Implementing the Agenda for Education in a Democracy into a Teacher Education Program

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Abstract

The teacher education program at our institution has used the Agenda for Education in a Democracy (AED) to frame our program goals, outcomes, and assessments for accreditation. We identified course assignments, standards, and assessment instruments that supported our teacher candidates' understanding of the AED. We found that the Interstate New Teacher Assessment Support and Consortium (INTASC) principles provided a solid foundation in accepted national and state standards that could be linked to the AED components of Enculturation for Democracy, Access to Knowledge, Nurturing Pedagogy, and Stewardship for Schools. The connections between the AED and the INTASC Principles have provided our faculty and candidates with common language for understanding how the AED can be implemented in classrooms.

Introduction

The BYU Education Preparation Program (EPP) considers education to be "fundamentally a moral endeavor" (Goodlad, 1990, 1994; Goodlad, Soder, & Sirotnik, 1990). The EPP mission is to prepare educators who improve teaching and learning in the schools

and in local, national, and international settings. We strive to prepare education professionals who understand and apply the Agenda for Education in a Democracy (AED) (Goodlad, 1990, 1994; Goodlad, Mantle-Bromley, & Goodlad, 2004): (a) Enculturation for democracy, (b) Access to knowledge, (c) Nurturing pedagogy, and (d) Stewardship of schools.

Each component of the AED represents an obligation of teacher education faculty, programs, and teacher candidates. We are committed to this. We are also committed to the difficult task of measuring our candidates' understanding and implementation of the AED demonstrated through our program and their career. This paper focuses on our interpretation of the AED, examples of the implementation of the AED in our program, and our struggles with the development of assessment instruments that adequately reveal the understanding and implementation of the AED in our candidates.

Defining and Integrating the Agenda for Education In A Democracy

The AED has been the backdrop of teacher education at BYU for over 20 years. Faculty and administrators express support for and commitment to the AED and its precepts, yet getting all faculty in the program to demonstrate their commitment by integrating the AED elements in their teaching has been slow and difficult to implement. We are encouraged, however, that there are those who have caught the vision of how the AED actually threads through the content and pedagogy. Several faculty members in our program have designed their courses and developed assignments to reflect the AED to help our candidates as they prepare to engage in the practice of teaching. We will highlight examples of this type of integration from an elementary methods course and two secondary methods courses.

In the elementary education program, teacher candidates experience democratic classrooms first-hand as part of their social studies methods course. Instructors model democratic principles and behaviors that make it possible and necessary for the candidates to take

responsibility for their learning and to some degree, to assist their peers with their learning. While the instructor is still clearly responsible for the class, the candidates are mentored and given opportunities to take more personal responsibility as members of the learning community.

Class meetings are held to establish rules and expectations for attendance, when assignments are to be submitted, and what candidates and instructors need to be successful in the course over the semester they are together. The instructor models and teaches about the importance of a democratic classroom starting with establishing a positive classroom community where candidates and instructors build each other and contribute to the learning. While there are some assignments that all candidates do, there are some assignments that candidates are encouraged to create and complete that meet their individual interests or what they think will be most beneficial for them in their future teaching. As the instructor models the principles and behaviors of democratic teaching, she also takes time to explicitly teach the candidates what these principles and behaviors are and why they are important.

In a secondary education class focused on special needs students, the candidates view a video case study of an eleven-year-old student with Tourette Syndrome who has been expelled from school. The father of the girl is going to court to have his daughter reinstated as a student in the school. The video is stopped at several points to have our teacher candidates predict the arguments of the attorneys for the girl and the school, and to consider what the ruling of the judge will be. After the video, our candidates discuss the issues surrounding the case including access to knowledge for all students, the democratic principle of respecting students with disabilities, and the importance of providing pedagogy that nurtures the needs of all students.

During their student teaching semester, some candidates complete an action research project that focuses on an AED issue in the school. They are asked to look outside of their classroom at issues that impact the school as a whole. The rubric used to assess

the assignment asks them to link the issue they select to one of the AED components; discuss the data they collected during their action research; determine an action to take as a result of the data; and address the implication of the changes they suggest. The goal is to have our candidates become stewards of their learning community.

Examples of our candidates' reactions to these teaching strategies, and thus some insights into their learning, are integrated in the following sections to help illustrate how we are striving to embed the AED into our program.

