

2011 ANNUAL REVIEW

CENTER FOR THE IMPROVEMENT OF TEACHER EDUCATION AND SCHOOLING
BRIGHAM YOUNG UNIVERSITY-PUBLIC SCHOOL PARTNERSHIP
DAVID O. MCKAY SCHOOL OF EDUCATION
BRIGHAM YOUNG UNIVERSITY



ENSURING THAT
EVERY STUDENT LEARNS

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Envision, Embrace, and Execute



Steven Baugh
Director, CITES

Key to understanding any organization's true purpose is to examine its aspirations. The Brigham Young University-Public School Partnership aspires to ensure that every student learns.

Can an educational partnership composed of a university and five public school districts actually ensure that every student learns? Is this aspiration unrealistic? To the old saying that you can lead a horse to water but you cannot make him drink some educators add "but you can salt the oats." Under the right conditions, a horse will want to drink and a child will want to learn. Being more complex than a horse a child needs to feel safe and supported in the learning process, be able to recognize success in classroom endeavors and experience joy in the learning experience.

We believe that to provide ways for every student to learn, effective partnerships must **envision** a better future, **embrace** ideas and commitments in ways that unify the partners, and **execute** its plans and ideas in ways that successfully transform its vision into practice.

The Leaders Associates







Essential in the process of moving the Partnership's vision to execution is the Leaders Associates program. This series of semi-annual two-day sessions brings together senior leaders (deans, superintendents and their associates) from the university, the school districts, and the State Office of Education to explore issues that affect our ability to ensure that all students are learning.

In this edition of our Annual Review we examine the role and contribution of the Leaders Associates in maintaining a focus on student learning notwithstanding the variation in size, degree of complexity, and amount of diversity among the partners. The story of this group and its accomplishments is a story of learning together, re-creating ourselves, and ultimately expanding our capacity to create the future. We call this process "simultaneous renewal."

With its formal inception in 1984, the BYU-Public School Partnership has brought into close collaboration the Alpine, Jordan, Nebo, Provo, and Wasatch School Districts with the Brigham Young University.

The Partnership Organization and Governance



The Partnership is regulated by a governing board consisting of the five district superintendents      and the dean of the School of Education. 

A number of supportive committees strengthen the joint efforts of the partners to improve the preparation of educators and the practices of schooling. Such committees include the University Council on Teacher Education **UCOTE**; a variety of Partnership advisory committees—for elementary education **EEPAC**, secondary education **SEPAC**, and special education **SPEDPAC**; along with the Professional Development Coordinating Council **PDCC**. The PDCC provides professional development through conferences, institutes, endorsements, and academies such as Arts Academy and Principals Academy.

The Leaders Associates Program Provides Continuous Development for Educational Leaders

All members of the Partnership need to be continually gaining new knowledge and improving skills. Those with leadership responsibilities require comparable aspects of renewal along with the added demands of their leadership roles. Because leaders must be able to think insightfully about complex issues, being able to tap into the thinking and experiences of others with similar vision is of particular value. The Leaders Associates Program provides both time and space for senior leaders to learn and think together.

The learning contexts offered to these senior leaders include common readings, guest speakers, and many discussion opportunities. Participants exchange ideas, share experiences, and compare passions in a culture of collaboration based on their shared vision. The collaborative efforts of partnership leaders are always focused on the learning of the students (both university and public school), and on the professionals who engage these students.

Although these two-day sessions may involve multiple topics or issues, each is organized around a theme of particular relevance to the group. Past themes that will be explored in this publication include:

- T** The Art and Science of Teaching (pages 6-7)
- L** Learning (pages 8-9)
- A** Assessment (pages 10-11)
- C** Citizenship and Learning Skills for the 21st Century (pages 12-13)
- D** Diversity (pages 14-15)



Keys to the Success of the Leaders Associates

How does the Leaders Associates go about ensuring that all students are learning?

e¹

First, effective places for learning must be **envisioned**. In the Leaders Associates shared readings, influential speakers, and open discussions contribute to creating and shaping a common vision.

e²

Second, because resources must be acquired and employed properly with competent individuals to carry out the important work required, members of the organizations must be prepared and committed, and they must **embrace** the shared vision. Leaders Associates prepares senior leaders who are able to carry out their action through their organizational teams and spread the learning throughout their organizations.

e³

Third, systems of support and communications must be in place to ensure opportunities for feedback and correction, culminating in renewal. Leaders Associates provides time and space to compare **execution** to vision and plan.



