



CELEBRATING

THREE DECADES OF SUCCESSFUL
SCHOOL-UNIVERSITY COLLABORATION

30th ANNIVERSARY
EDITION 2014



30TH ANNIVERSARY EDITION 2014

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MESSAGE FROM EXECUTIVE DIRECTOR STEVEN BAUGH

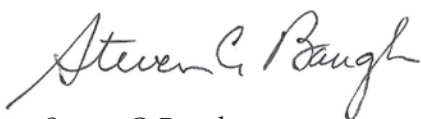
A PERSONAL JOURNEY WITH THE PARTNERSHIP

AS I LOOK BACK ON MY CAREER, I realize how fortunate I've been to be an educator. My career has spanned over 44 years, with roles including math teacher at a high school, a principal of both a junior and a senior high school, superintendent of a district, associate professor at a university, director of a university research and professional development center, and executive director of the Brigham Young University-Public School Partnership.

The influence of this Partnership on my personal as well as professional development has been extraordinary. At the time of its formal beginnings in 1984, the Partnership began almost immediately to benefit my development and growth as an educator. Drawing on the strengths, resources, and personnel from five school districts as well as a major university altered my vision of the possibilities in education and increased my resolve to engage with others to improve education for all children. The more I engaged in partnership activities the more I recognized the power of renewal. For me, the vitality of the spirit of renewal comes from the people, the ideas, and the principles that undergird our collaborative work.

I invite you to join me in celebrating our past 30 years as partners. Collaboration of a university and public schools is not always easy or without challenges. I have been part of both the public schools and the university and understand how important it is that both work together not apart. When we unite our visions and share commitments to ensure the learning and contribute to the well-being of all students, then our efforts hold merit. It is appropriate that we celebrate the past and continuously look forward to the future. I am optimistic about our future in the Partnership because I have observed its strong foundation, articulated and applied its guiding principles, and participated with wonderful people like you to see to its success.

This Annual Review for our 30th Anniversary Celebration connects us with those ideas and commitments that will energize our progress. Let's take some time to reflect and then get back to this important work.



Steven C. Baugh
Executive Director, Brigham Young University-Public School Partnership
Director, CITES





A FOUNDATIONAL IDEA

ON APRIL 16, 1984 the Brigham Young University-Public School Partnership began with *a simple idea*: To improve education for all students would require increased collaboration by the university and the public schools.



REVOLUTIONARY IDEA? NO. A logical statement in some ways self-evident. By working together, universities and public schools, both essential contributors to the large and complex educational system, could more effectively produce and sustain educational improvements.

A SUSTAINING BELIEF

WHY should public schools and university educator preparation programs work together?

Another simple idea from Dr. John Goodlad.



For schools to get better, they must have better teachers, among other things.

To prepare better teachers [educators] universities must have access to school settings exhibiting the very best practices.

To assure the best practices, schools must have access to alternative ideas and knowledge.

For universities to have access to exemplary settings and for these settings to become and remain exemplary, the schools and the preparing institutions must enjoy the symbiotic relationships of joining together as equal partners.

Both universities and the public schools have a stake in and responsibility for school improvement, providing for the education of every child in those schools.

As participants in the same system, schools and universities need to find ways to effectively collaborate to strengthen the system and improve its outcomes.

In 1985, Ralph Smith, then Dean of BYU's College of Education, wrote a letter to Robert Payton of the Exxon Educational Foundation, explaining the intentions of the university.

The College of Education at Brigham Young University is approaching the matter of reform in teacher education through collaborative efforts with the public schools. For much too long have colleges of education and the public schools gone their separate ways. If, indeed, institutions are committed to reform in teacher education such cannot be accomplished in any meaningful way without the involvement of the public schools. In addition, colleges of education must be committed to address the issues of reform in the public schools. Our commitment on these two points, reform in teacher education and assisting public schools in their efforts, led us to our participation in the Partnership.

Note: The College of Education became the David O. McKay School of Education in 1996.



MODEL FOR RENEWAL

HOW can a private university and public school districts sustain a lasting relationship?

In the autumn of 1983, John Goodlad, retiring dean of the Graduate School of Education at UCLA, was invited to work with the BYU College of Education and its five surrounding school districts in rethinking the mission of the college and exploring ways it could work in collaboration with the public schools.

Goodlad advocated the idea that the partnership model must go beyond bringing together people from similar organizations with common objectives to exchange ideas and insights concerning their vocation, and to experience the benefits of camaraderie and socialization. To establish lasting relationships, each partner has to have something different to contribute, some self-interests must overlap, and both partners must be willing to make some sacrifices. This is the concept of symbiosis: unlike institutions, groups or individuals involved together in a mutually beneficial relationship.

THREE ESSENTIAL CHARACTERISTICS OF SYMBIOSIS

1. Areas of Dissimilarity

2. Overlap of self-interests

3. Measure of selflessness

Mutual Interests



Goodlad recorded his memory of the formulation of the Partnership in 1984.

Towards the end of my first year [serving as a visiting scholar], representatives of both the university and the school districts had moved a long way toward desiring some closer working relationship and a week-long process for achieving some kind of closure was scheduled.

My schedule called for a two-day meeting with deans and department chairs, followed by a one-day meeting with the superintendents, and then a concluding session with faculty of the College of Education. I reacted negatively to this schedule from the moment I learned about it. By habit, the university was deciding what was best for itself and schools. We scrapped the schedule and proposed another.

With the deans and chairs, we turned our attention to how the self-interests of the university might be met through a relationship with the school districts in which all six sets of institutions would be equal partners. By the end of the day, we had elaborated on about a dozen areas of university functioning that might be enhanced through collaboration.

Next day I met with the five superintendents. Again the agenda was identifying areas of self-interest and once again we identified about a dozen. There was little or no discussion of how the university might profit.

EXAMPLES OF PARTICIPANTS' SELF-INTERESTS

COLLEGE OF EDUCATION

- Teacher training laboratories
- Research sites
- More meaningful ways to design curriculum
- Part of a national network
- Making a difference in public education
- Evaluating school curriculum

SCHOOL DISTRICTS

- Influence on the University
- Getting products districts value
- Inservice and research help
- Free or less expensive consulting
- More meaningful association with the university
- Extra resources
- Classroom enrichment

Then I went over the two lists and pulled out about a half-dozen areas of clear overlap, and, presumably, of mutual interest. The next day, the deans, the superintendents, and I met on neutral ground [a conference room in a Provo hotel]. We agreed on the clear overlap in mutual self-interests, formally created the partnership, and took several of these common interests as the first items on the agenda, with those present agreeing to initiate first steps toward the establishment of task forces to address them.



Ray Whittenberg, Superintendent of Jordan School District gave his account:

The initial meeting occurred at a local hotel. John was at the blackboard as a great teacher would be. He began to lay out the concepts we needed to consider as we looked at a way to come together. One of the things that was talked about in that process was that a partnership provides opportunities for people to come together to do things that each organization could not do for itself. John was the catalyst in starting our Partnership. He was the foundation for the thought process. He helped establish parameters and set reasonable expectations for our Partnership.