Enculturation for Democracy

Preparing young people for participation in our social and political democracy (Goodlad, 1990, 1994; Goodlad, Mantle-Bromley, & Goodlad, 2004; Goodlad & McMannon, 1997; Goodlad, Soder, & Sirotnik, 1990; Hochschild & Scovronick, 2003) is the first goal of the BYU teacher education program. The skills and knowledge gained through public education should serve one primary purpose: the development of democratic character. Individuals who have democratic character understand and embrace the responsibilities of citizenship; deploy their learning and knowledge in the service of others; possess critical thinking skills; model civility; and know how to problem solve and communicate respectfully with others. They thoroughly understand their roles in living and growing together, serving families, communities, and nations throughout the world.

BYU believes that teachers provide a context in their classrooms that either promote democracy or do not. It is our obligation as a teacher education program to provide a context for teacher candidates to experience democracy in theory and in practice. In the case of the elementary social studies methods course, the instructors strive to provide a democratic context in the university classroom that the candidates would want to duplicate in their own classrooms. Initially, the candidates are not sure of the process and are doubtful that the instructor is really serious about the new sharing of power and responsibility. As one candidate remarked:

> At first I was like, "Nah, she's not doing this, no way.…" Not that I didn't trust her, but I didn't, not at the beginning [of the class], because no one had ever done it before. No one had trusted us enough to let us say, "This is what I want in my class and this is what I want to get out of it." But then I loved it when I finally realized she was serious, it was like, "Sweet man, this is awesome!" (LS, Focus Group Interview, 2008)

This experience, though reflecting a new concept for most of the teacher candidates, allowed them to understand through their own experience how to help their own students to become more responsible for their behavior and learning by allowing students to make choices, holding them accountable for their learning and for contributing to the learning in the classroom, and by helping them to understand the importance of the community in which they are a part.

Students' opinions of this approach to modeling democratic classrooms are extremely positive and are reported anonymously in their course and instructor evaluations. Some representative comments include:

- "I learned so much about not only social studies, but about democracy, responsibility and about myself. This course will likely influence what I do as a teacher more than any other."

- "I am going to try my hardest to be a democratic teacher."

- "Thanks for making this class a good experience and for providing me with a plethora of ways to have democracy in the classroom. Thank you for treating me like an adult and respecting my opinion."

Comments like these and the experiences the instructors have had teaching this course reinforce the importance of not only modeling principles and behaviors of democracy in the public schools, but also of modeling these attributes in university teacher preparation courses.

It is the obligation of our candidates to model democratic principles in their public school classrooms. One example of this modeling came from a group of four secondary teacher candidates who were completing an action research project requiring them to explore democractic principles during their student teaching semester. The candidates gave a survey to their students asking them to rate the usefulness of the content they were learning in their English, history, math, and sciences courses. The students were asked to describe instruction that was helpful in making the content relevant to them and to make suggestions about how the content could be taught so that it would be more relevant. Our candidates reported that they learned to "make sure students take what they learn in class and use it to better society." Because of this work the teacher candidates created assignments for their students that encouraged their students to link the content knowledge to a local problem and current events.

Candidates who understand and implement enculturation for democracy focus on creating learning environments that foster respect and civil discourse among their students, and design instruction that engages students in critical thinking and problem solving. Responding to the case of Tourette's Syndrome, one candidate wrote, "Schools need to teach everyone and learn as much from each other as possible. Her distractive behavior is outweighed by the benefit of learning to work with people who are different" (G.H. 2007). One group of teacher candidates explored how the school they were teaching in could provide help for new students coming to the school mid-year. They asked new students what helped them fell welcomed in the school. They took the information to their students and had them create new student help guides for both teachers in the schools and the current students in the building. Our teacher candidates felt that this school project supported respect among students as their students develop their problem solving skills.

Access to Knowledge

BYU believes that education professionals have a moral obligation to provide all students with access to high quality learning by providing conditions and environments that enable young people to learn and progress. If there are practices that interfere with students' access to learning, educators are responsible to replace them with more equitable and appropriate methods (Goodlad & Keating, 1994). Candidates who understand access to knowledge design instruction based on the cultural, social, and academic backgrounds of their students and modify instruction based on their needs. They believe that all students have the right to learn to their fullest potential. An example of this belief is found in a candidate's response to the Tourette's case, "I, however, can see the school's point-of-view as her distractions could cause more students to be distracted or disruptive. We must try to look past that and give every child the right to a good education" (H. H. 2008).