Partnership renewal comes about as the process of envisioning, embracing, and executing repeats itself.



Conditions of the Leaders Associates Essential to its Success

- ▶ **Inclusive leadership:** Leaders from all the partner organizations are involved and viewed as equals.
- ▶ **Group learning:** Learning occurs as partners desire to learn things they care about.
- ▶ **Shared vision:** Organizational vision is created in collaboration, not isolation.
- ▶ **Strategic planning:** People need strategies to pursue a vision.
- ▶ **Collaboration:** Positive results come from considering the perspectives of all partners.
- ▶ **Renewal:** Continuous progress requires individual and organizational change.
- ▶ **Accountability for the vision:** All partners are invested and responsible.
- ▶ **Ultimate goal:** All progress and contributions add up to ensuring that every student learns

To ensure that every student learns, educators must attend to what is taught, why it is taught, how it is taught, and what competence or mastery looks like. Educators need to be prepared to enable all students to achieve to their greatest potential.



Research to Improve Instructional Practices

K. Richard Young, Dean, David O. McKay School of Education

There are five activities that help us extend the benefits of research to improving our instructional practices.

- 1 Our faculty and students conduct rigorous research regarding issues of consequence affecting the education of children and youth and the preparation of educators to be powerful agents of change.
- 2 As educators we contribute powerful ideas and solutions to significant issues in the field of education.
- 3 We convert research of consequence into practice by creating products for educators, families, and communities worldwide.
- 4 We create systematic implementation models to generate learning environments of great potential.
- 5 We disseminate what we have learned and produced in this process.

Partnership Aspiration

Good educational research helps make improvements in the quality of education.

Partnership Aspiration

In order to extend the reach of the human teacher we must recognize all of these technologies of instruction and differentiate them in our thinking from the hardware and software.

THE ART AND OF



Teaching as a Technology

Andrew Gibbons, Department Chair,
Instructional Psychology and Technology

All instruction involves the application of some kind of technology; the term or concept is not limited to computers and software. We use four technologies to promote learning:

- 1 **Social means:** We are constantly learning from and with other people.
- 2 **Teacher skill:** Skillful teaching—the deliberate use of instructional abilities and gifts, not reliance on packaged programs—is in fact a practice that diverts and channels natural learning forces.
- 3 **Spiritual sources:** The tools of spiritual influence include acting as a moral example, appealing to sacred writings, pondering, exhorting, exercising principles, storytelling, mentoring, invoking divine aid through prayer, involving the power of music, and sharing personal experiences—all of which can enhance learning.
- 4 **Hardware and software:** These tools can amplify the other technologies which give instruction its power to reach the human mind and heart.



Arts in Education and Arts as Education

Stephen Jones, Dean, College of Fine Arts
and Communications

The arts foster unique ways of knowing that help students develop unique ways of being: being creative, being able to express themselves, being able to collaborate, being confident, being genuine, being sensitive, being able to listen, and being capable of developing both skill and judgment.

Instruction in the arts is vital and necessary for the following reasons:

- 1 The arts develop judgment and wisdom through vicarious experiences involving agency and its consequences,
- 2 The arts foster unique and authentic ways of learning and retaining knowledge,
- 3 The arts develop identity through self-expression,
- 4 The arts foster personal and community renewal,
- 5 The arts encourage creativity and collaboration.

Partnership Aspiration

The arts help students learn what it means to be human. They are a critical part of a complete education. They affirm our being, and we must affirm their role in education.



Empathic Educators

Paul Woodruff, professor, The University of Texas at Austin

Teachers want students to pay attention to them; should teachers likewise pay attention to students?

- 1 In order to pay attention to people we must care about them and have empathy for them.
- 2 Empathy is needed for both those we disagree with and those on the other sides of power relations, such as between teacher and students.
- 3 Without empathy there can be no understanding of people. Empathy involves emotion, and emotion depends on knowledge.

Partnership Aspiration

Teachers must get to know their students and use empathy to understand them.



