

# The Brigham Young University-Public School Partnership: Nine Essentials in Practice

Lynnette Christensen, Brigham Young University  
Steven C. Baugh, Brigham Young University  
Paul Caldarella, Brigham Young University  
Janet L. Losser, Brigham Young University

**ABSTRACT:** The Brigham Young University-Public School Partnership (BYU-PSP) has been serving K-12 public schools in Utah for 29 years. The Partnership includes five school districts, BYU's David O. McKay School of Education, and the seven arts and sciences colleges at BYU that participate in preparing teachers. This article describes the structure of the Partnership and explains how the nine essential elements of Professional Development Schools (PDS) are implemented within this partnership agreement. The BYU-PSP is unusual among PDS partnerships due to its size, scope, and longevity. All schools within the BYU-PSP districts are considered Partnership schools, but some participate more fully in the preparation of teachers, school psychologists, and administrators than others. One of the strengths of the Partnership is that it provides over 40 pre-service and in-service professional development programs. Insights and lessons learned are shared, with a particular focus on long-term sustainability of school-university partnerships.

*NAPDS Essential(s) Addressed: #1/A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community; #2/A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community; #3/Ongoing and reciprocal professional development for all participants guided by need; #4/A shared commitment to innovative and reflective practice by all participants; #5/Engagement in and public sharing of the results of deliberate investigations of practice by respective participants; #6/An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved; #7/A structure that allows all participants a forum for ongoing governance, reflection, and collaboration; #8/Work by college/university faculty and P-12 faculty in formal roles across institutional settings; #9/Dedicated and shared resources and formal rewards and recognition structures.*

## Introduction

The Brigham Young University-Public School Partnership (BYU-PSP), established in 1984, enables K-12 and university faculty to work together as equal partners to create both exemplary teacher preparation programs and exemplary schools (<http://education.byu.edu/cites>). The five partnership school districts include approximately 500 administrators and over 6,500 teachers, serving nearly one-third of the students in Utah. Schools in these districts provide a variety of options for placement of undergraduate and graduate students for practicum, student teaching, and internships for all educational certification programs in BYU's David O. McKay School of Education: early childhood, elementary, and secondary education; special education; school counseling and psychology; and educational leadership). The seven arts and sciences colleges at the university that participate in preparing secondary teachers also participate fully in the Partnership. In addition, the Partnership facilitates numerous professional development programs, initiatives, conferences, and activities for both public school and university educators through its Center for the Improvement of Teacher Education and Schooling (CITES).

The BYU-Public School Partnership includes the nine essentials of a Professional Development School (PDS), as articulated by the National Association for Professional Development Schools (2008). Our work, like the statement of the essentials represents "practical goals," which can be described with concrete examples in "tangible" language (NAPD, 2008). For a further description of the Partnership structure, including CITES, see Wangemann, Black, and Baugh (2006). Implementation of each of the nine essentials within the Partnership is described below.

## Essential 1: Comprehensive Mission

The mission of our Partnership goes beyond the scope and outreach of each individual member in its goals to serve education in the schools, extending, when possible, to the greater community. School reformer John Goodlad advised that teacher preparation institutions and schools must "renew simultaneously" to produce significant change (Goodlad, Mantle-Bromley, & Goodlad, 2004). He has frequently affirmed that creating good schools requires good teachers, and that training good teachers requires good schools (Goodlad, 1994). Thus the partners together can produce change of a magnitude impossible to one partner acting alone. The following purposes from the BYU-Public School Partnership mission statement support this focus of simultaneous renewal:

1. To develop programs, practices and procedures for (a) pre-service teacher education, (b) in-service professional development, (c) curriculum improvement, and (d) research to support high standards of student achievement.
2. To extend the body of knowledge regarding effective educational practices and democratic principles within public education.
3. To study, research, gather data, evaluate, discuss, and implement best practices, programs, and policies in the field of public education.
4. To promote cooperation among students, teachers, parents, administrators, researchers, and business/governmental leaders to provide excellence in education.
5. To secure cooperative and efficient action, in advancing the common purposes of the members of the Partnership.
6. To take reasonable and necessary steps to accomplish the purposes set forth.

