



ANNUAL REPORT 2007



AGENDA FOR EDUCATION IN A DEMOCRACY

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MESSAGE FROM THE DIRECTOR

Center for the Improvement of Teacher Education and Schooling

WHEN WE TALK ABOUT THE HEART of an organization and its lifeblood, what do we mean? Generally in referring to the heart of anything we mean its essence, its center of being. The lifeblood is the indispensable vital part that enables it to function.

The heart or vital center of the Brigham Young University-Public School Partnership is the **Agenda for Education in a Democracy** (AED). The lifeblood of the Partnership is renewal. The Agenda provides a plan of action built on a set of beliefs and assumptions about the purposes of education. From it are created the requirements for its structure and functions. It helps us answer fundamental questions:

What is the purpose of education?

What is the purpose of public schooling?

What is the relationship between education and our democratic form of government?

What is the moral and ethical relationship between those who teach and those who are taught?

In this year's edition of our Annual Report we highlight the Agenda for Education in a Democracy

Steven Baugh
Director, CITES



because the foundational ideas of this Agenda guide the thinking and action of the Partnership. The Agenda helps to establish what needs to be done in order to better educate our children and more effectively prepare our teachers and administrators.

The Agenda provides for us the needed standards and framework to think and plan insightfully about complex issues. It helps partners from five public school districts, eight colleges across Brigham Young University, and numerous communities to function as a unified whole. This shared vision helps to unite and empower individuals who are prepared to participate, to contribute.

We invite you to join us in our ongoing process of studying, applying, and evaluating our efforts with the Agenda to improve the preparation of teachers and the conduct of our public schools.





THE AGENDA FOR EDUCATION IN A DEMOCRACY (AED)

The Agenda is essentially a vision of education which identifies the public purposes of schooling in our democratic society. It's a vision that articulates the moral grounding of both how schools should be conducted and how teachers should be prepared.

The essence of an organization or entity may be captured and articulated in a document which serves to communicate and preserve these ideals. A document may be static or dynamic depending on the needs of the organization. The founding fathers of our nation produced a constitution that has provided the basic purposes and structure for our nation yet may be changed based on the will of the people, whose consent is necessary for governance.

The AED provides guidance to university-public school partnerships across our nation engaged in the renewal of schooling and teacher education. The guiding principles provide dynamic opportunities for application. In the Brigham Young University-Public School Partnership this involves eight colleges across the campus and five school districts with over 840 public schools participating. With the benefit of rich community input, the partners engage in an ongoing collaborative process of study, activity, evaluation, and discussion aimed at continuous improvement.

Example of how the AED influences the Educator Preparation Program (EPP) at BYU:

SHARED MISSION

BYU and the McKay School of Education have both considered a blend of academic excellence and moral/ethical character development to be at the center of educating students at the university in general and the teacher preparation program in specific.

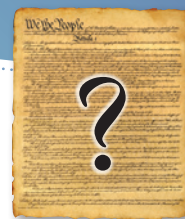
The aims of the university in concert with the **aims of the educator preparation program** provide the foundation for all coursework, field experiences, and culminating activities.

EPP Aims:

- **Enculturation into a Democracy**
- **Stewardship**
- **Access to Knowledge**
- **Nurturing Pedagogy**
- Academic Excellence
- Social Competence
- Meaningful Collaboration

} **BASED
ON THE
AED**





CRITICAL ENCULTURATION

What is the purpose of public education?

The Agenda puts foremost the idea that public education is needed in order to prepare all its members for democratic citizenry. America's democratic system is demanding and complex, and it is difficult to maintain it without citizens equipped with certain kinds of knowledge, skills, and dispositions.

The Agenda asserts that public schools are essential in developing and sustaining such citizens. A second purpose of schooling is for maximum individual development, enabling all youth to fully participate in daily living.