STRENGTHS SHARED FOR MUTUAL BENEFIT

A brochure published on the 10th Anniversary of the Partnership (1994) included this summary statement about the Partnership's purpose.

"Each partner supplements and complements the other in achieving what cannot be or is less likely to be achieved alone."

—Dr. John Goodlad

This is what an educational partnership is all about—achieving together what cannot be achieved alone; each member a partner among equals; collectively working to enhance the quality of education. This is what the Brigham Young University-Public School Partnership is about—working together to address common goals so that every child will have access to the finest educational experiences.

The Partnership established early the beliefs and commitments that have been critical assets throughout its three decades of collaboration. Although many of these assets are intangible they have been recognizable, clearly essential to the strength of the relationship among the partners, contributing immeasurably to their successes in working together.

ASSETS CONTRIBUTED

TASK FORCES | From its establishment, the Partnership has organized task forces with the responsibility and resources to plan and implement change based on common interests recognized by all partners. All task forces have consisted of representatives of the school districts, the McKay School of Education, and faculty from the arts and sciences colleges and departments across the BYU campus. This representation has extended equal voice to all participating partners. Task forces have been effective in bringing together individuals with varied resources and knowledge to resolve problems and challenges shared by the partners. The following task forces were established at the Partnership's inception:

- The Task Force on Administrator Preparation
- The Task Force on Teacher Preparation
- The Task Force on Gifted and Talented
- The Task Force on Guidance and Counseling
- The Task Force on Special Education

Additional task forces have focused on coordinating research and evaluation; developing second language learning programs; developing math, science, and reading programs; creating and maintaining academies and endorsements.

1

2

3

4

5

LEADERSHIP TRANSITIONS | During 30 years of operation, changes in Partnership leadership have been inevitable. Leadership changes have occurred in all the partner organizations, particularly among the senior leaders who make up the Governing Board. Since the Partnership began, the superintendents in all the school districts have changed at least three times, the School of Education has had six deans, the BYU arts and science colleges that prepare secondary teachers have experienced numerous changes, and Brigham Young University has had five presidents. Throughout all the leadership changes, commitments to robust working relationships among the partners and to support in terms of resources and organizational relationships have remained strong. Leadership changes have strengthened, not limited, what has been accomplished as a Partnership.

PLACES TO PARTNER | Collaborative relationships can endure only if they are given a place to endure. The Partnership has always been primarily concerned with improving the preparation of educators and the conduct of schools with the goal of increasing student learning. Utilizing the settings of both the university and the schools provides places to engage in the most vital activities where they occur and develop. The preparation of educators occurs primarily at the university, but children and youth are taught in the public school classrooms. Schools serve as practicum sites for preservice teachers, administrators, and counseling interns. Beyond serving as training sites, partnership schools are places where collaborative programs, research initiatives, and evaluation efforts can be put into practice. Broader forms of collaboration are made possible only after people connect with ideas, form relationships based on equity and trust, and develop commitment to shared goals. Partnership goals and activities have multiplied the number of places that partners at the university and in the public schools may collaborate.



UNIVERSITY



5 SCHOOL DISTRICTS



PUBLIC SCHOOLS

Commitment, collaboration, and connectedness are essential to successful partnerships.

When Dean Ralph B. Smith of the BYU College of Education retired in 1988 after four years of senior leadership in the Partnership, John Goodlad wrote a letter expressing his feelings about change among the partners:

Seldom in my career have I known of a situation such as that at BYU where one dean moved so easily and with so little disjuncture into the support of a program which his predecessor had initiated. Of course, you were in on this initiation too and this made the transition easier. Nonetheless, most people are so wrapped in their own egos that they find it almost impossible to endorse and continue with what their predecessors have begun. I hope and trust that the transition from you to the next dean will be equally smooth and productive. I do know that the partnership is well established there and that it will continue and flourish.

Transitions have been smooth, the Partnership has been productive, and it will continue to flourish.



PRINCIPLES TO GUIDE OPERATIONS

The essence of an organization may be captured and articulated in a document such as a charter or mission statement that communicates and preserves the underlying ideals. The Partnership was formalized with the creation of a charter. Over the past 30 years the Partnership's mission and purpose have been periodically reviewed and some revisions have been made. The Brigham Young University-Public School Partnership has been remarkably consistent in its foundational principles, ideas, and values. The true culture of the organization is recognizable when its members choose to regulate their actions and efforts consistent with the purposes shared with other members of the organization. The mission and purpose statements have guided the Partnership's activities and helped to shape and set its priorities. Following are examples of ways the mission of the Partnership has been expressed at different times over the past 30 years.



1984, APRIL 16

THE BRIGHAM YOUNG UNIVERSITY-PUBLIC SCHOOL CHARTER

Inheriting the world is a difficult challenge; preparing students well enough to successfully meet the challenges of the future is our primary aim. To address this goal, five priorities have been identified that, as a whole, provide an agenda for action; these goals serve as the Partnership's Preamble.

1. Develop conduits through which **educational practice** in the districts will become more congruent with what is known about learners, the learning process, and teaching effectiveness.
2. Develop **preparation programs** specifically tailored to meet the needs of the public schools which will involve both the university and the districts in preservice training, field experiences, and initial inservice training. These programs will include preparation for all school personnel.
3. Examine the concept of **partner schools** where educational practice will reflect what research shows to be effective in promoting learning.
4. Develop strategies which will **enhance the educational profession** to the extent that it will attract the most capable students.
5. **Coordinate research and evaluation** of educational programs in member institutions.



1990

1990
THE MISSION
 of the BYU/
 Public School
 Partnership
 is to improve
 teaching and
 learning by
 merging theory
 and practice
 in a spirit of
 collaboration
 and trust.

1996

1996
THE AGENDA FOR EDUCATION IN A DEMOCRACY (AED)

The AED is derived from four basic purposes of schooling, often referred to as the moral dimensions of teaching. Each of these **purposes or missions** has moral considerations underlying its activity. These include:

- Enculturating the young in a social and political democracy
- Providing access to knowledge for all children and youth
- Practicing a nurturing pedagogy
- Serving as stewards of schools

The **overarching strategy**: Simultaneous renewal of teacher education and schooling

Guiding Principles: 19 postulates detailing the conditions necessary to create and conduct the work of the Partnership.

Public schools serve society by teaching young people their moral and intellectual responsibilities for living and working in a democratic society.



CONNECTING THE PARTNERSHIP'S BEGINNINGS TO TODAY'S COMMITMENTS

MEMBERS OF THE PARTNERSHIP highly value its mission or purpose statement. Sharing a common vision keeps partners unified, aligned with basic Partnership purposes and goals. This document articulates the core purposes and values of the Partnership, enabling all members of the Partnership units to collaborate in meeting its goals and in navigating challenges of change.

Successful partnerships may continue over time and through difficulties and change when the members share core values and purposes. The need for organizational focus is critical as focus provides both guidance and inspiration. It must answer important questions: "Why do we exist?" and "What are we trying to accomplish?" Understanding the core ideas and beliefs allows individuals participating in the Partnership to connect with these purposes, which in turn helps make the work meaningful.