Another example of our candidates' exploration of access to knowledge is found in an action research project. Four of our teacher candidates explored school policies at two different schools that offered different strategies for students to get help when they fell behind in their work. One school had a "Flex period" during which students could go to a classroom for teacher help or to make up a test. The other school has a policy on testing that requires 80% of students in a class to get an 80% score on the end of unit test or the unit had to be taught again. Our candidates explored the opinions of both teachers and students on these programs, and the apparent success of the programs based on grades. The important aspect of this project was less about which program was more successful (even though that was interesting) but rather that both schools were working to find ways for all students to be successful in their classes. The two programs were good examples for our candidates to see that schools want all students to have access to knowledge. Other projects that explored access to knowledge for all students included exploration of ESL programs in the district, the importance of using learning styles in instructional design, and the value of integrating content areas as a learning tool.

Nurturing Pedagogy

BYU believes that education professionals have a moral obligation to practice nurturing pedagogy (Goodlad, 1990, 1994; Goodlad, Soder, & Sirotnik, 1990). This is evident in teacher candidates as they commit themselves to the intellectual, social, and emotional growth of all students. The Tourette's case helped one candidate realize that, "Using Lisa's disability, teachers could educate their students about Tourette Syndrome and teach them how to work with her. This would provide a valuable cooperative learning experience for both parties and enhance pedagogy" (B.L. 2009). This commitment includes sensitively responding to student needs, as well as implementing pedagogies and creating learning environments that genuinely support and cultivate growth and development. Candidates who understand nurturing pedagogy design lessons and assess students with a sense of caring and nurturing. They believe that when the pedagogy used to teach content is nurturing students not only to learn the content, but also to *learn to love* the content, students can become life-long learners.

Stewards for Our Nations Schools

BYU believes that education professionals have a moral obligation to be responsible stewards for the well-being of students, their families, and communities (Goodlad, 1990, 1994; Goodlad, Soder, & Sirotnik, 1990). During their preparatory coursework, our candidates share this stewardship with peers, mentors, and other education personnel. As they interact with children and adults in diverse school settings, they become increasingly aware of the impact of their behaviors on students and colleagues. They learn to assume responsibility for the organization and instructional climate of the school settings. Our teacher candidates become renewal agents of schools by continually striving to improve service within their stewardships to students, families, and communities. They act with greater integrity and care in responding to school and community challenges, developing and communicating high expectations, and acting in ways that benefit those in their care. Candidates understand

that they are part of a learning community and share responsibility for collaborating with all members of the community to improve teaching and learning.

An example of our candidates becoming stewards of the learning community in their schools is a study conducted by two teacher candidates about the nature of faculty meetings in the junior high school where they were student teaching. The school had created school teams where all the teachers in one team shared the same students across three grade levels. They had team faculty meetings to discuss specific students as well as to plan curriculum and instruction. The year our candidates were student teaching in the school a new principal changed the teams for faculty meetings to be based on the grade level of students. Our candidates conducted a survey of teachers to see which type of team meetings was more beneficial for helping students and curriculum development. They shared the results of their work with the principal. They felt that they were stewards of the school by exploring the two different types of team meetings.

Again, not all of our faculty members incorporate the elements of the AED into their courses or have identified assignments that engage our candidates in the AED, but we are encouraged that the work has started. Given some patience and continued support we are hopeful that more of our colleagues will begin integrating the AED into their courses. Our next effort was to link the formal candidate assessment instruments used in our program to the AED.

Developing Assessment Instruments

Having established a commitment to the Agenda for Education in a Democracy, and being faced with a national climate of accountability, we began the task of matching the AED to nationally accepted standards and principles. This involved an understanding of expectations for licensure locally and nationally, as well as awareness of accreditation. Our state, as well as many others, had adopted the Interstate New Teacher Assessment Support Consortium (INTASC, 1992) Standards as the baseline for teacher licensure. Accreditation

by both National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) required establishing valid and reliable means of showing that candidates achieve minimum outcome and performance expectations.