The claim of the Agenda is that not only are schools essential in the development, health, and well-being of our nation's young, but schools are also the only institution we have for rigorously promoting and sustaining our social and political democracy. What other organization can do this in a nation as large and diverse as ours?

en-cul-tu-ra-tion:

The process whereby individuals learn their group's culture, through experience, observation, and instruction.



“Public schooling is the only educative experience shared by almost every single person in a free society. No institution exists in the modern world other than our schools that can begin to fulfill this most essential and fundamental responsibility. Democracy’s tomorrow depends very much on what goes on in classrooms today.”

Goodlad, J. I., Mantle-Bromley, C., & Goodlad, S. J. (2004).
Education for everyone: Agenda for education in a democracy (p. 50). San Francisco: Jossey-Bass.





DEMOCRACY, EDUCATION, AND SCHOOLING

What is the relationship between education, schooling, and our form of government?

Roger Soder, a contributor to the development of the AED, has challenged us to think about the relationship between schooling and democracy by answering the following questions:

Do you want to live in a democracy?

If yes, what does it take to create and sustain a democratic civil society? (See Soder's conditions)

Do you agree that citizens in a democracy must possess skills and dispositions that are different from those of citizens not living in democracies?

If so, where and how are such skills and dispositions to be acquired?

Democracies never just happen. They have to be created, nurtured, and protected or they perish. Citizens of a democratic nation must be concerned with the responsibility of educating future citizens to live in a social and political democracy. Thomas Jefferson once said, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." This responsibility includes helping youth develop the character, competence, and skills necessary for such citizenship.

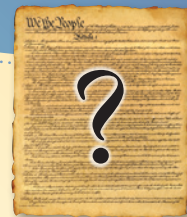
It may be possible that all citizens of our nation are "born free," but are all born wise? How do we become wise enough to ensure the continuation of our democratic way of life? The Agenda asserts that citizens are not born with the necessary democratic traits; they acquire these capacities through education. Schools provide much of the foundation in knowledge and skills necessary to be good citizens.

THE TERM **DEMOCRACY** IS USED BROADLY REFERRING TO A GOVERNMENT OF SELF-RULE WITH THE FOLLOWING FEATURES:

- Elected officials
- Free and fair elections
- Inclusive suffrage
- The right to run for office
- Freedom of expression
- Alternative information
- Associational autonomy

Dahl, R. (1989). *Democracy and its critics*, (p. 221). New Haven: Yale University Press.





The founding fathers considered strong character and moral virtue to be essential to citizenship. Thus the education and training of our youth must be different from the education of citizens under any other type of government. The AED places the responsibility on our schools for fostering in our nation's young the skills, dispositions, and knowledge necessary for effective participation in our social and political democracy.

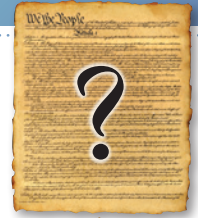


SODER'S CONDITIONS NECESSARY FOR THE FUNCTIONING OF A HEALTHY DEMOCRACY

- Trust
- Exchange
- Social capital
- Respect for equal justice under law
- Respect for civil discourse
- Recognition of the need for E Pluribus Unum
- Free and open inquiry
- Knowledge of rights
- Freedom
- Recognition of the tension between freedom and order
- Recognition of the difference between a persuaded audience and a more thoughtful public
- Ecological understanding

Soder R. (2001). *Education for democracy: The foundation for democratic character*. In R. Soder, J. I. Goodlad, and T. J. McMannon (Eds.), *Developing democratic character in the young* (pp. 182-205). San Francisco: Jossey-Bass.





EDUCATION VS SCHOOLING

What are public schools for in a democratic society?

An important distinction becomes evident when we examine the difference between education and schooling. John Dewey helped us understand that life is a self-renewing process in which the adult members of a group transmit the group's knowledge and customs to its less mature members. This most often occurs when older members communicate habits of doing, thinking, and feeling to the younger members. In the broadest sense, education is taking place all the time, everywhere, and generally in informal ways. Historically the community, the family, and the church have carried this responsibility.

