

BRIGHAM YOUNG UNIVERSITY–PUBLIC SCHOOL PARTNERSHIP

Setting Contact: Steven Baugh, Executive Director, Brigham
 Young University–Public School Partnership

Tripartite Representatives: Richard Young, School of Education
 John Rosenberg, Arts and Sciences
 Vern Henshaw, P-12

HIGHLIGHTS OF PROGRESS TOWARD:

Findings Across the Setting Related to the NNER Equity Self-Study on Equity

Working Document
Continuum of Equity Practices
 Compiled in Behalf of the BYU–Public School Partnership
 October 4, 2007

	No Action at This Time	Acknowledging and Defining Issue	Making Plans	Beginning to Implement	Sustaining Progress	Promising Practice to Share
Age					X	
Disability					X	
Gender					X	
Language				Xa	X	
Locality				Xa	X	
Personal Appearance					X	
Political Ideology					X	
Race				Xa	X	
Religion					X	
Sexual Orientation				Xb		
Socioeconomic Status				Xa	X	
Other						

Xa) Language, Locality, Race, and Socioeconomic Status—We are beginning to implement a number of programs/initiatives in these areas. Specifics are listed below entitled “Programs/initiatives to promote equity.” As a general statement, we are sustaining progress in these areas.

Xb) Sexual Orientation—The School of Education has identified the knowledge, skills, and dispositions that every teacher candidate should possess to assist all students in the schools to access a quality education regardless of sexual orientation, disability, gender, etc. The primary place for teaching this is designated for the multicultural classes required of all teacher candidates. In addition, all teacher candidate course work and field experience is undergirded by the moral dimensions of teaching.

Programs/Initiatives to Promote Diversity

- We are in the second year of a three-year grant to recruit minority students for a masters' degree program in special education. Thus far, eighty-five students from minority backgrounds have been recruited and are currently progressing through the program.
- As reported last year, through the efforts of the dean, donations have been secured for undergraduate and graduate scholarships; a specific effort is made to use these funds for minority students. In the 2006–2007 academic year, seventy-six students from minority populations received scholarships.
- As reported last year, we have established an active recruiting campaign for minority students to pursue teaching as a major. We are cooperating with the University's office of multicultural student services in this effort.
- All five departments in the School of Education made specific action plans for recruiting faculty from minority backgrounds in August 2006. This was reemphasized in August 2007.
- As reported last year, over a three-year period, the University specifically targeted the hiring of more female faculty in math and science and has been successful in achieving a gender balance in those areas. The School of Education assisted in this effort.
- A year ago the University revised its admissions process to allow individuals from diverse backgrounds increased opportunity to be admitted. As reported last year, the School of Education has membership on the admissions committee and contributed to the debate; the dean of the School of Education can make recommendations to admit individuals from diverse backgrounds.
- As reported last year, the School of Education has developed and implemented a conceptual framework that provides a philosophical and practical foundation for the School. The “moral dimensions of teaching” are four of the seven elements of the framework. Access to knowledge for all is a key moral dimension. It is a School requirement that the moral dimensions are a part of the objectives for all courses.
- In 2006 the dean and others in the School of Education, in collaboration with educators in Washington, D.C., have established a charter school for inner-city youth, called the Washington Academy. School of Education faculty members and the dean serve as consultants and trainers for Academy teachers and administrators. Student teachers and

interns from the School of Education are placed in the Academy. The student and teacher/administration population is almost exclusively African American.

- The School of Education developed a partnership with Howard University in Washington, D.C., in 2006 (and the relationship continues).
- Beginning with the 2005–2006 academic year, the School of Education developed a series of monthly lectures focusing on issues of diversity, many presented by individuals with minority backgrounds—African American, Native American, Latino, and Polynesian. These lectures continued in the 2006–2007 academic year.
- As reported last year, the multicultural course was revised using the questions: What do we want our students to know and be able to do? How will we know if they have mastered it? How will we respond if they don't? Particular emphasis has been given to teaching the knowledge, skills, and dispositions needed to ensure that teacher candidates will know how to provide a safe haven for students of diversity. This effort continues.
- Four years ago, the School developed the Diversity Committee. The committee meets once a week. The chair of the committee meets with the dean's committee every week, and every week, diversity items are on the Agenda.
- In May 2006, we established an executive committee to identify how to best reach into the community (a result of their attendance at the "Convening Community to Advance Educational Renewal: Learning from the Developing Networks Initiative" in Seattle) and especially to the underserved Hispanic population. The executive committee has specific plans to work with underprivileged Hispanic students regarding high school success and preparation for university studies. Two of the three committee members are Hispanic.
- Twice a year for two days the deans and superintendents in the tripartite, with their assistants, meet around issues dealing with the moral dimensions in what we call our Leaders Associates program. During the 2005–2006 year, the program focused on Hispanic issues and poverty and included the following:
 - Panel of Hispanic parents,
 - Panel of Hispanic students,
 - Presentation by Fidel Montero and Jose Enriquez,
 - Action plans,
 - Focus on a family who recently arrived from Central America, and
 - One outcome of the program was the hiring of one of the parents from the panel to assist with the implementation of the minority recruitment grant.
- Associates Programs—Each year one hundred and twenty five school and university educators work together for twelve to fourteen days in understanding and applying the Moral Dimensions, of which access is a key part. Over 1200 educators in the Partnership have participated since 1993.

