representative examples provide evidence of the

trust, collaboration, and shared resources that exist across the colleges of the university as we participate with our partners in the public schools.



## SCIENCE AND ENGINEERING FAIR



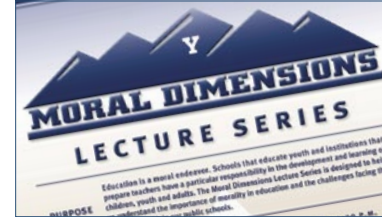
The Central Utah Science and Engineering Fair (CUSEF) is a regional science competition sponsored by Brigham Young University for students in grades 5-12. The goal is to excite students in the Alpine, Jordan, Nebo, Provo, Wasatch and Murray school districts about science by providing a venue where students can present and share the lessons they have learned in their classrooms that have stimulated their own interests and led to discoveries. In 2004 approximately 600 students were selected to advance to the CUSEF from the more than 30,000 participants in Partnership district fairs.

## MATHEMATICS INITIATIVE



The Mathematics Initiative developed from a directive of the Governing Board to conduct a study of the teaching and learning of math. A committee composed of faculty from the Departments of Mathematics, Mathematics Education, Teacher Education, Instructional Psychology & Technology, and Educational Leadership and Foundations, together with specialists from each of the five partner school districts undertook this study. A professional development intervention was created and piloted to help increase teachers' knowledge of mathematics content and pedagogy. Funding was provided jointly by a State of Utah grant and Partnership resources.

## MORAL DIMENSIONS LECTURE SERIES



A series of five lectures were held to increase understanding of the importance of morality in education and the challenges involved with moral issues in our public schools and educator preparation programs. Schools that educate youth and institutions that prepare teachers have a particular moral responsibility.

## PRINCIPALS ACADEMY



The Principals Academy is a two-year program of study, discussion, collaboration, and expert presentations for principals within the Partnership. The focus of this work is to help administrators reculture their schools into professional learning communities in which teachers in grade-level or departmental teams work together to develop common curriculum and assessments, examine data, and collaborate on best practices. This Academy is facilitated by faculty from the Department of Educational Leadership and Foundations in the McKay School of Education, with oversight from an advisory committee composed of principals from each of the Partnership Districts.

## SPECIAL EDUCATION TEACHING ENDORSEMENT



This program assists school districts in Utah in certifying and/or endorsing special education teachers. Coursework is completed on the BYU campus and within participating school districts. The program focuses on preparing competent and moral educators who understand and respond to the needs of diverse students with disabilities and their families.

## PARTNERSHIP ADVISORY COMMITTEES (PAC)



Three tripartite committees function to review licensure program data, make recommendations for improvement, and provide input on program decisions. These committees are: Early Childhood/Elementary (EEPAC), Secondary Education (SEPAC), and Special Education (SPEDPAC). All three help to unite partners with a shared vision, sense of trust, and motivation to improve.

## COLLABORATION

*Across the School Districts*

CITES is concerned not only with the education of new educators, but simultaneously with the renewal of schools and of the educators in the schools. A

few representative examples demonstrate how all partners share responsibility and derive benefits from collaborative decisions and shared priorities.



## ASSOCIATES PROGRAMS



Associates Programs help enculturate practicing educators in the Moral Dimensions of Teaching and the agenda for sustaining educational renewal. Five programs were held in 2004, with over 110 participants representing a mixture from the university's colleges and the public schools.

## PROFESSIONAL DEVELOPMENT ACADEMY



The Professional Development Academy is composed of representatives from each of the partnership districts, the McKay School of Education, and CITES. Functioning under the direction of the Partnership Governing Board, this committee serves inservice educators in the partnership districts and preservice education at Brigham Young University with the goal of promoting simultaneous renewal. The activities of the PDA are of the sort that can be accomplished more effectively by the partnership than by one member alone. Activities such as pilot projects for the benefit of the whole partnership, coursework leading to state endorsements and conferences and institutes for university and public school personnel constitute a large part of the work of the Academy.

## ENDORSEMENTS



Several endorsements have been made available through partnership efforts. The Utah Reading Endorsement offers credentials to inservice elementary and secondary teachers. The Partnership Gifted & Talented Task Force has developed an endorsement for teachers who want to teach classes for gifted students in Utah. The Bilingual/ESL Endorsement through Distant Learning (BEEDE) prepares practicing teachers to help non-native-English-speaking students in the public schools.

## SECONDARY LITERACY INSTITUTE



This Institute involves 55 secondary teachers from all content areas in a two-year study of how to engage students in their subject areas by (1) strengthening the students' ability to read and write for meaning and (2) implementing an inquiry-based approach to content. Teachers in this program undertake curriculum restructuring, participate in teacher research projects, and engage in peer coaching. Dr. Jeffrey Wilhelm, a national authority on secondary literacy, directs the Institute, with assistance from teachers within the partnership districts who act as content area specialists.