Understanding how learning occurs has implications for our approaches to teaching, curriculum, and assessment. It helps us appreciate the importance of the decisions we make on what is taught, how it is taught, and how learning is assessed—as all are significant in helping all students learn.



Professional Learning Communities

Richard and Rebecca DuFour and Robert Eaker,
authors and educational consultants

The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.

- 1 Learning communities are committed to a shared mission, vision, and values. They embrace learning rather than teaching as their school's mission.
- 2 The engine for improvement, growth, and renewal is collective inquiry.
- 3 The basic structure of a PLC is a group of collaborative teams that share a common purpose.
- 4 PLCs emphasize action, experimentation, continuous improvement, and results rather than intentions.

Partnership Aspiration

To promote learning effectively in school settings, PLCs must grapple with four significant questions: (1) What is it we expect all students to learn? (2) How will we respond when they do not learn? (3) How will we know when each student has mastered the essential learning? (4) How will we deepen the learning for students who have already mastered essential knowledge and skills?

LEARNING



Teaching for Civic Preparation Enhances Learning

Gary Daynes, professor and administrator,
Westminster College

Schools have a public purpose. That purpose is not just to talk about the public realm or to offer a class or two in civics; it is to provide students with a combination of civic knowledge and skill. Students can learn and be assessed on the following:

- 1 Education based on developing civically engaged students deepens those students' understanding of their course contents, whether mathematics, history, science, or English. The evidence of learning is quite clear—active, hands-on education is the most powerful way to help students gain, retain, and apply knowledge.
- 2 Public-minded education also leads to the development of civic knowledge, skills, and behaviors in students and the community. They just don't learn about it, they experience it, developing the habits that would allow them to be active, informed citizens in their own communities.





Response to Intervention (RtI)

George Batsche, professor, University of South Florida

RtI is the practice of (1) providing high-quality instruction and/or intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. The BYU-PSP uses the term Tiered Systems of Support (TSS).

- 3 Public learning projects help all of the institutions in the system of education solve problems in a democratic fashion. In a democracy, problem-solving skills are necessary if we hope as communities to come to some sort of working agreement about what is good and moral.
- 4 Civically engaged education ultimately adds to the civic infrastructure—the network of organizations, friends, and citizens who ensure that education serves both private and public ends.

Partnership Aspiration

Civically engaged education helps students both learn and improve their communities.

- 1 TSS is about managing the gap between students' current level of performance and what is expected (benchmark, standards, or goals).
- 2 Teachers must understand how big the gap is between current performance and expected performance and how much time is available to close this gap.
- 3 The priority issue is to identify students at risk for failure before they fail. Screening, intervention, and progress monitoring are key.
- 4 Levels of intervention can be determined by the rate of growth necessary to close the performance gap of the student.
- 5 Obstacles to successful implementation of TSS include insufficient teacher training, lack of resources, and the lack of data, knowledge, and skills for tracking and charting progress.

Partnership Aspiration

Student performance is influenced most by the quality of interventions schools deliver and the effectiveness of delivery, not by a score that predicts a student's capability level.



Assessment is crucial for helping every student learn. Used properly, assessments provide needed feedback and correction, and they guide further learning for both students and teachers.

A

Accreditation and Standards Promote Learning

- 1 The purpose of accreditation is to ensure that university programs are preparing competent, caring, and qualified professional educators and school districts are conducting education so that every child is learning.
- 2 All courses, experiences, and assessments are aligned to standards or learning outcomes that define highly qualified professional educators.
- 3 Evidence must be gathered that represents student learning and achievement of program goals or outcomes.
- 4 Data from both internal and external sources are used to indicate how well students, programs, and the schools are doing.

Partnership Aspiration

Data are critical in providing needed feedback and direction for students' progress as well as for evaluating and making improvements in the school, including its programs, courses, teaching, and field experiences.

ASSESSMENT



How Do We Know Students Are Learning?