An example of the Partnership's commitment to collaboration for excellence in simultaneous renewal is our Teaching English Language Learners (TELL) program (<http://www.education.byu.edu/tell>). In response to a need apparent in schools for teachers with specific competence for teaching English language learners, BYU faculty in teacher education partnered with faculty specializing in second language acquisition and linguistics to develop TELL. After being implemented and tested in public schools, the program was revised, retested, then revised again. A cumulative series of courses has been produced, anchored by video segments featuring nationally acclaimed experts and relevant case studies. Quotations from the videos, along with lesson objectives and content, assignments, and discussion guides are included in the course texts written specifically for the program.

The courses are presented both on campus and in schools. Experienced teachers with master's level ESL expertise facilitate the courses. Successful completion of the program leads to an academic Teaching English to Speakers of Other Languages (TESOL) minor for teacher candidates or TESOL Endorsement for practicing teachers. The program has been continually implemented and refined through collaboration between school and university professionals (Baugh, Black, Young, & Henshaw, 2012).

## Essential 2: Teacher Preparation for School Community Engagement

The David O. McKay School of Education at Brigham Young University graduated 685 certified teachers in 2010–2011. Of these graduates, 84% of the student teachers and 98% of all teacher candidate interns (87% overall) were mentored in BYU-PSP schools. Due to the Partnership's collaborative training and mentoring of pre-service teachers, all

these candidates experienced engagement in the school community where they were placed. This engagement extended beyond their classroom teaching experiences to include participation in grade-level professional learning communities in which they collaborated with other teachers in designing instruction, assessing student learning, and planning interventions for students having difficulty. The McKay School also placed approximately 20 school psychology students in practica or internships along with 40 administrative licensure candidates within the Partnership schools.

### Candidate Intern Program

Our teacher candidate intern program exemplifies our concern for engaging candidates in school communities as part of their preparation experience. Under agreement with the state, a senior-year teaching candidate becomes a teacher of record (intern) for a school year. The intern is paid half a normal teacher's salary with benefits. Throughout these experiences teacher candidates are supported and mentored by a network of practicing teachers in the schools, not only in the individual classrooms, but in the overall school community.

An intern facilitator from the school provides close mentoring, working in collaboration with a clinical faculty associate from the university who provides direct help to both facilitator and intern. Clinical faculty associates are experienced teachers selected from each of the Partnership districts to take a leave of absence to work at the university supporting the intern program in their respective districts: funding for this program is shared by the district and the school of education.

### Overall Teacher Preparation Program

Throughout their preparation programs, education candidates in the BYU-Public School Partnership are involved in both classroom and school-wide cultures. They are admitted into the teacher education programs prior to

their junior year at the university and are referred to during various practicum experiences as cohort students, student teachers, or interns. *Cohort students* are those having either their first or second practicum experience in the schools. *Student teachers* and *interns* are those completing their final comprehensive practicum requirements.

*Cohort experience.* After completing an initial semester of arts-related courses, including visual arts, drama, music, and dance, teacher candidates are placed in a cohort of approximately 20–25 students who will move together through the methods courses and accompanying practica. They spend eight weeks on campus learning methods in preparation for their practicum experience in which they spend a month teaching in public school classrooms. During this practicum they attend a two-hour seminar each week, known as *practicum support*, during which they debrief their classroom experiences. At the end of the four weeks the cohort returns to campus to spend the remaining three weeks of the semester continuing to learn about pedagogy and to debrief their practicum. Thus the methods professors and the practicum mentors cooperate in allowing the candidates to practice what they are learning in their coursework—a benefit that could not be accomplished without Partnership work. This process is repeated the third semester of the program; the cohort group remains same, but the practicum placement changes to a different school.

*Student teaching or internship.* After the third semester in the teacher education programs, teacher candidates are prepared for their final practicum experience in the schools, which they may choose to do as traditional student teaching or apply for an internship. Student teaching requires candidates to work in two different school placements for eight weeks each. An internship, as described above, requires the teacher candidate to become the teacher of record for a classroom for an entire school year. The various stages of candidate participation in the teacher education program are illustrated in Figure 1.