Schooling represents a planned, deliberate or intentional effort to transmit knowledge and customs. It represents human action deliberately taken to prepare youth for adulthood by involving them in those things which are considered essential to the welfare of their society. The purposes of public schools represent what society intends as learning for its youth.

Because a democratic society differs from other types of societies, it looks to its schools to produce a special kind of citizen: a democratic citizen. Over the years education has had many competing goals, and public schools have been expected to do more and more for the education of our young (See Goodlad's list). The task remains for us as a nation to define what we want our children to *learn in a planned, deliberate* undertaking called *school*. Democracy requires a special kind of knowledge, skills, and dispositions as well as a special kind of morality. Schools must prepare children for democratic citizenship not only by what and how they teach, but also by the way in which school is conducted.

WHAT DO YOU BELIEVE?

If asked what I believe the primary purpose of public schooling to be, I would say it is to

- a) teach children basic skills such as reading, writing, and arithmetic,
- b) help children acquire knowledge so that they can get a good job,
- c) help children become effective citizens of our nation,
- d) do everything they can to help a student academically, socially, vocationally, emotionally, and physically, or
- e) other





EXAMPLE OF THE DIFFERENCE IN EDUCATIONAL NEEDS FOR DEMOCRATIC CITIZENS:

In a democracy citizens must be willing and able to take on the responsibilities of self-governance. In today's world self-governance requires a literate citizenry. Literacy is an important skill with unique implications in a democracy. For example, literacy in a democracy requires

such skills as critical inquiry; knowing how to ask questions and what kind of questions need to be asked in a given circumstance; knowing how to evaluate the legitimacy and accuracy of an argument and the data that accompany it, to view issues from a variety of perspectives, and to evaluate the implications of a given text, read between the lines, and recognize and understand the unstated, the omitted, the subtext. (Goodlad, Mantle-Bromley, & Goodlad, *Education For Everyone*, pp. 8-9)

To be an educated citizen requires a more complex kind of literacy. Similar complexity is necessary in content areas as well, also with skills and dispositions.

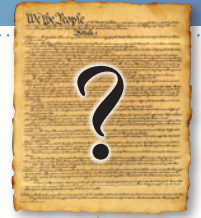


TWELVE GOALS OF AMERICAN SCHOOLS

John Goodlad, through his research of schools nationwide, identified 12 goals that American schools are generally expected or required to assist students to reach:

1. Mastery of basic skills or fundamental processes
2. Intellectual development
3. Career education
4. Emotional and physical well-being
5. Enculturation
6. Interpersonal relations
7. Autonomy
8. Citizenship
9. Creativity
10. Self-realization
11. Self-concept
12. Moral and ethical character