Linda Suskie, Middle States Commission
on Higher Education

- 1 The most important purpose of assessment should be not merely improvement or accountability but our common aim: Everyone wants students to get the best possible education. Everyone wants students to learn what's most important. We need to bring our work on teaching, learning, and assessment together.
- 2 Assessment should be conducted to make sure not only that students learn what's important, but that their learning is of appropriate scope, depth, and rigor. Three questions should be answered through assessment:
 1. What have our students learned?
 2. Are we satisfied with what they have learned?
 3. If not, what are we doing about it?
- 3 Assessment should also help us understand and evaluate how we spend our money. As stewards, we have an obligation to use our resources prudently, in ways that we are reasonably sure will be both successful and reasonably cost effective. We should ask "why" questions such as: Why are we assessing this particular goal and not others? And has it been valuable in proportion to the time and money we've spent on it?

Partnership Aspiration

Now is the time to move our focus from assessment to learning. Now is the time to bring these common purposes of assessment to the forefront.

D Using Student Data to Support Instructional Decision Making

National Center for Education Evaluation and Regional Assistance

- 1 The use of achievement data is central to how educators evaluate their practices and monitor student academic progress.
- 2 The chart to the right lists recommendations for using data to make instructional decisions.

Partnership Aspiration

With data, educators can make instructional changes aimed at student improvement:

1. *Prioritizing instructional time*
2. *Tailoring instruction and interventions for students who are struggling*
3. *More easily identify individual students' strengths and design instructional interventions to help students to continue to progress*
4. *Gauging the instructional effectiveness of classroom lessons*
5. *Refining instructional methods*
6. *Examining school data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses*



Checklist for carrying out the recommendations

RECOMMENDATION 1.

Make data part of an ongoing cycle of instructional improvement

- ☐ Collect and prepare a variety of data about student learning
- ☐ Interpret data and develop hypotheses about how much to improve student learning
- ☐ Modify instruction to test hypotheses and increase student learning

RECOMMENDATION 2.

Teach students to examine their own data and set learning goals

- ☐ Explain expectation and assessment criteria
- ☐ Provide feedback to students that is timely, specific, well formatted, and constructive
- ☐ Provide tools that help students learn from feedback
- ☐ Use students' data analyses to guide instructional changes

RECOMMENDATION 3.

Establish a clear vision for schoolwide data use

- ☐ Establish a schoolwide data team that sets the tone for ongoing data use
- ☐ Define critical teaching and learning concepts
- ☐ Develop a written plan that articulates activities, roles, and responsibilities
- ☐ Provide ongoing data leadership

RECOMMENDATION 4.

Provide supports that foster a data-driven culture within the school

- ☐ Designate a school-based facilitator who meets with teacher teams to discuss data
- ☐ Dedicate structured time for staff collaboration
- ☐ Provide targeted professional development regularly

RECOMMENDATION 5.

Develop and maintain a distributed data system

- ☐ Involve a variety of stakeholders in selecting a data system
- ☐ Clearly articulate system requirements relative to user needs
- ☐ Determine whether to build or buy the data system
- ☐ Plan and stage the implementation of the data system

Education helps prepare students for lives of moral and civic responsibility, and for achieving success in a rapidly changing world. Citizens and workers increasingly need preparation in citizenship for the knowledge and skills to succeed in the world.



Global Literacy

Paul Sandrock, State Consultant for World Languages,
Wisconsin Department of Public Instruction

- 1 Elements of Global Literacy (see list below).

Partnership Aspiration

American students need to study global cultures, global challenges, and global connections, at all grade levels and across all subjects. Educators must strive to develop global literacy in all students.

CITIZENSHIP AND FOR THE



GLOBAL LITERACY (Paul Sandrock)

Educators must strive to develop students' global literacy in these areas:

Communication

The first language of children gives them a strong identity. It opens a world to them, as it enables them to reason and express themselves in their first community. As students learn other languages, beginning in elementary school, they acquire means for global understanding, future jobs, and influence within a broader global community.

Citizenship

Children begin as citizens in their home community. As they live in the community and attend school, they are introduced to local and regional history and geography, as well as to the natural environment. As they mature, they understand that civic duty includes a deep understanding of national and world affairs and their impact on issues such as economic development and environmental stewardship.

Careers

The globe is constantly shrinking through travel, high-speed data transfer, and instant communication technologies. This brings great opportunities, but only if students can function within an ever changing global job market. Students need to apply critical thinking and problem-solving skills in all areas of the curriculum ranging from the sciences, technology, engineering, and mathematics to the arts and humanities.

