A Mentor’s Impact
Greetings to all of you, our wonderful alumni, students, faculty, staff, and friends.

For some, a nurturing, caring mentor provides an essential influence at key moments, assisting them through a crisis or over a significant hurdle. Social science research suggests that having even one mentor at a critical time in life may be the difference between a successful life and a dysfunctional one. We sometimes think that mentors are for children or youth who are at risk or for someone with a new job who needs guidance or for a struggling student who needs help in school. But, actually, we all need mentors in our lives.

I am grateful to many wonderful mentors who have guided me throughout my life’s journey. I was “born of goodly parents” who in a natural manner mentored me in a positive, caring way. My parents taught me to interact with others in a civil manner. Mom constantly encouraged and supported my schooling. Dad coached me in sports and taught me how to work. When I was 18, a wonderful teacher provided needed direction to me as I was making a critical life-changing decision. From Jay W. Eldredge, my mission president, I learned there is power when faith is combined with hard work. From Ralph Haws, a school board administrator, I learned important principles of leadership. My colleague Richard West demonstrated loyal friendship. Dr. Howard Sloan, chair of my doctoral program, directed me through the groundwork that established the foundation for my entire professional career. My students have taught me that teaching and learning are reciprocal. Dean Robert Patterson set a perfect example of nurturing and caring for those he served. My wife, Janet, taught me the critical importance of patience and unconditional love. Mentors constantly lifted my spirit and enhanced my life with nurturing correction. They shared new ideas with me, suggested changes, and overlooked my mistakes.

Many of us have benefited from mentoring sometime in our lives. It may have been a trusted friend, a kind teacher, or someone with a sincere desire to lighten our load. Often the most influential mentors are those who provide a sense of stability as part of their mentoring—someone who is constant, dependable, and trustworthy.

I believe it is important to both give back and pay forward by mentoring others. We should look for opportunities to lighten the burdens of others. Perhaps a simple definition of a mentor is someone who serves others. We should seek out such opportunities daily. My wish is that all children will have many such individuals in their lives: mentors who constantly express love and kindness and provide support at critical times. May we all be that type of mentor, not just to one individual but to many.

Sincerely,

K. Richard Young
It is a Jewish dictum to always try to be the first to greet everyone you meet. As Yitta Halberstam and Judith Leventhal say in their book *Small Miracles of the Holocaust*, “When you greet someone heartily, with a warm smile and a friendly salutation, all is well in that person’s world—if only for a fleeting moment. The individual feels a sense of validation, that his existence in the cosmos has been acknowledged and recorded, that he is known.”
Several remarkable people mentored me in my career and gave me this sense of validation. Diane Dovenberg, a senior psychotherapist at the Wilder Child Guidance Clinic, where I completed my predoctoral internship, was one such individual. She mentored me by knowing me. I can still hear her voice saying, “I need your sweet combination of strength and gentleness to work with this child.” Her personal and intimate approach to my development was more edifying than the technical skills that I was also learning at her feet. Diane influenced the guiding principles of my work, including my mentoring practices.

I mentor because it allows me to serve the one. In the midst of large bureaucracies in which I have very little control, the one is satisfying to my soul. I can actually make a difference in the life of the one when I cannot make much of a dent in the big system. Serving the one is also a protection against a holocaust, where the needs of an individual aren’t valued.

I sometimes visualize mentoring as a shared hike. Although I may have been over the same terrain many times, each hike has its own character and charm. The season may be different. The weather may be different. The companionship will be different. To mentor effectively, it is important that I have been over the terrain before. It is also important that I attend to the experience of my young companions in the sojourn. To do so, I have developed the following guidelines.

Serve the One

It seems fruitless to think of educating or serving future generations vicariously through my own students. They might educate or serve others, but that will be their work. The only students I can educate or serve are right in front of me, right now. As Chieko Okazaki teaches, whatever project we might share is secondary to the development of the student right in front of me, right now. My students labor diligently on each phase of their projects. Deadlines force them to miss sleep while they work through the night. Their fears make them shudder as they do novel professional tasks with high stakes. I can ignore their experience level too low to leave them on their own.

I sometimes choose to walk beside the student to help solve together. I love to sit side by side with a student to do data analysis. Having two sets of eyes on the tiny details of syntax and output is always better than doing it alone. Sometimes I walk behind and allow students to stretch and solve the problems by themselves. I usually let students do their literature searches on their own. They know the basic process and will tend to solve each problem without any intervention from me.

I am available if needed, but at a distance.

Emphasize Equality

Although there will always be a power differential based on age, title, position, or experience, reducing that differential as much as possible enhances mentoring. Research shows that modeling a huge component of mentoring is enhanced when much as possible enhances mentoring. Research shows that age, title, position, or experience, reducing that differential as much as possible enhances mentoring. Research shows that age, title, position, or experience, reducing that differential as much as possible enhances mentoring.