Of course words on a page are not sufficient to achieve shared commitments and strong personal relationships. Over the last 30 years, the purposes and core values of the Brigham Young University-Public School Partnership have remained stable. This stability can be attributed to the centrality of these purposes and values, not only to the organization with its constituent partners, but also to the individuals who work and contribute to its success.



VISION

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.

BELIEFS

- 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.

COMMITMENTS

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.



GETTING THE PARTNERSHIP TO WORK

From its inception in 1984, the Partnership has been regulated by a Governing Board, consisting of the superintendents of the five participating school districts and the dean of the School of Education. This board has regularly met on a monthly basis during the school year with each of its members exercising equal influence and voting privilege. An executive director has been responsible for handling operational matters such as budgets, planning, and development, as well as maintaining stewardship to implement matters affirmed by Governing Board vote.

The size and complexity of the Partnership has necessitated expanded organization and additional structures to facilitate collaboration and communication among the diverse partners. Three innovations have been critical as members of the Partnership work together and focus on those things that matter most: CITES facilitation, tripartite collaboration, and continual conversation.

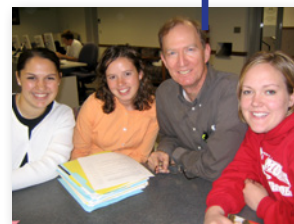
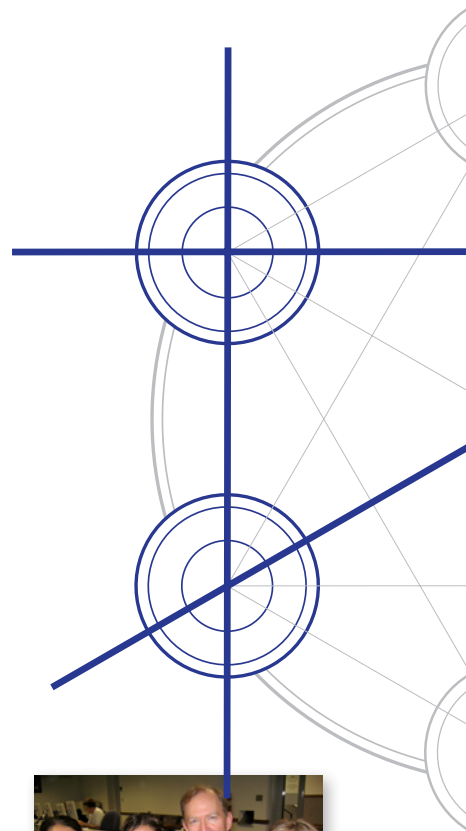
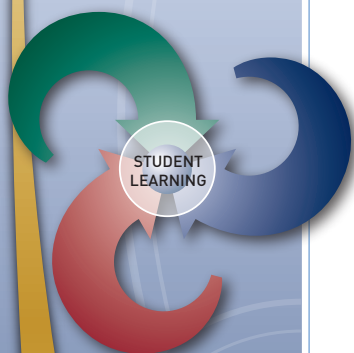
CENTER FOR THE IMPROVEMENT OF TEACHER EDUCATION AND SCHOOLING (CITES)

CITES is a research and professional development center housed at BYU in the David O. McKay School of Education. Although it has other university responsibilities, CITES has the primary stewardship for developing and executing programs and initiatives on which Partnership members have collaboratively agreed. CITES leaders find ways to identify and source resources; coordinate research and evaluation efforts; develop and support academies, endorsements, and professional development opportunities such as conferences and symposia; and provide leadership to all partnership initiatives.

CITES fosters and sustains the tripartite involvement of the School of Education, the cross-campus departments of the arts and sciences, and the public school districts. It also has responsibility for examining and promoting the mission, purpose, and values of the Partnership.

TRIPARTITE INVOLVEMENT AND RESPONSIBILITY

The Partnership brings together critical institutions that make up the larger system of education. That system includes the university, primarily responsible for the preparation and certification of professional educators, and the public schools, stewards of teaching



and learning for the benefit of all students. A third full partner is involved. The university's contributions in preparing educators are complicated by its organization into colleges and departments by disciplines. Typical of most universities, departments in the arts and sciences contribute subject area knowledge required of teachers, but they tend to work separately from the college of education and the public schools. Throughout its history, the Partnership has considered the leaders, teachers, and practitioners of the arts and sciences at BYU as partners in its decisions and activities. The University Council on Teacher

Education (UCOTE) brings together representatives from across the campus to ensure greater alignment and coherence in BYU's educator preparation programs. To better plan and coordinate action, partnership advisory councils (PACs) were established in elementary and early childhood education (EEPAC), secondary education (SEPAC), and special education (SPEDPAC).

CONVERSATIONS

Conversations have been the primary means for creating shared understanding among the tripartite partners. Thoughtful conversation enables exchange of ideas, beliefs, experiences, and feelings. These civilized discussions have led the partners to greater understanding of organizational purposes and have generated stronger cooperation among them. The process of engaging partners in conversation about important and relevant issues does not necessarily create the same experience for each participant, but brings them closer in understanding one another as well as the Partnership work. Given the variety of cultures at the university and throughout the public schools, shared vocabulary and concepts on which to build shared understanding have been critical. This approach has been central to Partnership programs such as the Associates and the academies.

Making conversation purposeful has been an effective means to create awareness and understanding of Partnership objectives, leading to greater commitment among the partners to work together to benefit all children. Partnership conversations have been more inclusive, allowing all to participate as we share and seek meaning in our experiences.