Culture

Artistic expression through literature and the performing arts has always defined a nation's humanity. As they become global citizens, young people need flexibility and creativity to work across cultures in fields such as architecture, film and media, fashion, and design. Students need genuine experiences living, studying, and working within cultures different from their own home community.

Community

Getting to know people in other parts of the world through communication, commerce, and culture creates understanding as well as respect. The health of every community, small and large, is strengthened as students learn to see issues through the eyes of others.



The World is Flat

Book by Thomas Friedman, author and columnist



Civility: Creating Extraordinary Citizens

Gary Daynes, professor and administrator,
Westminster College

In the process of helping students become civically engaged, schools tend to focus on a certain definition of citizenship focusing on duty—voting and serving—representing what is expected of the ordinary citizen.

Schools can do things that help evoke extraordinary citizenship in students: i.e., to develop students who do the things ordinary citizens do but in addition are willing when faced with a moment of great potential import to take enormous action for what they see as the good.

Schools can do the following:

- 1 Use real stories of citizenship,
- 2 Give students open-ended, complex problems to solve,
- 3 Encourage the development of moral skill, moral will, and moral freedom in objective, content, and assessment.

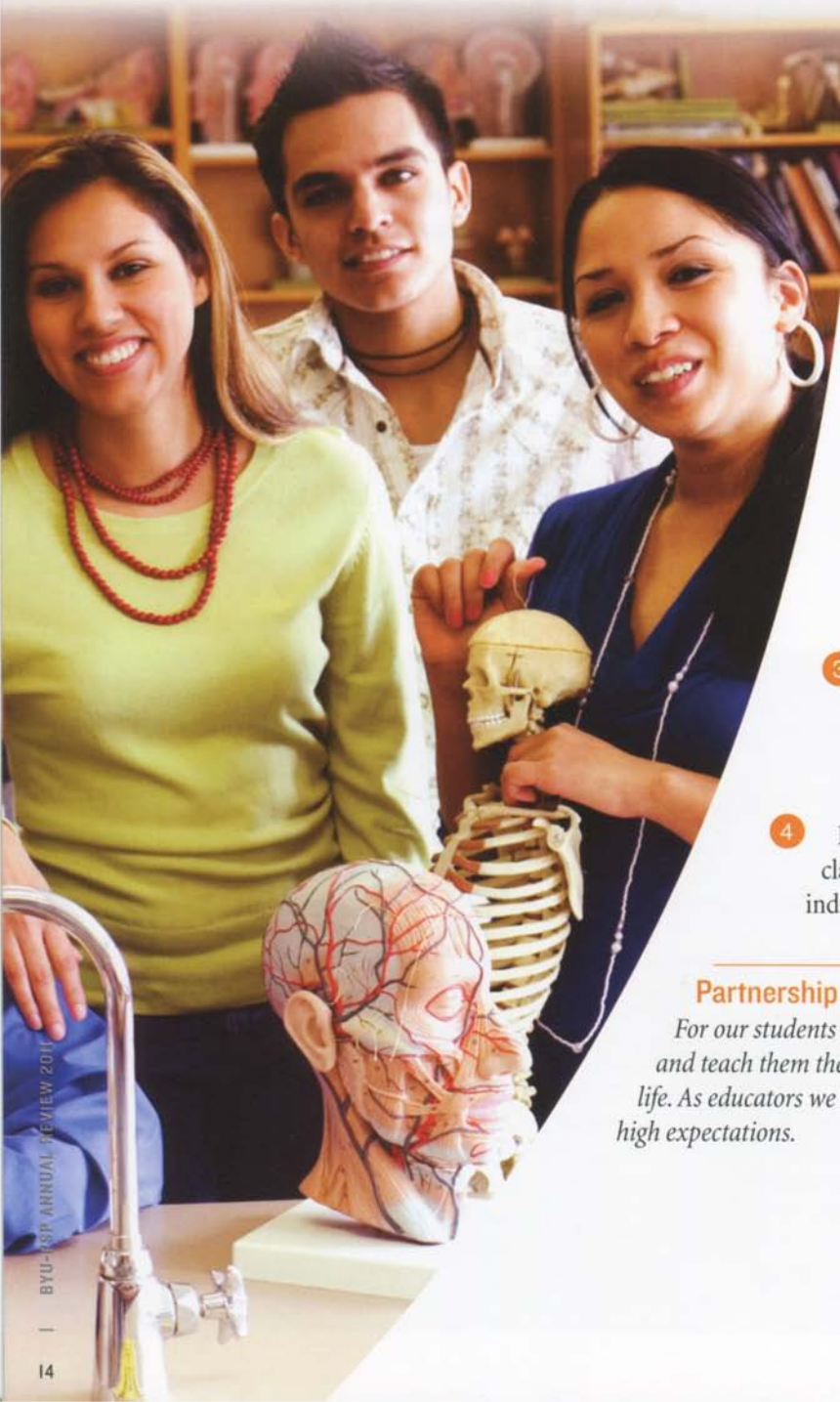
Partnership Aspiration

Opportunities to experience moral skill, moral will, and moral freedom leads to the development of the characteristics of extraordinary citizens.

What kind of education will prepare our children for the global competitive world of tomorrow?

- 1 The first and most important ability you can develop in a flat world is to “learn how to learn”: to constantly absorb, and teach yourself new ways of doing old things or new ways of doing new things. To learn how to learn, you have to love learning because so much learning is about being motivated to teach yourself.
- 2 You must learn how to navigate the virtual world and how to sift through it and separate the noise, the filth, and the lies from the facts, the wisdom, and the real sources of knowledge.
- 3 Passion and curiosity are significant. In a flat world, IQ—intelligence quotient—still matters, but CQ and PQ—curiosity quotient and passion quotient—matter even more. Passionate kinds are self-educators and self-motivators. Nobody works harder at learning than a curious kid.
- 4 Liberal arts education is needed to extend understanding and application of so much knowledge. Students need to be taught art, music and literature because they are essential for innovation, for breakthroughs.
- 5 Nurture your right-brain skills, to develop the ability to mesh together (synthesize) different perspectives and disciplines to produce something new.