Our challenge was to meet all these expectations and to insure that the AED remained clearly the focus of our teacher preparation program. The AED needed to be reflected in instruments used to assess candidate performance and knowledge in clinical settings, attitudes and dispositions toward teaching and children, and in a capstone assignment that assessed holistic abilities and knowledge. After considerable research and reflection we adopted the INTASC principles as the foundation for assessing teacher candidates in clinical experiences throughout the teacher preparation program.

Instruments were adopted or created that allowed us to assess candidates' levels of mastery of the INTASC principles, their dispositions, and their abilities to apply their learning in clinical experiences, as well as candidates' understanding and implementation of the AED. These assessments include, but are not limited to, observations of clinical experience (Clinical Practice Assessment System), candidate performance assessment (Teacher Work Samples), and dispositions (Candidate Disposition Scales), all of which are linked to the program aims and INTASC principles.

Clinical Practice Assessment System

The Clinical Practice Assessment System (CPAS) is an observational tool created by BYU teacher education faculty and is completed by university supervisors and public school teachers (mentor teachers) who host our candidates in their classrooms during field experiences. This tool was originally developed to ensure our candidates are skilled in applying the latest proven techniques for instruction in their subject matter area. The CPAS instrument consists of 10 distinct yet interrelated sections based on the INTASC principles, and a section that allows for a narrative/written evaluation of candidate's student teaching by university supervisors and mentor teachers. The 10 INTASC principles in the CPAS instrument and the AED they assess are content knowledge, student learning and devel-

opment, diverse learners, instructional strategies, management and motivation, communication and technology, planning, assessment, reflective practitioner, and interpersonal relationships.

Teacher Work Sample

The capstone assignment for all candidates is a Teacher Work Sample (TWS) (Elliott, 1998), fully completed at or near the mid-point of the final clinical experience. Candidates demonstrate pedagogical content knowledge and nurturing pedagogy as they plan and design a unit of instruction which includes seven elements: contextual factors; learning goals; assessment plans; design for instruction; instructional decision-making; analysis of student learning; and reflection and self-evaluation. Each candidate completes a review and a brief summary of students at three levels of analysis. The exact language in the TWS for this section is, "Report the results of your assessments, including pre/post assessments and formative assessments to determine students' progress related to the learning goal and objectives. Use charts, graphs, and narrative to identify the performance of the whole class, subgroup, and two individual students."

The primary focus of the TWS is students' learning: whether all the students really learned or mastered the objectives set forth for the unit; whether all the students profited from the learning experiences. Also teacher candidates reflect on their own performance, thinking about what they might have done more effectively to advance the learning of all students. The TWSs are assessed by faculty teams using rubrics adapted from the *Renaissance Partnership for Improving Teacher Quality* (2001).

The seven elements of the TWS have been identified as fundamental to improving student learning. Each of the elements contains the task, prompts, and rubric that defines and ranks levels of performance on that element. Because of the interwoven nature of the elements, decisions made for some elements will impact other elements. The seven elements and indicators and the AED assessed are contextual factors, learning goals and objectives, assessment plan,

design for instruction, instructional decision making, report of student learning, and reflection and self-evaluation.

Candidate Dispositional Scale

The Candidate Dispositional Scale (CDS) was developed by BYU teacher education faculty to assess candidate attitudes and dispositions at the beginning and end of the teacher preparation program. The three sections of the CDS are Locus of Control, Aspirations, and Diversity. CDS 1, Locus of Control, asks candidates about their responsibility to develop as a candidate and improve the learning of their students. This section assesses stewardship for schools because it addresses the ways in which our candidates are responsible for the learning that takes place in their classroom and community. CDS 2, Aspirations, asks candidates to identify ways in which they will strive to improve their teaching, which also assesses stewardship and the improvement of the learning community. CDS 3, Diversity, asks candidates about the aspects of the culture and community that will likely impact their teaching and the learning of their students. The Diversity section assesses access to knowledge by focusing on teacher candidates' beliefs that all students can learn.

Linking Assessment Instruments to the AED

Each of the instruments discussed above aligns with the INTASC Principles as well as the four components of the Agenda. Looking at the outcomes of these measures collectively gives us a comprehensive picture of candidates' understanding and application of the AED. The following section identifies the parts of each assessment that specifically evaluate each component of the AED. We also report candidate outcomes for each of the components for the years 2006-2008.