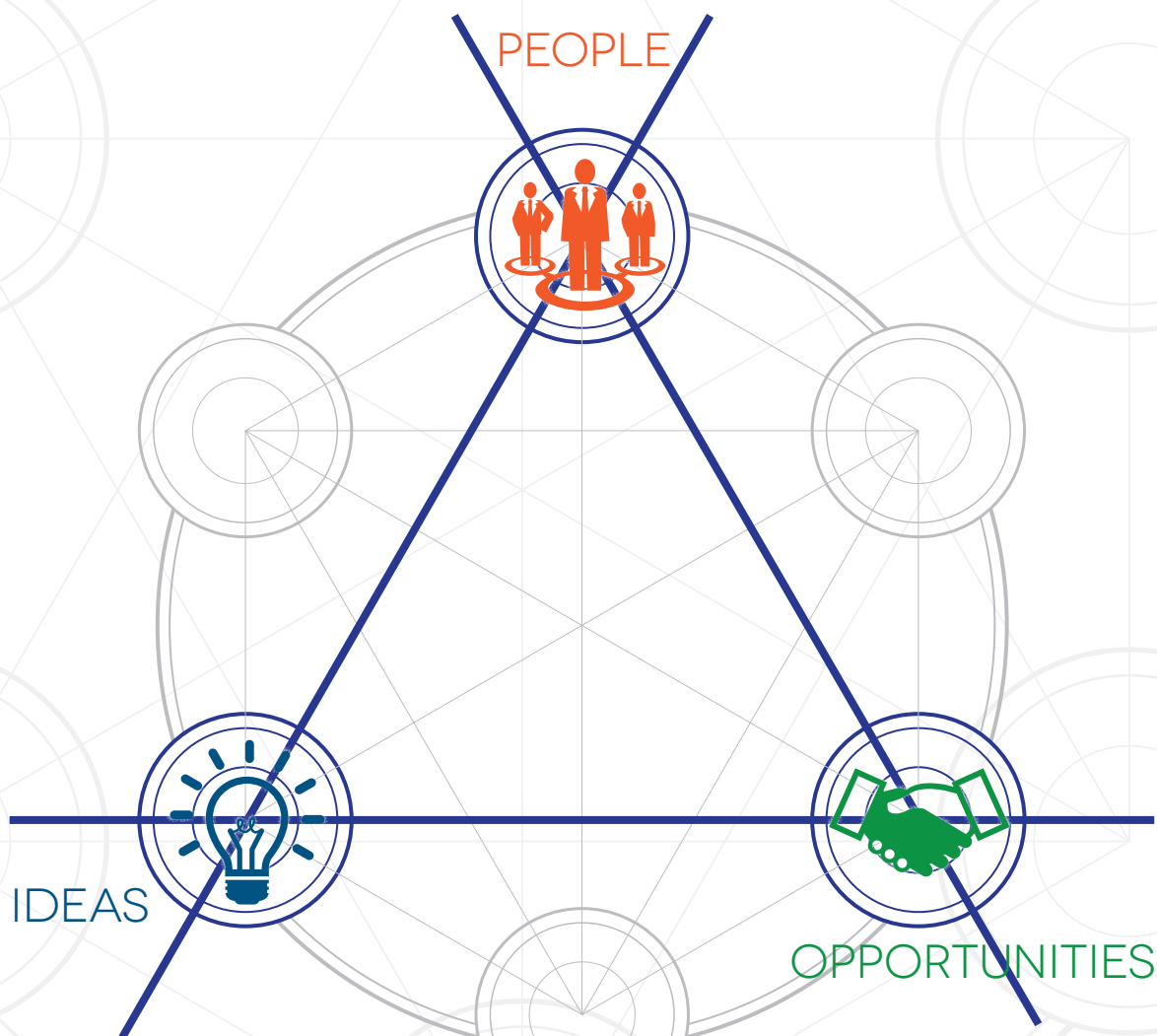




PROFILES IN PARTNERSHIP

THE VITALITY OF THE PARTNERSHIP comes from its commitment to renewal. Individuals involved in partnership work tend to feel a strong commitment to its core purpose of ensuring that all students learn, a purpose that has remained constant for the Partnership as it answers the question, “What

are we trying to accomplish?” It has also helped unite the individual commitments and focus of many participants within the Partnership’s vision and mission. The energy that sustains this transformation is generated by the process of renewal.



RENEWAL TYPICALLY BEGINS among individuals within the organizations, then expands and increases until it becomes renewal of the Partnership. Individual focus represents what people care about and feel they have power to act upon. Through the efforts of the Partnership, individuals are influenced by other people, ideas, practices, or programs. Having access to these resources and influences can benefit an individual both personally and professionally. Continuous learning and improvement are pathways to renewal. The Partnership approach is that everyone learns and everyone supports learning for others.

The following pages present profiles of Partnership participants selected from numerous examples. These personal stories illustrate how the Partnership contributed to individual development, through connecting people, sharing ideas and principles, or providing opportunities for change and growth, leading to renewal of individuals and the organization. Have you had an experience when you were involved in the Partnership that helped you develop your capabilities and contribute to helping others learn? Consider the following profiles.





SUSAN HUFF

THROUGH THE BYU-PUBLIC SCHOOL PARTNERSHIP, I have had countless opportunities for personal and professional growth. Thirty-four years ago I began my professional career as a classroom teacher in Nebo School District. In about 1984, members of the Larsen Elementary faculty met with educators from BYU and Dr. John Goodlad to discuss educational renewal through university-public school partnerships. It was thrilling to listen to Dr. Goodlad share his vision for the power of partnership. After discussion as a faculty we unanimously voted to participate as a partnership school.



PEOPLE:

Dr. John Goodlad, University of Washington
BYU College of Education faculty
Larsen Elementary faculty



IDEAS:

University-school
collaborations in multiple
areas of shared interest



OPPORTUNITY:

Larsen Elementary
became a Partner School

ent to practicum students on classroom management, my first experience in writing and presenting on educational topics. This was the first time I had been challenged to blend tacit knowledge with experiential knowledge and make it explicit knowledge so that it could be shared with others. This experience ignited the spark that would result in many other writing opportunities. My love for the power of writing came from my experience with the Partnership.



PEOPLE: Dr. R. Carl Harris, BYU; Partnership members



IDEAS:

Capturing and preparing knowledge to share



OPPORTUNITIES:

To influence educators through writing

OUR FIRST BYU LIAISON, R. CARL HARRIS, was genuinely involved in our school. He continually challenged us to expand our thinking and incorporate research-based best practice in our classrooms. Carl challenged each of us to push ourselves to grow personally and professionally. He invited me to pres-



A SECOND GREAT MENTOR WAS DR. JESS WALKER. Jess pushed me to think and write, but also to go back to school to prepare to become a principal. He advocated for me to work as a clinical faculty associate at BYU as I participated in the Leadership Preparation Program. It was a challenging year for me, working full-time as a CFA while completing master's classes and internship hours for my administrative endorsement, but I loved it and learned much. Jess also encouraged me to go on after earning my master's degree and start a doctorate.



PEOPLE:

Dr. Jess Walker, BYU



IDEAS:

Administrator
preparation and faculty
development



OPPORTUNITIES:

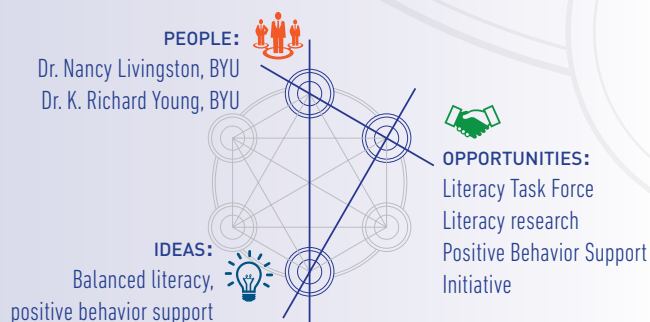
Clinical faculty associate (CFA)
Leadership Preparation Program

IN 1998 I HAD THE OPPORTUNITY to join Partnership collaboration in defining reading instruction through a balanced literacy approach. This perspective on reading instruction has been one of the most powerful lasting legacies of the Partnership, affecting both instruction of best reading practice at the university and implementation of best practice in partnership schools.