- Last year a team of three participated in the diversity/equity conference in December 2006 in Hawai‘i. This year the dean and two others from the School of Education will be attending.

The Equity Task Force Recommends that the Following Questions Be Used to Guide the Self-Studies of Member Settings (*Note: the BYU-Public School Partnership responses follow each question and are in italics.*)

1. Are the organizations in our member setting in agreement with and committed to the NNER Equity Statement?
To the extent that the statement focuses our attention on the quality of education for all children, we are in agreement.
2. To what extent has our setting reviewed internal policies regarding equity to identify overt or explicit elements of discrimination and/or anti-democratic values? If such policies or practices exist, what have we done to attempt to change them? If they cannot be changed, what have we done to mitigate their effects?
The pilot survey has been reviewed by the Dean’s committee, committee of department chairs, diversity committee, and partnership governing board. Each entity has reviewed its policies regarding diversity and equity.
3. How have we studied and addressed the culture and climate of our institutions (e.g. democratic values, academic experiences, student retention and satisfaction, faculty satisfaction, and employee satisfaction) as related to equity? Might practices of organizations in our setting result in inadvertent discrimination or inequity?
Culture and climate of our institutions as related to equity are studied and addressed through a variety of processes. For the University, NCATE and Northwest accreditation and specific program accreditation are occasions when this is studied and addressed. For the schools, boards of education review, public involvement council reviews, individual school accreditation, and legal reviews are the primary means when this is studied and addressed. Inadvertent discrimination or inequity is something all of our institutions try to be aware of and address. It is subject to constant review in the schools, districts, departments, colleges, and university.
4. What do colleges and schools (including faculty, students, parents) and other community organizations say are the most urgent equity issues as listed on the continuum of equity practices in our setting currently?
As for the University, it is recruiting students and faculty from minority backgrounds. The most pressing need identified by the schools is providing access to a quality education for the increasing Hispanic population and other children from diverse backgrounds. Providing for the needs of the special education population is always an important equity issue for the schools given the lack of funding and the scarcity of qualified special educators.

5. What efforts have we undertaken in our setting to address these issues by promoting equity in each of the dimensions of the Continuum of Equity?
Examples of effort and initiatives that support promoting equity in our partner institutions and community include: culturally responsive practice; policies and research; grants, financial aid, and funding resources; curriculum; collaboration with community e.g. service-learning and structures to promote a four-part alliance; recruitment and retention; addressing the culture and climate of institutions; and recognition of identities. See the list in this report entitled “Programs/Initiatives to Promote Diversity.”
6. To what extent has our setting involved the community in the above efforts to promote equity in teacher education and schooling?
See the list in this report entitled “Programs/initiatives to Promote Diversity.”
7. What particular barriers or challenges do we face in addressing the issues we identified? What particular opportunities are there?
Challenges in recruiting students and faculty into the University are very much the same in all institutions in Utah and most of the inter-mountain west because there are not large populations of minorities. Another challenge we face is the lack of open faculty positions. There is little turnover. New faculty slots are not being created. The pool of available faculty with minority backgrounds is limited in much of the inter-mountain west and every institution seems to compete for the same individuals. However, we are having increasing success in securing donations for scholarships for minority students. We are able to add adjunct faculty and part-time faculty from minority backgrounds.
8. What kinds of resources or assistance do we need to address these issues further or more effectively? What more do we need to learn?
We need additional funding to provide scholarships for students from minority and impoverished backgrounds. We need to find ways to identify and better prepare potential university students from minority and impoverished backgrounds while they are in middle and high school. Preparation to better ensure their success must begin much earlier.
9. After completing the Continuum of Equity Practices, for any areas that are marked “No action at this time,” please explain why.