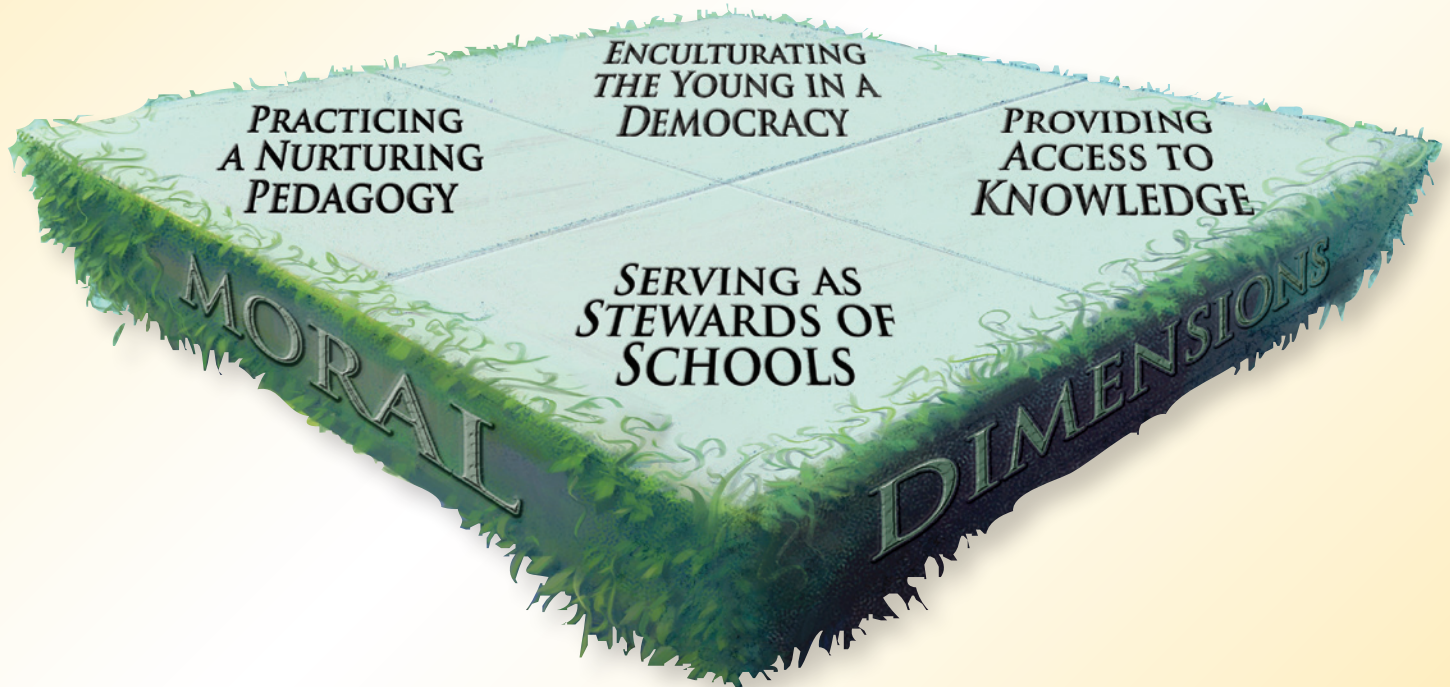




PURPOSES OF THE AGENDA FOR EDUCATION IN A DEMOCRACY

What should be the purposes of our public schools?

In addition to enculturating youth in a social and political democracy the AED articulates three other purposes for public schooling.



Artwork by Bryan Beaux Beus



ACCESS TO KNOWLEDGE FOR ALL CHILDREN AND YOUTH

Youth must have access to those understandings and skills required for satisfying and responsible lives. One of the unalienable rights identified in the Declaration of Independence is the right of all to “the pursuit of happiness.” If schools are to allow for maximum individual development in pursuit of what would be for each individual the “good life,” they must provide access to knowledge that is in no way impeded by factors irrelevant to learning, such as race, religion, ethnicity, gender, or wealth. How can we ensure that all students have access to the teachers, materials, and ideas they need in order to learn?

Prevalent deficiencies in our school systems include slapdash distribution of knowledge in the curriculum, limited instructional range of teachers, misperceptions about the distribution of ability among students, and organizational arrangements that have prejudicial consequences. Linda Darling Hammond reflected, “What students have the opportunity to learn is typically a function of where they live, what their parents earn, and the color of their skin” (*The Right to Learn*, 1997, p. 264).

Access to knowledge is important in developing a person’s intellectual and social skills and abilities in preparing that person to embrace the human experience.

.....

“The school is the only institution in our society specifically charged with providing to the young a disciplined encounter with all the subject matters of the human conversation: the world as a physical and biological system; evaluation and belief systems; communication systems; the social, political, and economic systems that make up the global village; and the human species itself . . . [Teachers] must be diligent in ensuring that no attitudes, beliefs, or practices bar students from access to the necessary knowledge.”