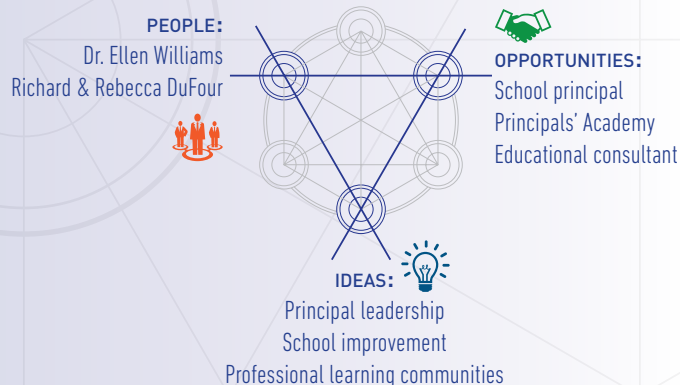
After I was hired as a principal in 1999, I asked Dr. Nancy Livingston to present a parent workshop at our school on reading. When Nancy saw what we were doing with reading and how we were looking at data, she introduced me to Dr. Richard Young, a professor in special education at BYU (who later became Dean of the McKay School of Education). Dr. Young partnered with us on several school-based research projects that greatly benefited us and helped his research agenda as well. For example, we partnered with Dr. Young to initiate positive behavior supports in our school. We saw great outcomes in changing student behavior through that partnership relationship, and Dr. Young was able to further his research. This experience exemplifies the goal of mutual satisfaction of both school and university interests.



I WAS HIRED AS A PRINCIPAL just as I was finishing the coursework for my EdD Degree. I feel privileged to have been a participant in the first Principals' Academy under the direction of Dr. Joe Matthews and Dr. Ellen Williams—another significant step forward in my learning. I participated in that first Principals' Academy and I have continued to make presentations at the Principals' Academy every year since 2002. Principals' Academy provided a network including principals across the Partnership who were interested in improving principal leadership and school function. During this experience I was introduced to professional learning communities and immediately began leading this work in my school. Westside Elementary, where I served as principal, was the lowest performing school in Nebo District when I was hired there; it had the highest poverty level as a Title I school and the highest number of English language learners. We turned the school around and increased academic performance, while building a positive school culture of continuous improvement in teaching and learning. Our school became an observation site to demonstrate for many partnership schools both exemplary instructional practices and a professional learning community in action.



While I was in the process of writing my dissertation, Ellen Williams introduced me during a Principals' Academy meeting to Rick and Becky DuFour—an other pivotal moment in my Partnership journey. The DuFours asked me to talk about our school's PLC journey. Rick then asked if I would like to continue my PLC work with them. This launched my second career as an education consultant, working with schools throughout Utah and across the United States, sharing my knowledge and experience in school improvement.



IT ALL BEGAN WITH THE PARTNERSHIP.

I would have had a wonderful career as a classroom teacher, but I appreciate the opportunities for renewal, continued learning, and personal and professional growth, as well as the opportunities to expand my sphere of influence afforded me through the BYU-Public School Partnership. Through the Partnership I have built many strong professional relationships and friendships that I will always treasure. I have learned and experienced more than I ever dreamed possible. I feel intense gratitude for all of these rich experiences and opportunities that have helped me to grow and in turn to help others.





RANDY MERRILL

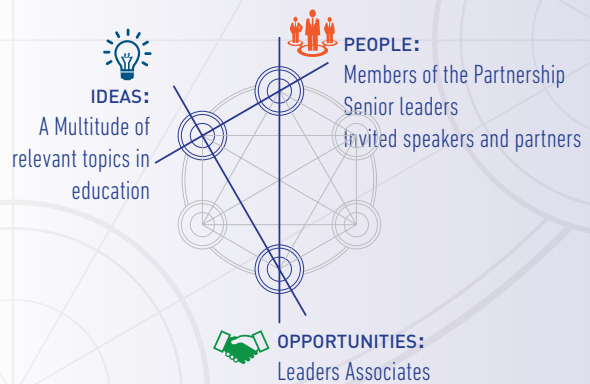
INTERACTING WITH OVER THREE DOZEN PROGRAMS in the BYU-Public School Partnership over the course of my career has been an exceptional professional experience. The Partnership strengthened me as a leader and amplified the fidelity of my decisions that affected children.

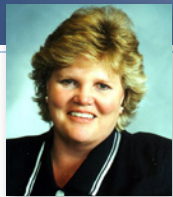


From a multitude of worthy programs to write about, I am drawn to share experiences in the Leaders Associates Program. Through participation in this program, I could put down the pretenses of being “superintendent” and engage in collaborative learning for the sake of learning. And as one might suspect, that learning made me a stronger leader and teacher. For instance, I learned about the origins of our democracy from Paul Woodruff (and the Athenians) and about modern politics from Kirk Jowers. I later used these understandings to teach a graduate class about the politics of education to future administrators. I gained unexpected perceptions about dance, music, and art through interactions with content experts and leaders from Brigham Young University who motivated me to hold strong positions in maintaining and expanding arts-related programs when school budgets were stressed. And I explored the importance of language acquisition and development with experts in the field, which enabled me to expand dual immersion programs in Provo School District.

On many occasions when partnership members met, the personal learning experience was most rewarding. My insights were strengthened when John Rosenberg shared his wisdom and my thinking deepened through questions posed by Greg Clark. I enhanced my understanding of science and math education by chatting with the university deans from these disciplines. Finally, I gained renewed respect and admiration for my public school friends as we shared our common troubles and our most noble dreams.

Twice each year I have looked forward to and been richly rewarded by participation in the Leaders Associates. Each experience has helped me probe deeper into the “human conversation” and confirm or challenge previous understandings. As I think about the multitude of experiences in this excellent program sponsored by the BYU-Public School Partnership, I believe I have become a better thinker, teacher, leader, colleague and citizen.





PATTI HARRINGTON

THE BYU-PUBLIC SCHOOL PARTNERSHIP positively influenced my career over many years, both during the time I was directly involved and for many years thereafter as I assumed assignments outside of the Partnership.

1985–1990 As principal of Sunset View Elementary School in Provo School District, I worked extensively with Dr. Gus Clark and Dr. Marie Tuttle in the Partnership. Dr. Clark taught a class for preservice teachers on site at Sunset View in an effort to blend university instruction with the real world of the school classroom. Teacher candidates were able to attend class and then work in classrooms well before their student teaching assignments.

1992–1997 As principal of Provo High School, I worked with administrative interns throughout the year, helping them understand school administration as they worked toward their MEd degrees in school leadership. During this time I also taught a class in education administration on BYU campus. Provo High School had many student teachers as well.

1997–2001 As assistant superintendent in Provo School District, I worked in concert with many BYU instructors to advance Partnership curriculum goals. Specialized studies in art and science were highlights of that time, with BYU hosting events and the schools actively teaching advanced concepts. Dean Robert Patterson, Kathleen Hughes and Myra Tollestrup were leaders in creating a teaching and learning center at BYU (CITES), and our schools benefited greatly from their work. We established a wonderful music partnership to expand music options for students by teaching the Kodaly music system in all of our elementary schools where faculty wanted to adopt the method. I participated in all Partnership conferences and retreats.