Enculturation for Democracy

In our program *enculturation for democracy* is assessed through two of the Clinical Practice Assessment System (CPAS) principles:

- CPAS Principle 5: Management and Motivation. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- CPAS Principle 6: Communication and Technology. The teacher uses knowledge of affective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Enculturating for democracy requires our teacher candidates to create a learning environment that allows all students to feel safe and motivated to learn. This is observed and assessed in classroom assignments and during clinical experiences throughout the program. All of our candidates' scores typically range from *competent* to *exceptional*, indicating that all candidates met our expectations on these two principles.

Typical statements in CPAS narratives offered by university clinical supervisors regarding these two principles provide insights into ways in which our candidates demonstrate democratic principles and behaviors in their teaching. Applying these democratic principles in classroom settings is one way of enculturating students for a democracy. For example, establishing a classroom community and encouraging students to learn and contribute to the class allows students to understand how to participate in the greater society. One way this is observed and demonstrated in a classroom is how teachers and students interact with one another. A supervisor wrote of one student teacher: "[Her] ability to develop positive relationships helped students feel comfortable taking risks with their learning. This was a result of her affable personality, sincere encouragement, and democratic classroom" (University Supervisor (US) for El Ed 058775279). Another supervisor reflected the importance of management in a democratic classroom being more that merely keeping students quiet and working at their desks. This student teacher

created an atmosphere of collaboration and personal responsibility. "Through her management, she created a democratic community of learners where teamwork and accountability were encouraged" (US for El Ed 919785676).

In a democratic classroom teachers help students to not only understand multiple perspectives, but to be able to discuss them in ways that are respectful and promote further investigation. A supervisor noted of a student teacher, "One interesting unit was about world religions . . .. [She] helped the students discuss the seemingly strange customs and relate them to how some might view their own customs as strange, too" (US for Sc Ed 430147966). As the teacher plans for and promotes these types of interactions, students learn that they represent only part of a global society. This is no small task, especially for the novice teacher.

Access to Knowledge

Access to knowledge is assessed through two Clinical Practice Assessment System principles, three Teacher Work Sample factors, and one Candidate Disposition Scale item:

- CPAS Principle 1: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

- CPAS Principle 3: Diverse Learners. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- TWS Contextual Factors: The teacher uses information about the learning-teaching context and student individual differences in setting learning goal(s) and objectives and planning instruction and assessment.

- TWS Instructional Decision-Making: The teacher uses ongoing analysis of student learning to make instructional decisions.

- TWS Report of Student Learning: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

- CDS 3 Diversity: Candidates define how aspects of the culture and community will impact their teaching and the learning of their students.

The CPAS score ranges for this component are typically competent to exceptional. CPAS 3 (Diverse Learner) is generally among our students' lowest average scores – statistically lower than other scores. Candidate scores for three TWS sections used to assess access to knowledge typically fall within the *met* to *high met* range. The CDS 3 (Diversity) consists of items that relate to diverse students in the school and how teacher candidates describe how they believe they will work with disabled students. The scores on a 5-point scale are in the *agree* to *strongly agree* range. These self-report data indicate our candidates feel strongly that they understand the needs of diverse students and are aware of the resources available to them in the schools to help improve the learning of diverse students.

Statements from CPAS narratives provided by university supervisors and mentor teachers support the program expectation that our candidates provide access to knowledge to their students. A university supervisor documented that a student teacher, "has demonstrated a sincere commitment to help her students with disabilities to achieve. She worked respectfully with students from a variety of cultural, economic, and ethnic backgrounds" (US for Sc Ed 032325626). Mentor teachers also report on the efforts of their student teachers as they attend to the individual needs of the students in order to provide them the greatest access to knowledge in their

classrooms. "On [her] second day in the classroom we got a new student from Mexico who spoke very little English. [She] translated spelling words and school phrases into Spanish for our new student. She also incorporated Spanish songs and vocabulary into her lessons to help our class to better communicate with and welcome our new student" (Mentor Teacher (MT) for El Ed 398850336). Another mentor teacher noticed and recorded, "She knows if the students are meeting the objective of individual lessons through self-assessment and in-depth questioning and evaluation. She also pre-assesses student knowledge and uses multiple ways to evaluate student learning" (MT for El Ed 090556799).