(Goodlad, Mantle-Bromley, & Goodlad, 2004)

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Examples of Partnership initiatives supporting access to knowledge:

- Balanced Literacy Initiative
- Endorsements
- Achievement in Reading Comprehension (ARC)
- Mathematics Initiative
- Special Education Teaching Endorsement
- Teacher Education Research
- Science & Engineering Fair
- Secondary Literacy Institutes
- Conferences





A NURTURING TEACHER-STUDENT CONNECTION

Another mission of the AED concerns the relationship between the teacher and the taught—ideally the practice of nurturing within the art and science of teaching. The teacher-student relationship is a moral encounter because students do not freely choose to be in public school. Their motivation and desire for learning may not be congruent with the aims of the school, and congruency cannot be forced or dictated. Teachers must be sensitive and caring, recognizing the individual nature of each student, but they must also make many decisions with the group or class interests in mind. Doing so can lead to dilemmas and tough decisions. Teachers have a moral responsibility because decisions they make can have a significant impact on the child. Teachers must possess both knowledge and moral sensitivity.

Consider these possible teacher-student dilemmas posed by Goodlad et al.:

1. Does the child who was absent for illness have a greater right to make up time with a teacher than does the child whose parents simply kept him or her out of school?
2. Time to learn is an exceedingly important factor in students' accomplishments, but how much additional time for one student is warranted when the rest of the class is ready to move on?
3. Is it all right to deny a particular student his interest in drawing when he does not finish his arithmetic?

.....

"The moral responsibility of educators takes on its most obvious significance where the lives of teachers and student intersect . . . The epistemology of teaching must encompass a pedagogy that goes far beyond the mechanics of teaching. It must combine generalizable principles of teaching, subject-specific instruction, sensitivity to the pervasive human qualities and potentials always involved."

(Goodlad, Mantle-Bromley, & Goodlad, 2004)

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Examples of Partnership initiatives supporting nurturing pedagogy

- BYU/ESL Endorsement through Distance Education Program
- Professional Development Academy (PDA)
- BYU A.R.T.S. Partnership
- Positive Behavior Support Initiative (PBSI)
- Clinical Faculty Associates (CFA)





RESPONSIBLE STEWARDSHIP

The final purpose of the AED is ensuring responsible stewardship of the schools. Our schools must be places of renewal, and the teachers and administrators in them must be purposefully engaged in the renewal process. All participants must be as committed to the welfare of the whole as to themselves. All must take initiative for needed change and actively engage with the community in making important decisions. Educators derive satisfaction knowing they have had a part in enabling youth to more fully participate in our democracy. Wilma Smith has written,

Stewards actively direct affairs to safeguard and improve something precious, and in that process, they earn a sense of fulfillment and distinction. The sense of fulfillment that comes from being moral stewards of the schools grows from educators' knowing that they have a part in enabling young people to create a better tomorrow for our democracy as they participate fully in the human conversation (*Leadership for Educational Renewal*, 1999, p. 180).



Examples of Partnership initiatives supporting Stewardship:

- Associates programs
- University Council on Teacher Education (UCOTE)
- Tripartite Partnership Advisory Committees (PAC)
- Principals Academy
- BYU-Public School Partnership Governing Board





PARTNERSHIP INITIATIVES



Achievement in Reading and Content Learning (ARC)

The third and concluding year of ARC has continued its aim of increasing reading comprehension by strengthening teachers' abilities to provide research-based literacy strategies in large and small groups, with additional supplemental instruction for the lowest performing students. Teachers improved their explicit daily instruction in vocabulary, fluency, and comprehension. They developed skills in graphically depicting the text structure of nonfiction passages with follow-up summary writing.

Approximately 1,000 fourth and fifth grade students in the Partnership participated in the project this year.

Project SEEL Professional Development

During the 2006-2007 school year Project SEEL (Systematic and Engaging Early Literacy Instruction) focused on identifying professional development methods and strategies that would equip kindergarten teachers with the skills and background necessary to effectively implement the SEEL Framework (curriculum and instructional processes). Project SEEL personnel worked closely with kindergarten teachers during

workshop and co-planning team meetings. They also undertook further development of a SEEL manual and accompanying website to provide teachers with the necessary support to implement SEEL instruction in their individual classrooms. Professional development models such as SEEL have the potential to support teachers as they strive to provide very young children with the most effective early literacy instruction and prepare them for success as they enter the primary grades.