## RESOURCE COMMITTEE



Resources are needed to advance the agenda for the improvement of education. Representatives from the school districts, CITES, and the Dean's office seek funds from grants, foundations, and donors, guided by the priorities of the Partnership Governing Board. Current areas of focus include literacy, numeracy, and professional development. Successful grants have been obtained for Writing to Read and Learn, Principals Academy, Math Initiative (Jordan & Mapleton Models) and Early Reading First.

## BALANCED LITERACY



Also known as *comprehensive literacy*, this initiative serves as the framework for reading and language arts instruction throughout the partnership districts. In 2004 the partner districts maintained on-site staff development efforts including monthly inservice meetings for reading coaches, classroom demonstrations of research-based strategies, analysis of benchmark achievement scores on criterion-referenced tests, and district-wide summer conferences.

## LEADERSHIP PREPARATION PROGRAM



This intensive 15-month program has been recognized nationally and regionally for its philosophy of matching practice with theory through an integrative curriculum with full-time administrative internships at all three levels of schooling. In cooperation with local school districts, 17 candidates are selected through a rigorous admissions process that identifies strengths in scholarship, leadership, and citizenship.



PARTNERSHIP FOCUS 2004

Growth of Hispanic Student Population in Partnership Districts

Leadership Associates

As the name implies, the Leadership Associates Program brings together senior leaders (deans, superintendents and their associates) from the university, school districts and members of the State Office of Education twice annually to explore issues of concern. The purpose of these two-day seminars is to examine ways of working together on issues designated as needing priority attention. Not only are collaborative efforts defined but each organization is better informed and prepared to act individually in their own sphere of responsibility to improve teacher education and schooling. One of the priority issues for the Brigham Young University-Public School Partnership in 2004 was the:



Growth of the Hispanic Student Population in Partnership Districts

Hispanics, now the largest minority group in the United States, accounted for one-half of the overall population growth in the U.S. during the year July 2003 - July 2004.

In Utah, Hispanics represent the fastest growing student population, growing at a rate of 3.6 percent compared with the overall population growth of 1 percent. The need in the Partnership has been for more effective teacher preparation in dealing with

student diversity and increasing the ability of our schools to offer quality education for all students. With language and cultural differences as potential barriers to communication and understanding between the schools and non-English households, additional support functions and resources were required. After presentations, readings, panels and group discussions, all Leaders Associates felt committed to improving the current situation. Six months later the partners reported on current practices and expanded services.



CURRENT PARTNERSHIP PRACTICES

Relating to the Growth of the Hispanic Student Population

PROGRAMS

- Culture Awareness Assemblies
- Community School for English as a Second Language (ESL)
- Boys and Girls Clubs After School Homework Classes
- Pacific Islanders' Awards
- Kindergarten Immigrant Summer Program
- Native American Outreach Program
- Back to School Parent Nights for ESL families
- Monthly Native American Nights
- Cradled in Literacy
- High School Credit Recovery Program
- Hispanic Groups
- Summer School with ESL teachers
- Pre-K Summer Programs
- Adult Education ELL Class Offerings
- Bridges Program to connect Hispanic parents with schools and community
- Math, Science, Engineering, and Achievement Program (MESA)
- Gifted Program

SERVICES

- Tutoring at homeless shelters
- Alternative Language Services Department (ALS)
- Hispanic High School Student Para-Educators
- Parent/School Liaisons

- Techniques for Tough Times
- Second Steps Anti-Violence Curriculum
- Examine testing data
- Hire outside consultants
- District At-Risk Department
- Curriculum Department

TRAINING

- Spanish language classes for faculty
- Support of Partnership's ELS Endorsement Program
- Sponsorship in Leaders Preparation Program (LPP)
- Diversity training
- District policy training
- Respecting Ethnic & Cultural Heritage Training (REACH)
- Pathfinders Program for gang prevention
- Service Learning Program
- Connections Program
- Guys Overcoming, Achieving, Leading, and Succeeding Program (GOAL)
- Train parents to be advocates for children

FAMILY OUTREACH

- Home visits to ESL students
- Migrant Education Program Family Services
- Health Night/Mobile dental clinic
- Obtaining appropriate clothing for students

- Translation services for parent/teacher conferences
- Arrange volunteer services for culturally and economically diverse families
- Arrange for Latino role model presentations for students and community

COMMUNICATIONS

- Translation Services
- Document translation in Spanish
- School notices in Spanish and English

LEADERSHIP

- Diversity Advisory Council
- Hispanic Advisory Committee
- Development of plans for dual immersion magnet schools
- Policy making advocate with the Utah State Office of Education
- Informational meeting with legislators
- Planning of Black American activities
- Oversight of ESL and homeless outreach
- Connections Seminars
- Any Town Cultural Awareness Programs
- Interventions for Student Success
- Block Grant Funds





## CITES BUILDS BRIDGES

### *A Center for Professional Development*

Professional development opportunities are needed to help practicing teachers and administrators develop needed skills and knowledge. CITES develops and offers numerous programs and services, including the following:

#### 1. **Conferences:**

- Leadership in the 21st Century Conference:

over 1500 attendees

- "In The Middle of It" Middle School Conference: over 310 attendees
- Secondary Literacy Conference: over 195 attendees

#### 2. **Institutes and academies**

- Secondary Literacy Institute with Jeff Wilhelm: over 110 teachers participated
- Principals Academy:

two cohort groups of 63 administrators

#### 3. **Endorsements**

- State Reading Endorsement: cohort enrollment of 125 teachers in 2004, with 90 completing endorsement requirements
- Gifted & Talented Endorsement: new coursework



### *A Center of Collaboration*

The long-term relationship of CITES with administrative organizations has benefited teacher education and schooling by promoting communities of educators dedicated to collaborative relationships and mutual commitment. CITES has an on-going involvement with the following:

#### 1. **University Council on Teacher Education (UCOTE)**

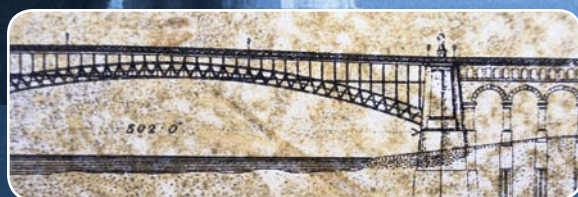
#### 2. **BYU-Public School Partnership Governing Board**

#### 3. **National Network for Educational Renewal (NNER)**

#### 4. **Utah State Office of Education (USOE)**

#### 5. **National Council for Accreditation of Teacher Education (NCATE)**

#### 6. **Partnership Advisory Councils (EEPAC, SEPAC, SPEDPAC)**



### *A Center for Educator Preparation and Research*

CITES encourages and supports inquiry, program and unit evaluation, and student placements as means of understanding and documenting the effectiveness of our programs.

#### 1. **Teacher Education Research Seminar (TERS)**

This group works to build and strengthen the teacher education research community. Faculty share and receive feedback on research

work in progress, as well as on published research, and they explore topics for future research.

#### 2. **Field Services**

This office facilitates the placement of over 800 student teachers and interns each year. Efforts are coordinated with over 30 teacher education programs across campus and with clinical sites in over 120



partnership schools. Out-of-area sites include Houston, Texas; Washington, D.C.; Mexico and the South Pacific.

#### 3. **Educator Preparation Program Unit Assessment**

Members of the CITES office participate in the design, implementation, and management of a new unit wide assessment system for all educator preparation programs across campus.



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Ferrin, S.E. (2004). Students in Higher Education. The 2003 Yearbook of Education Law, Dayton, Ohio: The Education Law Association.

Ferrin, S.E. (2004). Tasks and Strategies of In-house Lobbyists in American Higher Education. International Journal of Higher Education Administration.

Kemppainen, Raija, Ferrin, Scott, B., Ward, Carol J., & Hite, Julie M. (2004). One Should Not Forget One's Mother Tongue—A Qualitative Analysis of Parental Choice of Language-of-Instruction among Russian-Speaking Families in Estonia. *Bilingual Research Journal*, 28(2), 207-228.

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## GRANTS

### David O. McKay School of Education

- Achievement in Reading and Content Learning (ARC), one year at \$298,000, U.S. Department of Education
- Brigham Young University-Public School Partnership Math Initiative at Mapleton Elementary School, one year at \$56,000, Utah State Office 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
- Bilingual/ESL Endorsement through Distance Education (BEEDE), funded at \$900,000 over 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

### Colleges of the Arts and Sciences

- Dissemination and Assessment of Best Practices in Teaching Analytical Reasoning in Biology, \$527,000 over three years, National Science Foundation
- National Center for Engineering & Technology Education, \$1,000,000 over 5 years, National Science Foundation
- The Prado Museum and the Literature It Inspired, \$107,000 for one year, National Endowment for the Humanities
- Earth Science Storybook Project, \$217,000 for three years, National Science Foundation
- Dull Knife Reservation, \$11,350 for three years, Dull Knife College

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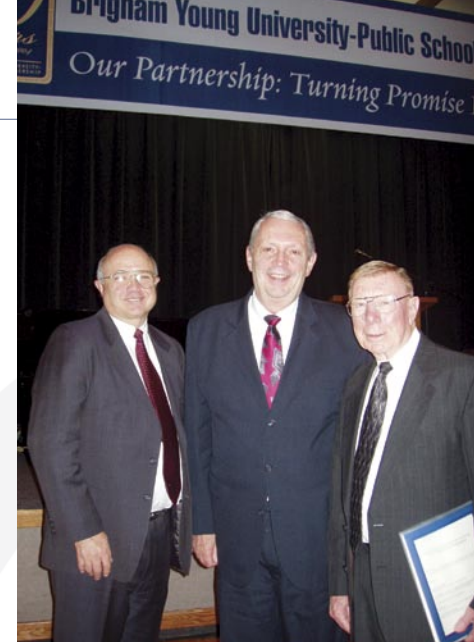
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