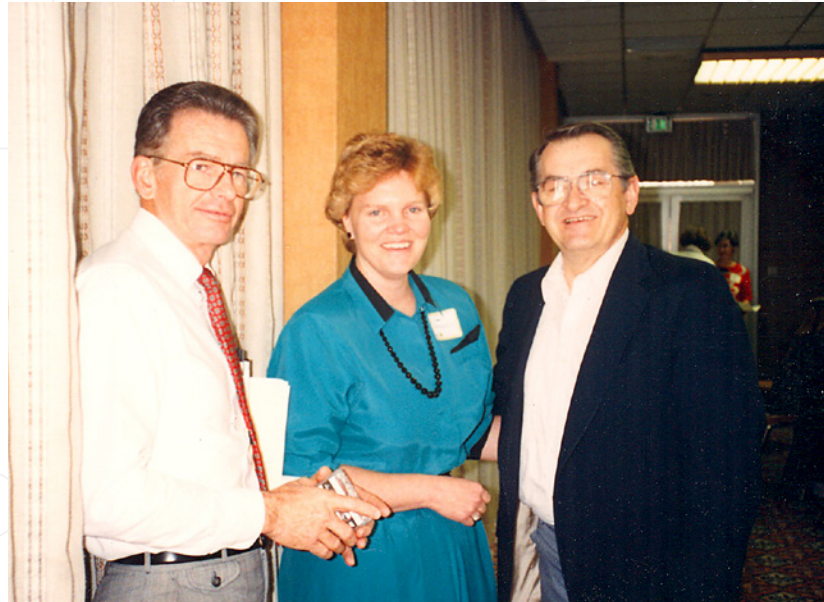
2001–2002 As superintendent in Provo School District, I was a member of the Partnership Governing Board, facilitated by Dr. Jim Bergera. In addition to joint study and learning (a valuable opportunity with peers), we created a major reading initiative and began formative assessment in reading well ahead of the state's move in this direction. In 2001, I represented the BYU College of Education among BYU's honored alumni for the year.



2003–2009 As assistant state superintendent in Utah and then state superintendent in Utah, I often utilized the curriculum, instruction, and assessment background I had gained as a member of the Partnership. Also my relationships with those I had known as Partnership members were enormously helpful in moving Utah's agenda forward toward increased student achievement, especially in reading. Dr. Nancy Livingston, who is legendary in the state, has contributed mightily to Partnership and state reading efforts.

When I became state superintendent for Utah, I thought often about my association with the BYU-Public School Partnership. I reflected frequently on the term *service leadership*, an expression used often in the BYU's Leadership Preparation Program to describe the responsibility of school administrators. I had learned to embrace and work to unite those from public and higher education so that we might reach common and important goals of access, equity, and accountability. My respect for each child has always been strong, but it was made stronger as I paid more direct attention to the needs of disenfranchised students and to programs and practices that could be strengthened to engage and excite them in learning. This was a foundational matter in the work of the Partnership.

Today I serve the superintendents of the state as their association's executive director and as their lobbyist in the Utah Legislature, as well as lobbyist for local board members in Utah. My interest in and advocacy for children in our state has never been stronger. But it has been made far richer and more effective from the experiences and relationships developed through the BYU-Public School Partnership.





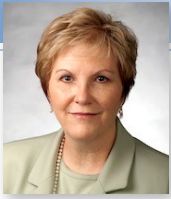
CHRIS CROWE

I'VE WORKED IN THE ENGLISH DEPARTMENT AT BYU since 1993, with a primary assignment in the English teaching major. I'm currently a professor of English. My first involvement in the partnership was as a member of Cohort I of the Associates Program in 1995-96. Kathy Hughes, then with the Provo School District, co-directed that program. In 2007-08, I was fortunate to participate in the Associates Program, Cohort XV, sponsored by Alpine School District. I've also been a teacher in the CITES Reading Endorsement program for about 15 years.

THE ASSOCIATES PROGRAM helped me to connect with teachers and administrators in our Partnership area, and those connections have benefited me as well as our university students over the years. But my most professionally satisfying experiences from the Partnership have come from teaching the course on literature for young readers in the Reading Endorsement. It has been inspiring and stimulating to meet each Tuesday night with a group of smart, dedicated teachers who care about books and reading. My class starts at 4:30, the end of a long day for these teachers, but they come with remarkable energy and good cheer. I've learned much from them about how instruction in reading and literature plays out in their classrooms and how some books fly while others sink with particular students. Their good work for my class has, from time to time, been published in professional journals, and that's been gratifying to them and to me. By the end of the semester these teachers feel more like friends than like students, friends I stay in touch with via email, sharing news about new books and awards, hearing about their successes—and failures—in the classroom. It's really been a pleasure to associate with these good people from our partnership districts, and if it hadn't been for the Reading Endorsement program, I would have missed this wonderful opportunity.



As the coordinator of the English Teaching major, I have seen firsthand the benefits accrued from BYU's involvement in the Partnership. These local districts have worked hand in hand with us to prepare new English teachers. Without their willing and generous participation, our work would be impossible. My own appreciation of literature, especially literature used in classrooms, has grown through my involvement in the Reading Endorsement program. Over the years, I've learned about books, teaching ideas, and new trends from teachers who have been in my class. This learning has enhanced my on-campus undergraduate courses by keeping them current, relevant, and interesting. All told, the various activities sponsored by the BYU-Public School Partnership have enhanced my career.



LYNNETTE ERICKSON

THE PARTNERSHIP has provided a strong foundation for my understanding of education and schooling, along with a vision of what the roles of teacher education and public education can and should be. I began my association with the Partnership in 1986 when I came to BYU to pursue a master's degree in Teaching and Learning. The BYU-Public School Partnership was brand new, and this was a time of much dialogue and brainstorming in the college and across the five districts. By coincidence, or fate, I fell into a situation where I was interfacing with individuals in the college who had the vision of a stronger association with the public schools as a means for improving the quality of student learning by strengthening and supporting teacher preparation.

I later had the opportunity to work with Deans Dan Anderson and Bob Patterson, along with Carl Harris, Jim Baird, Marie Tuttle, Jim Dunn, and others who were instrumental in implementing the philosophies of John Goodlad into our new partnership with the surrounding school districts. While it was not easy to

start a new endeavor on the scale of this Partnership, all who were involved were excited and committed to making it work because of our common vision of how it could benefit both teacher education and public school students. It was exhilarating for all of us.



My intense affiliation with the Partnership throughout the past 30 years has influenced me in all that I have done as a teacher educator. The mutual commitment of teacher educators and public school personnel to common philosophies, goals, and visions has strengthened my own understanding of the importance of my role as a teacher educator. I am dedicated to preparing quality teachers who, in turn, are committed to preparing children and youth not only to gain knowledge and skills in the 3Rs, but to be competent, knowledgeable citizens who will make informed decisions for themselves and for the good of the society of which they are a part. It has been a wonderful ride!