Mathematics

Mathematical understanding rather than arithmetic computation should be the primary learning objective of math instruction. Mathematical understanding includes developing accurate and efficient computation skills, thinking and reasoning about mathematical concepts and operations, solving problems in real world situations, and gaining ability to communicate using multiple representations. *Comprehensive Mathematics Instruction* (CMI) is a professional development model that is school based and delivered to a school's faculty over two years in 2-3 hour bi-weekly sessions. CMI focuses on deepening teachers' mathematical understanding and developing their ability to implement guided-inquiry pedagogy to develop their students' mathematical understanding. Schools in the Alpine, Provo and Wasatch districts are in their second year of professional development in CMI, and schools in the Jordan and Nebo districts are in their first.





BYU A.R.T.S. Partnership Arts Reaching and Teaching in Schools

“Every Child, Every Art” is the motto for this initiative. Over 18,000 children in 108 schools benefited from programs sponsored during this first year of implementation. Four professional development programs provided instruction and experiences in development of the arts and arts integration. Two hundred people attended a 3-day summer conference where the arts training included connections to literacy instruction. In the Arts Academy, 24 teachers received 10 days of arts education training in preparation for acting as advocates and leaders at their schools. Five BYU dance and theatre students taught side by side with elementary classroom teachers, integrating an art form across the curriculum. The A.R.T.S. Partnership also offered arts training for many of the BYU interns working in the public school partnership.

BYU arts education faculty and literacy faculty meet regularly to collaborate on instructional connections for the purpose of maximizing instruction of elementary teaching candidates.



PBSI

2006-07 was a busy year for the Brigham Young University-Positive Behavior Support Initiative (BYU-PBSI). Staff were involved in a variety of professional presentations at local (Council for Children with Behavior Disorders), national (Teachers Educating Children with Behavior Disorders) and international (Association for Positive Behavior Support) conferences. Two articles were published or are currently in press in professional journals, and eight others are currently under review for publication. This is the final year of a five-year U.S. Office of Special Education Grant implemented in two secondary schools in Nebo School District. A new U.S. Department of Education, Office of Safe and Drug Free Schools, school-based mentoring grant was written collaboratively by CITES and Nebo School District and submitted in May of 2007. Several new products are under development, including computer-based professional development training modules, a new training manual, and an innovative “book in a bag” approach to social skills training of elementary school children.





ASSOCIATES PROGRAMS

Associates programs are the primary means sponsored by CITES for engaging practicing educators in the AED. Several types of programs are offered throughout the Partnership with a common focus on understanding and applying the Agenda. Programs provide participants from the public schools and the university with opportunities to read, discuss, listen, share viewpoints, and plan for change and future action. Meeting regularly over a period of time allows educators to build important relationships and establish friendships. Opportunities to exchange ideas, experiences, and passions create a culture of collaboration based on the common Agenda. Focused explorations of the moral dimensions of teaching provide a needed vocabulary that allows for deeper understanding and contemplation on what is possible in furthering the Agenda.

LEADERS ASSOCIATES

As the name implies, the Leaders Associates brings together senior leaders (deans, superintendents and their associates) from the university, school districts, and State Office of Education twice annually to explore issues of concern. The purpose is to examine ways of working together on issues designated as needing priority attention. Past issues have included the growth of the Hispanic population in Partnership districts, poverty, professional learning communities, and assessment.

DISTRICT ASSOCIATES

Each district sponsors in collaboration with CITES a year-long program involving educators from both the public schools and the university. Major topics include the moral dimensions of teaching and ways to become agents of change. Common readings serve as the basis for much of the discussion, and time is provided for application and reflection.

LITERACY ASSOCIATES

Balanced literacy has been a priority initiative in the Partnership for over 10 years. The Literacy Associates program is an action-oriented group with its principal interest in the implementation and impact of partnership efforts in regard to literacy. This group is committed to the idea that democracy demands a special kind of literacy. Participants include district literacy specialists, teacher education faculty, an associate dean, and CITES.