Nurturing Pedagogy

Nurturing pedagogy is assessed using four Clinical Practice Assessment System principles and three Teacher Work Sample factors:

- CPAS Principle 2: Student Learning and Development. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

- CPAS Principle 4: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- CPAS Principle 7: Planning. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

- CPAS Principle 8: Assessment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

- TWS Learning Goal and Objectives: The teacher sets significant, challenging, varied and appropriate learning goal(s) and objectives based on state/district content standards.

- TWS Assessment Plan: The teacher uses multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during, and after instruction.

- TWS Design for Instruction: The teacher designs instruction for specific learning goal(s) and objectives that address characteristics and needs of students, and the learning context.

The ranges of CPAS scores for assessing nurturing pedagogy are generally in the *competent* to *exceptional* range. The secondary area majors have the lowest CPAS scores for these four principles. In reviewing the data, we found that one explanation for the lower scores on these assessments might be that the general language on the CPAS assessment does not directly align with the specific learning objectives and assessment methodologies stressed in each of the secondary education content areas. As a result of these assessment outcomes, secondary content area faculty worked to adjust the language to include more content specific language on the CPAS instrument. The ranges of three TWS scores are typically *met* to *high met*. Since this assessment is only given during the student teaching experience, we assume that they will be very prepared to demonstrate competence in those areas that assess nurturing pedagogy – learning goals, assessment of learning, and instructional design.

Supportive statements from CPAS narratives provide quantitative data for how our candidates understand and apply the AED. This is a typical comment about our students from one university supervisor: "Education for [her] became a truly moral endeavor. Her positive interactions with her students during, before, and after class reflected the respect her students had for her and her nurturing ap-

proach towards the students" (US for Sc Ed 903147609). Of another student teacher, the supervisor observed that, "She fostered a community of learners and built strong, positive relationships among her students. [She] exhibited unusual strength in her ability to manage difficult students. She had several students who were especially challenging, yet she remained consistent and loving when following through with appropriate rewards and consequences. [She] was aware of the individual needs and abilities of all her students and made the necessary accommodations to meet their needs" (US for ECE 617471079). About another teacher she wrote, "As the students worked with their group [she] was able to handle groups that weren't working well together as a group, she dealt with the individual that decided to 'give-up' and quickly had the student working with her group again. Yet it wasn't simply her management that was exciting, the students were actively involved with their own learning. You could see the pride in their eyes as each group shared their political cartoon" (MT for El Ed 917428959).

Stewardship for Our Nations Schools

Stewardship for the schools is assessed through two CPAS principles, one TWS factor and two CDS items.

- CPAS Principle 9: Reflective Practitioner. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- CPAS Principle 10: Interpersonal Relationships. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.
- TWS Reflection and Self-Evaluation: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

- CDS 1 - Locus of Control: Candidates report perceptions of their responsibility to develop as a teacher and improve the learning of their students.
- CDS 2 - Aspirations: Candidates identify ways in which they will strive to improve their teaching.

The ranges of CPAS scores on these two principles are *proficient* to *exceptional*. The two highest average scores on the overall CPAS were generally Reflective Practitioner and Interpersonal Relationships. This would indicate that our candidates seem to be reflective and professional. The ranges of TWS scores are *met* to *high met*. The CDS 1 (Locus of Control) includes items that ask about the candidates' feelings of responsibility for creating a learning climate in their classroom. The CDS 2 has items that ask the candidates how frequently they personally engage in or perform each of the activities listed. The range of scores on these items are *agree* to *strongly agree*. These scores indicate that the expectation of stewardship for the schools has been met.

The CPAS narratives from mentor teachers provide evidence of student teachers' understanding of and accepting stewardship for schools and children. "[She] quickly became a respected and valued member of our 4th grade team by willingly accepting opportunities to become involved in grade level assignments such as recess, before and after-school duty, and assisting with the planning of culminating activities following social studies units. . . . School secretary, lunch employees, and custodian appreciated her thoughtful consideration and repeatedly commented regarding her resourcefulness in being able to obtain full benefit from their skills, services, and resources through personal interaction" (MT for El Ed 331170976).

Working well with school personnel and parents is essential to being a steward for schools. As a mentor teacher observes: "Over the past two months, I have observed that [he] has a straightforward manner and ease, which helps him work with students, faculty and parents effectively. He treats people with respect and professionalism. This open-door policy allows him to relate well on many levels with people in the school community" (MT for Sc Ed 907356967).