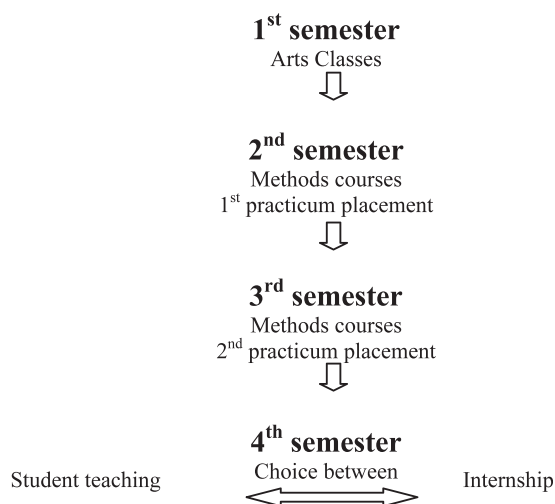


Figure 1. Stages of Teacher Candidate Participation in the Teacher Education Program

## Partnership Structure for Teacher Candidate Support

It is through the partnership between BYU and the public schools that extensive practical experiences can be provided for students in the Teacher Education Department. For example, the organization of candidate support in one Partnership district involves 12 schools, which are separated by area into three groups of four designated as Cluster 1, Cluster 2, and Cluster 3. Each cluster of four schools accommodates approximately 20–25 BYU teacher candidates who are meeting their practicum requirements. At any given time each school may work with approximately six to ten teacher candidates at different levels in the program.

In the structure described above, five individuals provide significant support for teacher candidates at each stage of their practicum experience. Layers of support exist both within the individual schools and throughout the district partnership unit.

*Principal.* The school principal provides one of the most critical components of a successful partnership that provides high quality support. When they choose for their school to become a partner school, principals must be willing to promote a partnership attitude with the faculty and commit themselves in writing to plans for making a significant contribution to Partnership

endeavors. Thus principals of partner schools are not just routinely involved in the Partnership, but are committed to working with teacher candidates.

*Mentor teacher.* The next layer of support for a candidate in a practicum assignment is from a mentor teacher who has been prepared through the Partnership for the important mentorship role. As they are trained, mentors learn what will be required of them as mentors and what will be required of the teacher candidates as they participate in classrooms. Initially mentors are released from their classroom responsibilities for half a day to meet their teacher candidate. Mentor teachers and teacher candidates are also given time during their training to get to know each other on a personal level and communicate the expectations each has of the other.

*School facilitator.* The school facilitator provides a third layer of support for teacher candidates placed in each Partnership school. This facilitator is a public school teacher who has been released full time from his or her classroom assignment to work with BYU teacher candidates at all levels of their practicum participation, from the first cohort experience to their final internship or student teaching. The position is made feasible by placing two BYU interns in each Partnership school. Because interns are paid half salary, one salary is left available to pay for the school facilitator. The facilitators receive continual training on mentoring by attending monthly facilitator training meetings as they fulfill their stewardship in the schools.

*Clinical faculty associate.* The layers of support for teacher candidates extend beyond the specific school as each works with a university mentor known as a clinical faculty associate (CFA). Having been released for two years from a regular teaching assignment with the district to work for the university, CFAs work closely with university professors in a co-teaching relationship intended to bridge the gap between theory and practice for the teacher candidates attending a teaching methods class. The CFA oversees one of the clusters of four schools, supporting the 20–25 teacher candi-

dates and the school personnel who are working with them.

Support for teacher candidates goes beyond providing feedback while they teach. CFAs work with the candidates before they teach to help them plan their lessons and predict possible problems before they occur. After each observation, the CFA spends time reflecting with the teacher candidate on the teaching and learning that took place. In addition, the CFA is the university instructor of record for the practicum seminar that students attend during the practicum experience.

The CFA position is possible because BYU sends one extra intern (paid half salary) to each cluster of four schools to take the place of the teacher who will be working temporarily at BYU as a CFA. In addition, BYU provides an additional \$30,000 to compensate the district for the salary of the CFA. The CFA's salary continues to be paid by the district so teachers do not lose their retirement benefits during the two years that they are on special assignment. CFAs receive partnership training at the beginning of their experience and through monthly meetings.

*District liaison.* The district liaison, the fifth layer of support to teacher candidates, works full time for BYU on a professional track and is responsible for administrating all aspects of the teacher candidate program throughout an entire district. The liaison also teaches planning, management, and assessment courses on campus to the teacher candidates completing their practicum experience in the district to which the liaison is assigned.

### Essential 3: Ongoing and Reciprocal Professional Development

Providing professional development to educators in Partnership schools improves teacher practice and helps ensure quality mentors for the many practicum and intern students placed within these schools. A few of the



more than 40 professional development programs offered through the Partnership are described below.