SCHOOL-BASED ASSOCIATES

A number of schools have organized their own yearly agenda of study and discussion appropriate for their own needs. Such efforts help to create a common culture in the school and promote stronger relationships among faculty and staff, thus promoting greater unity in achieving its purposes.



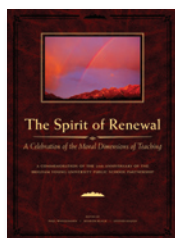


ASSOCIATES RESOURCES

Essential to the discussions in the District Associate programs are several core publications. Materials from these publications are read and discussed; these resources can be utilized by individuals or groups in furthering understanding of the Agenda.



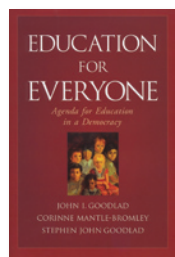
Change Forces: Probing the Depths of Educational Reform (1993).
Michael Fullan. Falmer Press, Philadelphia.



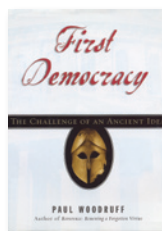
The Spirit of Renewal: A Celebration of the Moral Dimensions of Teaching (2006).
Edited by Wangemann, Black, & Baugh. ProLogic, Orem, Utah.



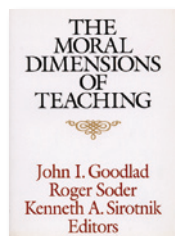
Bowling Alone (2000).
Robert D. Putnam. Touchstone Book, New York.



Education for Everyone (2004).
John I. Goodlad, Corinne Mantle-Bromley, & Stephen J. Goodlad, Jossey-Bass, San Francisco.



First Democracy (2005).
Paul Woodruff. Oxford University Press, New York.



The Moral Dimensions of Teaching (1990).
Edited by Goodlad, Soder, & Sirotnik. Jossey-Bass, San Francisco.





AED SCHOLARS

This year a number of educators from 16 different states were selected as the first group of Agenda for Education in a Democracy Scholars. These educators have helped to teach, research, and prepare materials that help to communicate the message of the AED and engage others in this important work. The BYU-Public

School Partnership is pleased to announce that four of those selected are part of our Partnership. These four individuals help ensure that our Partnership is a renewing organization and that we are continuing to address the challenging questions and advance the AED.



Steven Baugh, Brigham Young University,

selected while serving as Executive Director of the Partnership and Director of CITES, has contributed in the following categories:

- Developing leaders who are committed to a deeper understanding and implementation of the principles of the AED
- Strengthening P-12 school curriculum and instruction with particular attention to supporting new teachers
- Improving community engagement



Barry Graff, Alpine School District, selected from the School District Leaders category, has contributed in the category of

- Developing leaders who are committed to a deeper understanding and implementation of the principles of the AED



Vernon Henshaw, Alpine School District, selected from the School District Leaders category, has contributed in the category of

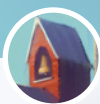
- Developing leaders who are committed to a deeper understanding and implementation of the principles of the AED



John Rosenberg, Brigham Young University, selected from the Arts & Sciences category, has contributed in the following categories:

- Developing leaders who are committed to a deeper understanding and implementation of the principles of the AED
- Strengthening education for indigenous and ethnic minority populations





GOVERNING BOARD



GOVERNING BOARD left to right: Randy Merrill, Superintendent, Provo School District; Chris Sorensen, Superintendent, Nebo School District; Steven Baugh, Executive Director; Vernon Henshaw, Superintendent, Alpine School District; Barry Newbold, Board Chair, Superintendent, Jordan School District; Richard Young, Dean, David O. McKay School of Education, BYU; Terry Shoemaker, Superintendent, Wasatch School District.



NEW FACES AT CITES



Steve Leatham,
Special Projects



Tiffany Hall,
Professional
Development Academy

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