Educators need to understand and be able to connect with students who have a wide range of life experiences, behaviors, and beliefs about themselves and about the value of schooling. This awareness can guide the actions and influence of educators as they ensure that every student is learning.



DIVERSITY



A Framework for Understanding Poverty

Ruby Payne, educator and author

- 1 Poverty is relative. Poverty or wealth exists only in relationship to known quantities or expectations.
- 2 Poverty occurs in all races and in all countries. However, considered by ethnic groups, the highest percentages of poor are from minorities.
- 3 Generational poverty, a family in poverty for two generations or longer, is different from situational poverty, which involves a shorter time and is caused by circumstances—e.g., death, illness, divorce.
- 4 Individuals bring with them the hidden rules of the class in which they were raised. Patterns remain with the individual.

Partnership Aspiration

For our students to be successful, we must understand their hidden rules and teach them the rules that will make them successful at school and in life. As educators we must teach them and provide support, assistance, and high expectations.



Foreign Language Education at BYU

Ray Clifford, Director of the College of Humanities
Center for Language Studies, BYU

The Center for Language Studies supports 12 departmental major and minor language programs, and regularly offers instruction in 46 additional languages. Why?

- 1 Advanced language learning brings advanced cultural insights, increases global understanding, and reveals the limitations of any monolingual view of the world.
- 2 Knowledge of more than one language, a hallmark of the educated person, increases language awareness and sensitivity, and promotes life-long learning.
- 3 The second language skills of BYU's faculty and students are a "core BYU competency."
- 4 Second language skills provide students with "access to a wide variety of markets."

Partnership Aspiration

Students are provided with the professional language skills, cultural knowledge, and ethical standards required for global careers and worldwide service — regardless of their major field of study. Such offerings increase the language and cultural awareness of all BYU students.



English Language Learners (ELL)

John Rosenberg, Dean, College of Humanities, BYU

- 1 The increase in number of non-native English speakers in our schools has moved us to train and endorse more teachers in English as a Second Language (ESL).
- 2 However, by defining non-native speakers linguistic competence only in terms of deficiency, we might not recognize their accomplishments as second language learners.
- 3 Just because economic necessity demands that our Hispanic children learn English does not diminish the magnitude of their cognitive achievement.
- 4 We often fail to value fully the effort and accomplishment of our English language learners.