CARL HARRIS

AFTER RETURNING FROM SAMOA after three years [as an LDS mission president], I began work at Larsen Elementary in Spanish Fork as “field faculty”: university faculty members who worked primarily off campus in the public schools. Field faculty were later known as “liaison” faculty because they worked back and forth between the two institutions—university and schools.

I was “jazzed,” as one of the elementary teachers I worked with would often say, about discussions taking place on establishing a more comprehensive university-public school relationship. As the Partnership developed, I took a partner school application form and met with Sterling Argyle, Larson’s principal, and he began discussions with his teaching staff. Often I was included in these discussions. They wanted “in.” We filled out the papers. We received word that four schools, one in each of four participating districts would be officially designated as partner schools. The four schools chosen were Larsen Elementary (Nebo District), Westridge Elementary (Provo District), Alpine Elementary (Alpine District) and Draper Elementary (Jordan District). We would officially begin to function in the fall of 1985, one year after the Partnership was officially organized.

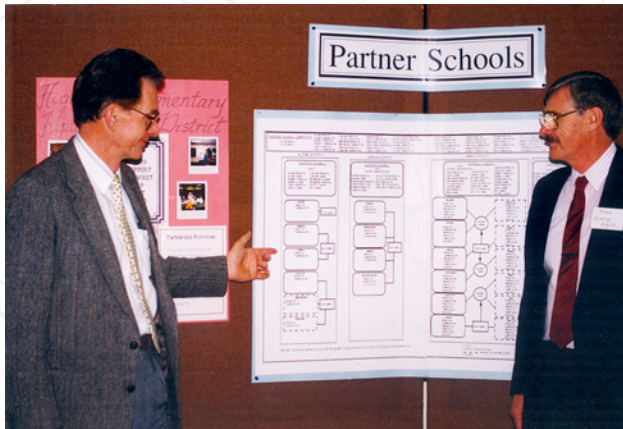
Why was I “jazzed” about the partnership vision as it was emerging? Because it appeared to me that the best of two worlds were being brought together in a common cause: to enhance learning for both children and adults, public school students and university students. University student learning could now be anchored and situated in living elementary classrooms, and eventually these students would participate as fully certified teachers in very similar settings after graduation. Significant portions of learning to teach would no longer be decontextualized in the “ivory tower” as the university was often called. And teachers of the young elementary students would have the opportunity to be updated and revitalized by working closely with university experts and by frequently exchanging ideas with colleagues in other schools of their own district and teaching professionals in other districts in the partnership. Professional development of teachers and development of improved curriculum could take on new life within this visionary new work place called the partner school.



Never had I been so energized by university work and never had I associated with a group of public school educators who were so enthused by their ongoing education system work. We knew this joint enterprise was something special—possibly a once-in-a-lifetime opportunity.

During that first school year (1985–1986) of the Larsen Elementary Partner School, very few weeks passed without some Partnership-related event. My record of that year shows over 40 events that took place during the 36 five-day school weeks comprising





180 school days. At least once a month there were professional development sessions that touched every Larsen Elementary School faculty member. BYU content specialists would come to the school, or at times experts from other parts of the country would meet with teachers. Portions of weekly school faculty meetings were devoted to issues related to a BYU preservice student in the building. When the BYU students became sufficiently skilled, small groups of faculty would leave the building for a few hours to visit and observe other teachers in the district who were doing outstanding work in some part of the curriculum. During the second half of the first partner school year, a “linking” conference was organized in which selected teachers from each of the four partner schools representing the four districts could meet, share challenges and ideas, and receive presentations from Partnership leaders. Initial survey data were collected from school faculty and parents to try to see how important stakeholders were being impacted by the intense involvement.

TO SAY THE BYU–PUBLIC SCHOOL PARTNERSHIP and my association with partnership schools significantly impacted my university career is an understatement. The opportunity to work closely with university preservice teachers in the context of the living, working school was, in my view, a elegant answer to my personal burning question about

anchoring and contextualizing learning to solve real problems and becoming educated in the process. My research, writing, publishing, creative productivity, and service to the profession, which eventually led to advancement to full professor, emerged primarily from the partnership work. The collegial friendships with school educators and university faculty formed through working collaboratively, attending professional conferences, and giving leadership to a needed and relevant enterprise, are treasures I value to this day.

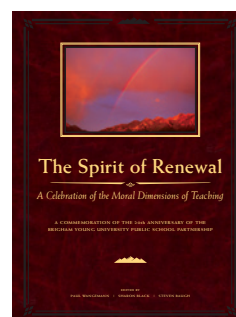
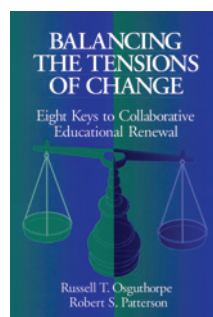
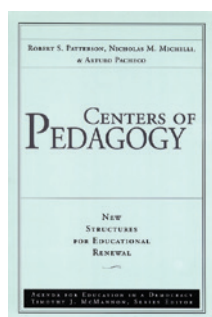
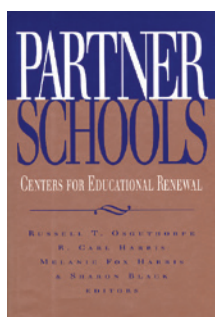




SHARING THE IDEAS

The Partnership has used numerous means over the years to share ideas, expertise, and experiences in extending conversations to include more and more people. The following are not meant to be exhaustive but serve as representative examples.

PUBLICATIONS



ANNUAL REVIEWS



2002



2003



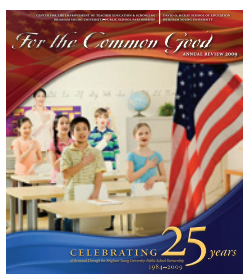
2004



2006



2007



2009

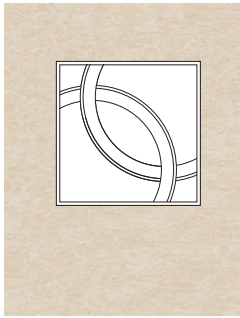


2011

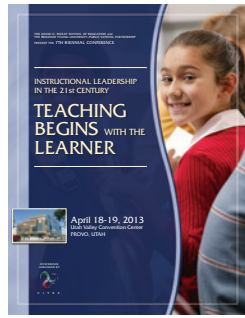


2012

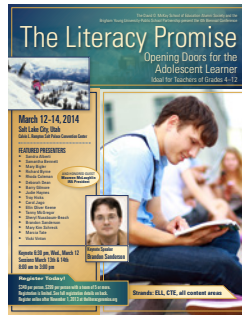
CONFERENCES



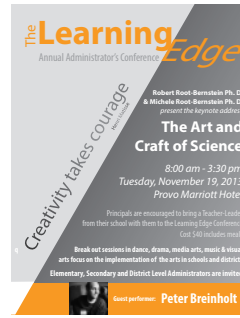
*Linking Workshops
1987-1996*



*Instructional
Leadership in the
21st Century*



The Literacy Promise



*The Learning Edge
Administrator's
Conference*

INITIATIVES / PROGRAMS



*Associates
Program*



Leaders Associates



*The Principals
Academy*



*Instructional
Coaching
Academy*



Bright Ideas



*Central Utah
Science &
Engineering Fair*



*BYUarts
Partnership*



*Clinical Faculty
Associates (CFA)*



*Teaching English
Language
Learners*



*Gifted & Talented
Endorsement*



*Utah Reading
Endorsement*



*Math
Endorsement*



GOVERNOR'S DECLARATION OF PARTNERSHIP DAY



Gary Richard Herbert

Governor

Declaration

Whereas, 2014 marks the 30th anniversary of the establishment of the Brigham Young University-Public School Partnership in April 1984 between the David O. McKay School of Education and the Alpine, Jordan, Provo, Nebo, and Wasatch school districts for the purpose of educational renewal;