### Principals Academy

The Principals Academy is facilitated by faculty from the Educational Leadership and Foundations Department in the McKay School of Education, with oversight from an advisory committee composed of principals from each of the Partnership districts. This academy is a two-year program of study, discussion, collaboration, and expert presentations for Partnership principals. Selected principals participate in monthly retreats designed to develop their instructional leadership skills, with a focus on helping them implement professional learning communities in which teachers in grade-level or departmental teams work collaboratively to develop common curriculum and assessments, examine data, and collaborate on best practices.

### Endorsements

*Reading endorsement.* CITES provides an opportunity for in-service teachers in Partnership schools to earn the Utah State Reading Endorsement. Instructors from the McKay School of Education, along with master teachers within the public schools, teach during after-school hours in district classrooms. Structured to provide teachers with additional skills and knowledge for improving classroom reading instruction, this program is funded in part by the Utah State Office of Education; the balance of the funding is provided by the districts.

*Gifted and talented endorsement.* The Partnership's Gifted and Talented Task Force has developed an endorsement program for teachers who want to teach classes for gifted and talented students in Utah. Designed to meet Utah State Office of Education teacher licensing standards, this endorsement is administered by a committee representing the public schools, the McKay School of Education, the BYU Office of Continuing Education, and CITES. About 20 people enter this program every year. Other professional development programs offered

through the Partnership are described in the sections below.

### Essential 4: Shared Commitment to Innovative and Reflective Practices

An example of the innovative and reflective practices developed collaboratively by all partners is our Math Initiative. The Partnership Governing Board set a goal for improved student learning in mathematics, and a committee formed comprised of math specialists from each of the Partnership districts, the school of education, and the departments of Mathematics and Mathematics Education from the BYU College of Physical and Mathematical Sciences. During the following year the committee members conducted an extensive review of math education content and pedagogy, from which they developed a framework for math instruction for practicing elementary teachers. Over the next two years they tested the framework with the faculty in one of the Partnership elementary schools, teaching both math content and math instruction strategies. Frequent collaborative practice and reflection on that practice were major aspects of the school faculty's experience, as participant groups designed lessons, implemented them, critiqued them, revised them, and retaught them in different classrooms through a rigorous refinement process. Research conducted during the implementation indicated significant gains in teachers' mathematical knowledge, positive changes in their instruction, and gains in their students' achievement. The program has been extended to multiple schools in each district.

Innovative and reflective practices have been fostered in other areas as well. For example, collaborative groups that study research and reflect on practice include the 60-participant Leaders Associates and the 125-participant Associates Program (see Essential 8). In addition, students in practicum experi-

ences are provided with individual mentoring sessions and group seminars focused on debriefing and reflecting on their teaching experiences

## Essential 5: Engagement in and Public Sharing of Best Practices

Both university and public school partners routinely and often collaboratively examine their practice. Results are shared publicly throughout the partnership via meetings, conferences, and publications. Sharing is taken beyond the partnership by presentations at local, state, and national conferences and other professional meetings, as well as by refereed publications. One example of practice sharing and evaluation within the Partnership is our Arts Reaching and Teaching in the Schools (A.R.T.S.) program. Other examples are the Leadership in the 21<sup>st</sup> Century Conference and the Secondary Literacy Institute. Each is briefly described below.

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

The goal of our BYU A.R.T.S. Partnership is “Every child, every art” ([education.byu.edu/arts](http://education.byu.edu/arts)). This program offers various forms of arts training for elementary classroom teachers to build their personal, pedagogical, and integration skills in dance, drama, music, visual arts and media arts. For example, in the ArtsBridge program university students majoring in the fine arts are paired with elementary teachers, and they work collaboratively to implement arts instruction and integration in the classroom. Our Arts Academy provides ten days of arts training distributed throughout the school year, during which teachers receive instruction and practice in basic skills in each art form and learn how to provide arts leadership and advocacy in their school and district. In addition, the Arts Express Summer Conference brings elementary school teachers and administrators together for two days of training with local and national

teaching artists, university faculty, and exceptional classroom teachers.

During the past five years, over 1,800 teachers have impacted over 56,000 students by increasing the time spent on arts instruction by 40 minutes per week. These continuing arts programs are documented by interview and survey data, email reports from participants, and video and audio footage. Detailed annual reports are compiled. Aspects of the programs have been represented in local and national publications.