Partnership Aspiration



"Successful teachers understand that language is merely the medium of education. More important than the acquisition of facts or concepts is a student's certainty that he or she belongs—which comes from the universal languages of inclusion and love."

Tim Smith, Chair, Department of Counseling Psychology
& Special Education, BYU

The Vision of the Brigham Young University-Public School Partnership

Commitments to Our Future

We believe in and actively support the continuous improvement of public education. This statement reflects the Partnership's commitment to the purposes of public education in a democratic society

Shared Vision

Public education is the cornerstone of a civil and prosperous democratic community. We consider education to be a public imperative, a moral endeavor, and a shared responsibility for all members of society.

Public schools are committed to providing access to education for all. This includes both academic mastery and personal development for the purpose of maximizing students' potential to participate fully and productively in society. Our public schools must demonstrate purposefully planned, efficiently implemented efforts to educate all students.

The university is committed to preparing educators who understand and implement curriculum and instruction that support students' learning and development. The university contributes to the continuous improvement of education through on-going research and inquiry leading to dialogue and action that directly benefit public schools.

The partnership exists to simultaneously and interactively renew public schools and educator preparation through consistent collaborative inquiry, mutual reflection, and positive change involving both university and public schools.



5

Guiding Principles

- 1 Students must have opportunities for academic mastery of core knowledge and skills that prepare them to be lifelong learners who participate effectively in their chosen careers, as well as in individual and community citizenship.
- 2 Everyone engaged in educator preparation and public schooling, including students, teachers, and administrators, needs opportunities and support for personal development.
- 3 Students should experience adequate civic preparation to participate actively in local and national affairs, with the disposition to promote understanding and support among individuals and within service, educational, and political units.
- 4 All students should experience engaged learning, provided by nurturing, caring, and competent educators, with approaches that are developmentally appropriate and intellectually meaningful.
- 5 All who participate in the partnership should assume responsible stewardship within their educational roles, developed through dedication to common goals, commitment to renewal, and acceptance of high standards for educator competence and learner performance.





Leadership Tribute

Tribute written by Steven Baugh

With his retirement from the Jordan School District in January, Barry Newbold concluded over fourteen years of service, not only as district superintendent, but as a member of the governing board of the Brigham Young University-Public School Partnership. Over half of those years he served as its chair. Few understand what it takes to be at the helm of a large school district like Jordan—one of the nation's largest and best—and still give considerable time and energy in unselfish service to a complex university-school partnership.

Few know of Barry's many contributions to the continuation and strengthening of the partnership as much of this work was done quietly and behind the scenes. Over the years the governing board has tackled a number of difficult issues, not surprising for a 27-year old collaboration of dissimilar institutions. Barry's leadership and personal integrity have enabled the Partnership to survive a number of crises that might have led to its dissolution.

Though Barry was the superintendent of the largest school district in the state during most of his tenure on the governing board, he never showed a hint of self-importance. He led by example. He listened attentively to his fellow board members, always showing great respect for all of them. With every decision he would accurately process what he heard and evaluate it against his experience and good sense. When he spoke, the other board members paid attention. His comments exemplified uncanny sound judgment typically bringing solidarity as other board members saw the wisdom of his recommendations. He was never overbearing or arrogant in any way.

We will all miss this wise and good leader.



BARRY NEWBOLD

Superintendent, Jordan School District, 1996-2010
Board Chair, 2001-2010

Current Partnership Leadership

Changes

New Faces:



Patrice Johnson
Superintendent,
Jordan School District



Gary Carlston
Center for the Improvement of
Teacher Education and Schooling



Barry Newbold
Center for the Improvement of
Teacher Education and Schooling

Retired:



Gary Kramer
Center for the Improvement of
Teacher Education and Schooling



IN MEMORIAM
Robert Patterson, 1937-2010

GOVERNING BOARD

K. Richard Young
Dean, David O. McKay School of Education
Brigham Young University



Terry Shoemaker
Superintendent,
Wasatch School District



Randy Merrill
Superintendent,
Provo School District



Rick Nielsen
Superintendent,
Nebo School District



Patrice Johnson
Superintendent,
Jordan School District



Vernon Henshaw
Board Chair,
Superintendent,
Alpine School District



Steven Baugh
Director, CITES



ENVISION

EMBRACE

EXECUTE