Choose When to Lead

Because I have walked the terrain before, know the skill levels of my students, and know the dangers in the changing context, I choose to sometimes lead the way to protect them against such dangers. For example, obtaining university and school district approval for some projects can be very challenging and multilayered. I often directly lead students through the institutional approval process. The stakes are too high and their experience level is too low to leave them on their own.

Individualize the Journey

I adjust my mentoring approach according to the specific needs of each new student. With graduate students who have a high degree of perfectionism, I anticipate their anxiety about performance. I understand that deadlines will likely be problematic, because each deadline becomes an opportunity to be judged as less than perfect. My solution is to emphasize how much I enjoy my relationship with them and to assure them that my esteem for them is independent of their performance. Usually they have a hard time believing me and will persist in trying to prove themselves by their performance. Eventually their anxiety decreases and they learn to enjoy the journey, and they perform well as a by product of an active, engaged mind without the threat of rejection.

Students who worry about their worth to a team often feel embarrassed about every little thing. That is a signal to me about what they need. I offer occasional sacrifices or resources that symbolically reinforce that they are of great worth as human beings. For students who have a high degree of fear about being abandoned in the process and having to handle everything alone, I make sure to be predictable. Regular meeting times and consistent follow-up send signals that I am definitely on board—interested and tracking the project. It becomes clear that I am not going to abandon the students when difficulties arise. Many students who feel they are merely jumping through hoops need to have their uniqueness emphasized. They need to see that there is joy in the unique ways they meet institutional requirements.

Celebrate Milestones

Sometimes the journey is such that clear milestones are identifiable. Often the journey seems to be just around that next bend and the next and the next. It is helpful to clearly identify any available milestone and celebrate reaching it with the student. I often look ahead to all that must be done and focus on all that we lack. We seldom look back at how far we have progressed and at what we have overcome. I use large sticker charts that list students’ names on the rows and small milestones on the journey to completing a thesis in the columns. The milestones include things like securing a thesis committee, passing the prospectus defense, and completing the data analysis. The chart is posted publicly in the graduate students’ lab. Students choose from an array of stickers and post them along the way. It seems silly, but it is a lighthearted way to celebrate progress. Everyone in the program can see other students’ progress and applaud them for each new sticker. Celebrating small moments along the way encourages and strengthens resolve and faith in my students.

In the end, mentoring boils down to love. Although this is a term that is frequently misunderstood, the “love” of a mentor may take many forms, including encouraging during discouraging times, opening a professional door, accessing resources to support progress and development, joining minds to brainstorm solutions to a problem, staying late to help, staying away to signal trust that the mentee is competent, expecting quality performance, and laughing together about our foibles and failings. Yes, mentoring always boils down to love of an individual and belief in his or her capacity to become more.

Enjoy the Wonder of It All

Although I have seen a sunrise before, each one is still a wonder to me. Whether it is one of those stunningly bright harlequin auroras with dramatic clouds that reflect the orange, rose, and scarlet against a blue background, or a quiet cloudless morning in which the darkness gives way to bright azure, each one is a wonder. So it is with mentoring. Each student comes with a personal approach to life that is delightful in its own way. I have four young women currently working on a project together. One is named “Dodge” (after the Artful Dodger) because of her very quick way with words and people. She solves problems by talking other people into seeing things her way. Another is named “Seven” (after Seven of Nine on Star Trek) because of her upright morality and steady attention to detail. She will catch tiny errors and details in the project that everyone else misses.

Another is named “CC” (for clap coordinator) because of her attention to interpersonal relationships. She is quick to see who hurts and who needs some applause for her work to keep her going. The last member of the team has no nickname because she is getting married and is experimenting with new names already given. She is the only former missionary of the group and uses the skills she learned while serving to be our goal-setter, pushing the whole team to meet objectives and deadlines. Each student and team is a unique blend of wonderful attributes, and it is a joy to watch them grow. The wonder of it all keeps me alive as a mentor.
The opportunities for undergraduates to participate in mentored research sets BYU apart from other universities. BYU awarded more than half a million dollars to 318 students during the 2008–2009 school year to support mentored research projects. Additionally, $1.6 million was awarded last year to 95 faculty members for projects involving undergraduates.

The McKay School of Education likewise offers mentored experiences to both undergraduate and graduate students backed by several grant programs. Associate dean Barbara Culatta gives oversight to these programs. She relies heavily on Tim Smith, director of the research division within the Center for the Improvement of Teacher Education and Schooling. Supported by Dean Richard Young, these two researchers work tirelessly to promote and institutionalize the concept of mentored learning throughout the School of Education. The result is hundreds of students involved in mentored educational research each year.

Mentored research promotes one-on-one instruction for students, allowing them to learn research skills in depth. Additionally, many students learn by doing rather than by listening, while also benefiting from a personal relationship with a faculty member.

Mentoring Brings Results

Longitudinal Research

In collaboration with the Uganda Ministry of Education, Steven and Julie Hite of the Department of Educational Leadership and Foundations have taken more than 80 BYU students to Uganda during the last eight years. The couple focuses on longitudinal research and student-designed projects, providing a highly successful mentored student research environment. The Hites consider mentoring to be one of their main professorial responsibilities. “As professors, we are full-time mentors,” Steven says. “Our goal is to help students to be as independent as possible, because we’re training them to be researchers, not simply research assistants.”