### Major Conferences

*Leadership in the 21<sup>st</sup> Century.* The Leadership in the 21<sup>st</sup> Century Conference, held bi-annually in Salt Lake City, focuses on instructional leadership. The conference attracts approximately 1,600 local, state, and out-of-state participants each time it is held. It features nationally acclaimed speakers presenting on a variety of critical current issues, providing an exceptional opportunity for participants to hear well-known authorities in education without leaving the state. Some sessions have provided opportunities for interaction between visiting national authorities (e.g., Linda Darling Hammond) and partnership teachers and administrators.

*Secondary Literacy Institute.* The purpose of this bi-annual conference is to encourage all teachers of content to be also teachers of literacy. The Secondary Literacy Institute provides secondary educators with instruction to build their capacity and skills in incorporating literacy relevant to their content areas, skills that will be of particular interest in the upcoming implementation of the State Common Core. This weeklong seminar includes ongoing assignments, with four follow-up sessions.

In addition, our partnership encourages collaborative teams comprised of university and school personnel to present at local, national, and international conferences and to publish their collaborative work. Many collaborative books and book chapters have been written on Partnership practice, as well as on topics in the

academic disciplines. A Partnership Annual Report is prepared and distributed widely.

### Essentials 6 & 7: Collaboration, Reflection, and Regular Communication

The structure of Partnership operation has been designed to foster regular communication and continuous collaboration; these were founding purposes for the Partnership 29 years ago, and their primacy has not changed. Partnership function is based on reflective practice—that of individuals, groups, committees, and learning communities.

The Partnership has a Constitution and Bylaws endorsed by the Governing Board. This board meets eight times a year and is responsible for reviewing programs, setting direction for immediate and long-range objectives, approving and adapting policies, and overseeing the financial operation of the Partnership. As mentioned earlier, the Governing Board consists of the superintendents of the five participating school districts and the dean of the school of education—*each* with an equal vote—as well as the partnership executive director, who also functions as the director of CITES. As mentioned, CITES handles day-to-day Partnership operations.

Additionally, various committees complete the Partnership structure, all of which include representatives from the university and the schools; all must communicate and cooperate in order to function. The most critical committee is the Professional Development Coordinating Council (PDCC), comprised of representatives of each district, BYU's McKay School of Education, the state office of education, and CITES. This council meets monthly to develop and implement programs, activities, and initiatives that meet the objectives set by the Governing Board.

Along with numerous committees, three additional Partnership advisory councils (PACs) broaden this forum, one each for elementary, secondary, and special education. Comprised of both school and university educators, these councils serve an advisory function, reviewing

proposals for program change and assisting to implement those changes. Better communication and resultant improved collaboration between the schools and the university are primary purposes. Our elementary, secondary, and special education advisory councils and our coordinating council all have official procedural agreements. We have also had an individual agreement with an elementary school for intensive research and product development.

In addition, the teacher education, special education/school psychology, communication disorders, and educational leadership departments, along with the other colleges on campus that help prepare secondary educators, work closely with the five districts and their respective schools to coordinate the placement and supervision of university teacher candidates. University research activities are also implemented within the Partnership schools, giving university students experience with educational research and providing teachers opportunities to participate in the processes that help inform best practice.

### Essential 8: Formal and Informal Roles Across Institutional Settings

Traditionally a university's college or school of education is responsible for preparing new teachers, and the school districts assume responsibility for providing professional development for practicing teachers. But due to the complexity of the work of these groups, we believe a tripartite partnership has the potential to collaboratively ensure higher levels of both teacher preparation programs *and* ongoing professional development activities (Young & Baugh, 2008). Our tripartite relationship includes (a) the School of Education, (b) the seven arts and sciences colleges at the university, and (c) five nearby public school districts.

#### Teacher Preparation

In our tripartite relationship the School of Education has primary responsibility for the preparation and certification of early childhood, elementary, and special education teachers,



school psychologists, speech language pathologists, and principals. The arts and sciences colleges and departments on campus participate extensively in preparing secondary teachers, with each college having discretion in determining program requirements and in recommending candidates for certification. Schools complete teacher preparation by providing the settings where candidates learn and practice skills needed to be exemplary teachers under the guidance of skilled mentors. Thus teacher candidates in these practicum settings receive instruction, supervision, encouragement, and support from both university and public school personnel.