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

Whereas, for 30 years, this partnership has fostered fruitful collaboration in various areas, such as teacher and administrator preparation and training, curriculum development and implementation, research and evaluation, and student learning and achievement, with all partners working together to ensure that students may learn and succeed academically;

Whereas, the Brigham Young University-Public School Partnership has also 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 the design and delivery of teacher preparation programs;

Whereas, this partnership remains committed to (1) preparing youth for civic life; (2) providing access to knowledge and achievement for all children; (3) practicing engaging and nurturing pedagogy; and (4) ensuring responsible stewardship of schools; and

Whereas, we wish to congratulate and recognize each partner for complementing and supporting one another in achieving the goal of ensuring our students learn, accomplishing together what could not be achieved alone, and working collectively to enhance the quality of education in Utah during the past 30 years;

Now, therefore, I, Gary R. Herbert, Governor of the State of Utah, do hereby declare April 2, 2014, as

Brigham Young University-Public School
Partnership Day in Utah

Gary R. Herbert
Governor

GOVERNING BOARD 2014



Terry Shoemaker
WASATCH

Steven Baugh
CITES

Rick Nielsen
NEBO

Vernon Henshaw
ALPINE

Keith Rittel
PROVO

Gary Seastrand
CITES

Patrice Johnson
JORDAN

Mary Anne Prater
DAVID O. MCKAY SCHOOL OF EDUCATION

GOVERNING BOARD BY DECADE

1984

BYU
ALPINE
JORDAN
NEBO
PROVO
WASATCH

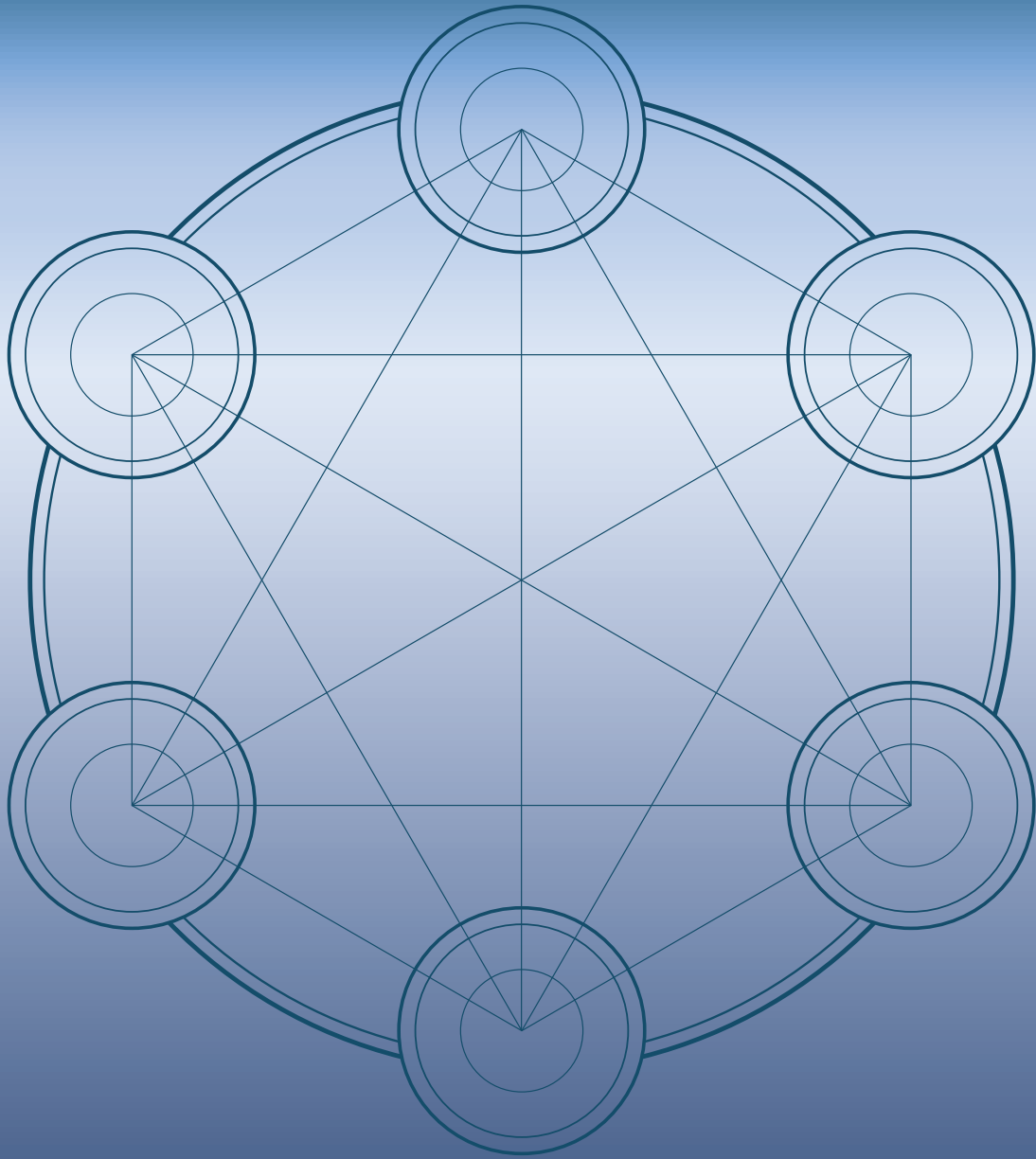
Curtis Van Alfen
Clark Cox
Ray Whittenberg
Wayne Nelson
John Bennion
Doug Merkley

1994

Robert Patterson
Steven Baugh
Ray Whittenberg
Denis Poulson
Mike Jacobsen
Henry Jolley

2004

K. Richard Young
Vernon Henshaw
Barry Newbold
Chris Sorensen
Randy Merrill
Terry Shoemaker



1984

CELEBRATING
THREE DECADES OF SUCCESSFUL
SCHOOL-UNIVERSITY COLLABORATION

2014

DAVID O. MCKAY SCHOOL OF EDUCATION

CENTER FOR THE IMPROVEMENT OF TEACHER EDUCATION AND SCHOOLING
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EDUCATION.BYU.EDU/CITES