Teachers staying apprised of educational opportunities that are available for students, and then working to help their students obtain those opportunities is one hallmark of stewardship. In this regard, one mentor teacher highlighted the efforts of a student teacher: "[He] played a big role in the PUSH program (Advanced History classes) at our school" (MT for Sc Ed 518075036).

Our work to link assessment instruments to the AED has been challenging but we feel that our candidates, faculty, and public school mentor teachers are beginning to see the connections. When we read assessments of candidates' teaching, written by both university supervisors and public school mentor teachers, we are encouraged that our assessments are successfully integrating the elements of the AED into the daily routines and teaching of the classroom.

Conclusion

The Educator Preparation Program at our institution is committed to the concepts and principles of the Agenda for Education in a Democracy. As a program we have made progress in aligning our commitment to the AED with our intended outcomes for our teacher candidates. We have searched for and examined indications of the AED in our program, courses, and practices. Across the program we have found evidence that elements of the AED do exist. This data reveals to us areas where we can continue to improve. This has not been an easy journey nor have we arrived at our destination.

Some faculty members have begun the process of integrating the AED into coursework through assignments and modeling of AED practices. The elementary education social studies methods class instructor modeled democratic principles as part of course management. Many candidates in this course stated that they had a good understanding of how to create a democratic classroom because of their experiences in this class. The Tourette Syndrome case study in a secondary education special needs course provided our candidates a practical example of providing all students access to knowledge and the democratic value of students respecting the needs and conditions of others. Candidates completed an action research project looking at school issues involving the AED during their student

teaching. They became stewards in a learning community as they explored an AED issue. Not every faculty member models an AED component or requires an AED assignment in their course. But the work has started and faculty members are learning from each other new ways they can integrate the AED into coursework.

We have struggled to identify standards and instruments that could assess teacher candidates' understanding of the AED relative to what they learned in their teacher preparation program. The complexity of operationalizing the AED was mitigated through adoption of the INTASC principles. The INTASC principles provided a solid foundation in accepted national and state standards that could be linked to the AED. For example, Enculturating for Democracy is operationalized when teachers create "learning environments that encourage positive social interaction, active engagement in learning, and self-motivation" (INTASC Principle 6). Access to knowledge is practiced in the classroom when "the teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners" (INTASC Principle 3). Nurturing pedagogy is displayed when "the teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals" (INTASC Principle 7) and "the teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner" (INTASC Principle 8). Stewardship for schools is apparent in our candidates when they "foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being" (INTASC Principle 10).

Incorporating the AED into our assessment instruments has also been a complex process and continues. Alignment of the performance assessments (CPAS and TWS) with the AED lead us to understand that these two assessment components of our program are clearly linked to the AED and our desired outcomes for our teacher candidates. We are now in the process of assessing our assessments to be sure they are the most useful to us in our efforts to align the AED across our program.

We found the INTASC principles provided a common language and context for the AED elements. This simple yet essential alignment of our commitment to the AED with accepted state and national standards has provided our faculty, teacher candidates, and public school partners with common understandings to work from as we discuss what we value in our program. It has also benefitted our program as we have sought and received program accreditation.

Change is sometimes unwelcome and having all those working in and with the teacher preparation program fully embrace the AED to the point that they teach, model, and assess it is a difficult expectation for some. Previously we used examples of what was being done in the elementary education social studies courses and in a secondary education methods course to show how university faculty are incorporating the elements of the AED in their coursework and assessments. To be sure, there are other examples that would also be illustrative of these kinds of efforts and commitments. However, in the tradition of academe, there are those faculty members who regard their content matter to be of the greatest importance. Though they don't disagree with the significance of the AED, they often don't have the vision of how the elements could be interwoven with the content and assessments of their courses. This is a challenge that we frequently wrestle with.

Our understandings and assessment of the AED focus the direction of change in teacher education at BYU. These understandings and our commitments to them continue to constitute our vision of teacher education. Ultimately, we believe that the long-term outcome of our efforts to identify and assess the elements of the Agenda for Education in a Democracy in our program will result in teacher candidates who are better prepared to make a difference in the lives of their students.

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