### In-service Professional Development

Because teaching is a profession, practicing teachers need opportunities to continue to learn and develop their skills. Therefore, in-service training is an important priority of the Partnership. Professional development opportunities for teachers are organized and carried out through CITES. A few of the many opportunities provided to teachers are reviewed below:

- Endorsement programs, including reading specialization, gifted/talented, and teaching English to speakers of other languages (TESOL)
- One major region-level conference each year featuring nationally acclaimed presenters: Literacy Promise and Instructional Leadership in the 21<sup>st</sup> Century
- Courses and workshops in areas such as mathematics teaching, experiential science, early literacy, children's literature, ELL studies and experiences
- Encouragement and support for forming and maintaining effective professional learning communities, including a grant awarded annually to support schools that demonstrate dedication and progress
- Varying forms of retreats in which tripartite groups of "associates" meet

regularly to study and discuss current issues relevant to their work

### Leaders Associates

Another example of the tripartite relationship is the Leaders Associates program (CITES Annual Review, 2011). This associates group of approximately 60 individuals is comprised of deans and associate deans from the school of education and the arts and sciences colleges, district superintendents and central administrators, and CITES staff members. At meetings held twice yearly, group members participate in intensive professional development. The leaders group also makes decisions and provides guidance and support to Partnership initiatives.

### CITES

CITES was organized to facilitate systemic and meaningful collaborations among the three partners who have the same goals but different areas of accountability. CITES is a center located in the school of education that directs and coordinates activities of the Partnership. The Governing Board sets the vision of the Partnership, and CITES implements that vision. CITES also serves many additional needs of the school of education and its associated colleges across the university. A staff of a dozen full- and part-time professionals maintains the three divisions of CITES: (a) professional development, (b) education support, and (c) research.

Five critical functions of CITES facilitate the collaborative efforts of the Partnership:

1. *Professional Development.* A Professional Development Coordinating Council (PDCC) was established in 1999 to identify, organize, and deliver meaningful and relevant learning experiences for pre-service and practicing educators, as well as university faculty and administrators. The PDCC was designed to provide all partners with development experiences that would not have been feasible for any single partner.

2. *Inquiry.* Inquiry into issues and practices of pedagogy is important to all partners. Through CITES, personnel and resources are made available to university, public school, and combined groups to conduct research and evaluation, to sponsor seminars, and to publish results.
3. *Programs.* Major programs can be initiated in response to needs the partners share. When shared interest and commitment are evident, CITES provides a structure to facilitate collaboration among the partners and to spread knowledge and expertise that result from this involvement.
4. *Leadership.* Governance and decision making processes must be effective to enable successful collaboration among partners. Responsibilities are effectively shared, with members of the tripartite structure participating together on various leadership and management committees.
5. *Services.* As renewal activities are implemented and institutionalized, a variety of essential services are provided, including assistance with grant writing, faculty mentoring and resource support for a public school science and engineering fair, in addition to support with budget, and communications.

### Associates Program

To strengthen relationships and promote professional learning among practitioners in the schools and professors at the university, a year-long Associates Program is held in each district each year, focused on the mission and guiding principles of the Partnership. During ten full days (five two-day sessions spaced throughout the year), two facilitators, one from the district and one from the university, guide each group through a variety of experiences designed to help them understand the goals and function of the Partnership. The purpose of the Associates

Program is to help participating educators become agents for change in their schools by inspiring them to implement Partnership principles into their practice. Each of the five (district) cohorts is comprised of 25 participants: twenty public school teachers and administrators and five university faculty. The primary content centers around five themes: providing access to knowledge for all students, ensuring nurturing pedagogy in classrooms, assuming responsible stewardship for schools, preparing students for citizenship in our democratic republic, and renewing the work of the schools and the university (Goodlad, 1994).

An important characteristic of our Partnership is that all schools in the participating districts are Partnership schools. Both public school and university personnel work together to provide the training and support necessary to all programs described in this section. Many schools choose to participate in the Partnership more formally by providing placements for student teachers and interns, school psychology practicum and intern students, and graduate students seeking administrative licensure.

### Essential 9: Shared Resources and Reward/Recognition Structures

The school of education and the public school districts share resources as they carry out joint projects and activities. For example, funding for the five two-day sessions and the plaques all participants receive upon completing the Associates Program, described above, are shared by the school of education (2/3) and the districts (1/3). The Principals Academy (also described above) is similarly funded, with the districts funding the six-day experience across the school year and the school of education providing two instructors.

Each year the McKay School of Education honors three or four outstanding Partnership educators with the Benjamin Cluff, Jr. Award, named for the first President of Brigham Young University. The awards have tradition-

ally been presented to a representative of each of the tripartite partners; an educator from the schools, a professor from the school of education, and an individual from the arts and sciences colleges that prepare secondary educators.