Engaging the Community to Advance Educational Renewal

As an outgrowth of the Journalism, Education, and the Public Good symposium sponsored by the Institute for Educational Inquiry and the NNER in June 2006, we organized the Utah Journalism/Education Team (UJET). Our team consists of seven representatives from broadcast and print media, partnership school districts, university journalism and public relations departments, public relations in the dean’s office, and CITES. We have met nearly monthly since then to study journalism/education issues. We have conducted two focus groups with

school districts, presented at two conferences, conducted a training in October 2007 for teams from the five school districts in the Partnership, and three others in Salt Lake and Davis counties, and conducted a training in November 2007 for forty school superintendents in the state at their monthly meeting. Our purpose is to build trust and understanding between journalists and educators through sharing presentations and conversations.

Current Local Initiatives that Advance the Agenda for Education in a Democracy

Associates—Each year one hundred and twenty-five educators (100 teachers and 25 university faculty) participate in twelve days of presentation, readings, and conversations surrounding the Agenda for Education in a Democracy, with emphasis on simultaneous renewal and the moral dimensions of teaching. Approximately 1200 educators have participated in the program since it began in 1995.

Leaders Associates—Twice a year since 1994 approximately sixty university and school leaders participate in a two-day conference focused on some aspect of school renewal and educator preparation. The participants are the five superintendents, seven deans from the arts and sciences, and the dean of the school of education, along with three or four of their assistants and department chairs.

Literary Associates—We have begun our second year of Literacy Associates. Participants are literacy specialists and special educators from the school districts, literacy and special education faculty from the School of Education, and representatives from CITES. We focus on research and practice in teaching literacy skills to K-12 students, preservice teacher candidates, and teaching teachers of teachers. We meet six times during the year for a full-day. Last year sixteen educators participated and we have doubled the size this year.

Mathematics Initiative—The initiative is funded from a state grant of \$500,000 and additional funding from the McKay School of Education. We are continuing our study of mathematics instruction and strategies for optimizing student learning. We have expanded now to a school in each of the five districts. The committee members with responsibility for the initiative come from the Partnership districts, university departments of mathematics, math education, teacher education, educational leadership, and CITES.

Arts Initiative—This set of programs has evolved from the leadership and funding of the dean of the School of Education, with cooperation from the deans of Health and Human Performance and Fine Arts and Communication. A coordinator/director has been hired, working within CITES, to manage the day to day responsibilities. Programs providing professional development for teachers and university faculty, and mentor experiences for university students have been implemented. Through the work of the three university deans and the CITES arts coordinator, a private donation of \$1.5 million has been secured to improve the quality and availability of arts education in the one hundred and thirty-five elementary schools within the Brigham Young University–Public School Partnership.

Positive Behavior Support Initiative—Begun in 1999, BYU faculty has implemented and refined an early intervention program as part of a federal Field Initiated Research project in two of the school districts within the BYU–Public School Partnership. Peaceable Schools is a behavioral intervention framework designed to encourage and nurture the emotional, social, and moral development of all children. It is a process designed to prevent misbehavior from escalating into emotional and learning disabilities. Peaceable Schools is not yet through evolving. Research will continue being done. But the final Peaceable Schools design will be viable and feasible, as they will include university, district, teacher, and student input through the real-life efforts of the BYU–Public School Partnership.

GAPS OR CHALLENGES FACED IN:

Findings Across the Setting Related to the NNER Equity Self-Study on Equity

See responses to questions 7 and 8 in the Equity report.

Engaging the Community to Advance Educational Renewal

We have a long way to go in reaching out to the community. For example, we have spoken for a number of years about inviting community members (business leaders, legislators, etc.) to participate in our Associates Programs however the challenge is in finding those who would be willing to devote the time to join with us. We are considering developing a modified version of these Associates Programs to use with community populations.

Current Local Initiatives that Advance the Agenda for Education in a Democracy

We are considering developing an associate-type program for administrators in the public school and in the university. We need to continually induct new administrators into the undergirding foundation of the Partnership due to constant changes in leadership. A two-day format might be appropriate for this group.

OTHER SETTING INFORMATION:

Four members of the Partnership have been designated by John Goodlad as AED (Agenda for Education in a Democracy) Scholars:

1. John Rosenberg, Dean of the College of Humanities, Brigham Young University;
2. Vern Henshaw, Superintendent of Alpine School District;
3. Barry Graff, Administrator for Curriculum and Instruction, Alpine School District; and
4. Steven Baugh, Executive Director of the Brigham Young University-Public School Partnership.