In addition, Partnership research by school of education faculty is of sufficient quantity and quality to count for status and rank advancement at the university level. Both school and university personnel also receive recognition as they present their joint work at state, regional, and national conferences; publish together in professional journals; and produce materials published by the Partnership.

## Accomplishments and Achievements

Perhaps the greatest accomplishment of the BYU-Public School Partnership is its longevity. We have been successfully partnering for 29 years. Many education partnerships and other collaborative programs dissolve over time as critical leaders come and go. Our Partnership has avoided this loss, as all partners' dedication to renewal has been strong enough to ensure that the mission of the Partnership continues though leadership changes naturally with time.

Since the beginning of the Partnership, the superintendents in all five school districts have changed at least three times (a total of twenty superintendents), the School of Education has had five deans, the arts and science colleges have experienced numerous changes, and the university has had four presidents. A flexible structure and shared goals have allowed the Partnership to move seamlessly through these changes in leadership, with continued commitment to strong working relationships among the Partnership districts, the school of education, and the colleges and departments of the arts and sciences.

During our extended Partnership involvement, we have learned some valuable lessons.

Working across organizational boundaries and joining in shared governance have not been easy. Building trust and mutual respect must be ongoing. Partnerships are fragile structures, easily damaged by concerns of time investment or short-term efficiency. Yet the possible achievements and services made available through the Partnership make the gains well worth the outlay.

Providing more than 40 professional development programs that benefit both school and university personnel is no small undertaking, but when partners combine both human and financial resources and share responsibility for implementation, much can be done to benefit many. We are proud of the contribution our professional development programs make to all educators, both pre-service and in-service. We believe we have done and are continuing to do much to fulfill our goal of simultaneous renewal of both educator preparation and public schooling, which in turn blesses the young people who are our future citizens and leaders. <sup>SUP</sup>

## References

- Baugh, S. C., Black, S., Young, K. R., & Henshaw, V. (2012). The Brigham Young, 8(1), 8-9.
- University-Public School Partnership: A quarter century of PDS activities. *National Association for Professional Development Schools PDS Partners.*
- Goodlad, J. I. (1994). *Educational renewal: Better teachers, better schools.* San Francisco, CA: Jossey-Bass.
- Goodlad, J. I., Mantle-Bromley, C., & Goodland, S. J. (2004). *Education for everyone: Agenda for education in a democracy.* San Francisco, CA: Jossey-Bass.
- Center for the Improvement of Teacher Education and Schooling (2011). *Annual review.* Provo, UT: Brigham Young University, David O. McKay School of Education.
- National Association for Professional Development Schools. (2008). *What it means to be a professional development school.* Retrieved from [www.napds.org](http://www.napds.org)
- Wangemann, P., Black, S., & Baugh, S. C. (2006). *The Spirit of Renewal: A Celebration of the Moral*

*Dimensions of Teaching, A Commemoration of the 20<sup>th</sup> Anniversary of the Brigham Young University Public School Partnership.* Orem, UT: ProLogic.

Young, K. R., & Baugh, S. C. (2008). Keys to sustaining 20-plus years of a university-school partnership. *National Association for Professional Development Schools PDS Partners*, 3(3), 4, 6.



**Lynnette Christensen**, MS, is Assistant Director of the Research Division in the Center for the Improvement of Teacher Education and Schooling (CITES) at Brigham Young University. She can be reached at [lynnette\\_christensen@byu.edu](mailto:lynnette_christensen@byu.edu).

**Steven C. Baugh**, EdD, is the Director of the Center for the Improvement of Teacher

Education and Schooling (CITES) at Brigham Young University. He can be reached at [steven\\_baugh@byu.edu](mailto:steven_baugh@byu.edu).

**Paul Caldarella**, PhD, is Director of the Brigham Young University Positive Behavior Support Initiative and an associate professor in the Counseling Psychology and Special Education Department. He can be reached at [paul\\_caldarella@byu.edu](mailto:paul_caldarella@byu.edu).

**Janet L. Losser**, PhD, is an assistant professor in the Teacher Education Department at Brigham Young University, where she serves as a district liaison for one of the districts in the BYU-Public School Partnership. She can be reached at [janet\\_losser@byu.edu](mailto:janet_losser@byu.edu).