National Presentations

Betty Ashbaker, a professor in the Department of Counseling Psychology and Special Education (CPSE), mentors many students. She appreciates how capable they become as a result of the mentoring process. Ashbaker helps the students set up their research and then find places to present and publish. Last year Ashbaker helped one student double the size of her résumé because of her experience as a mentored undergraduate with three national presentations, three publications, two local poster sessions, and three grants.

Student Choices

Katherine Way is working with associate professor Tina Dyches from CPSE to study the portrayal of characters with autism in children’s literature. She recently received a mentoring grant from the BYU Office of Research and Creative Activities to cover the expenses involved with presenting her research. Way is...
grateful that this experience will help her understand more about students with autism. “It’s not an assignment, but something I chose,” she explained.

Productive Research
Professor Scott Richards explained how, under the McKay School of Education’s Mentored Undergraduate Trainee program, Kari O’Grady and Jeremy Bartz received funds to work under faculty members to complete research. “There is a difference between the way these two students started their academic careers and the way a typical student does,” Richards said. “I started working with them as undergraduates.”

O’Grady and Bartz are both very capable students,” Richards commented. “Both were focused on pursuing an academic career.” Such motivation allowed them to excel as undergraduates. “O’Grady and Bartz are both very capable students,” Richards said. “I started working with them as undergraduates.”

Professional Success
Damon Bahr was recently asked to chair a committee of the McKay School of Education’s Mentored Undergraduate Trainee program, Kari O’Grady and Jeremy Bartz received funds to work under faculty members to complete research. “There is a difference between the way these two students started their academic careers and the way a typical student does,” Richards said. “I started working with them as undergraduates.”

O’Grady and Bartz are both very capable students,” Richards commented. “Both were focused on pursuing an academic career.” Such motivation allowed them to excel as undergraduate and graduate students. O’Grady graduated in December 2008, and Bartz graduated in August 2009.

Mentoring and MUR requirements:
• Students should have access to faculty for sufficient time to develop personal and professional relationships.
• Students should be involved in programs where scholarship and/or academic activities are emphasized.
• Students should be given opportunities to develop skills and increase their participation in the project.
• Students should be able to integrate spiritual and secular understanding.
• Mentored experiences should be pertinent to the student’s discipline.
• Projects should foster faculty development and contribute to the university in meaningful ways.
• Students should become coauthors or cocreators of some significant work.

For information about MURs, visit education.byu.edu/MEG.

Call for Proposals
Mentoring Environment Grants
BYU created Mentoring Environment Grants (MEG) to encourage faculty members to provide undergraduate students with graduate-level research experience. Successful applications receive $1,500 for student work and $500 for the faculty member agreeing to mentor the student. About 50 percent of annual MEG applications submitted by students from the McKay School are funded. Although MUR faculty are involved in reviewing the applications, BYU’s Office of Research and Creative Awards (ORCA) makes final funding decisions.

The McKay School often finds internal funds for its students’ BYU MEG proposals not funded through ORCA. The only drawback is that MUR funds last only one year, compared with the MEG two-year funding cycle.

Mentored Undergraduate Research
The McKay School of Education sponsors the Mentored Undergraduate Research (MUR) Program. Like MEGs, MURs provide opportunities for undergraduate students to work with faculty mentors on joint research projects. This grant program is specific to students majoring in education fields. Based on an in-house review, most MUR applications are funded. The school typically allocates $30,000 each year to this program.

Students awarded a MUR are required to take a research course in the Department of Instructional Psychology and Technology. During this two-semester course, Professor David Williams teaches students to think “with inquiring minds.”

Research Assistants
The term research assistant is commonly used in the McKay School of Education as a title for anyone assisting faculty with any research task. The school funds research assistants through national, local, and campus grants, as well as through permanent personnel budgets. Assistants can be assigned to work at any level of research, from literature review to trained observation to data analysis.

The Showcases are Mentor Research Conferences
The David O. McKay School of Education held its fourth annual Mentored Research Conference in April 2009. More than 70 posters representing hundreds of students and faculty and thousands of hours of research were displayed. Topics for the 2009 conference included eating disorders, internet bullying, use of children’s literature to raise autism awareness, and a comparison of behavior issues in Chinese and American classrooms.

All students who receive funding from the university or MEG present a poster representing their research. Faculty mentors coordinate with their research assistants to design posters based on stringent standards. Graduate students working on master’s theses and doctoral dissertations are also strongly encouraged to present at the conference.

The conference provides a forum to showcase projects of mentored undergraduate and graduate students. It is also a means of celebrating the culmination and/or continuation of a project. It allows students to reflect on what they have learned during the year while also educating them and others on the impact of their research on the world of education.

BYU and the McKay School also offer faculty awards distributed by a proposal and review system. These awards are much larger, with $20,000 being a common amount. Proposals are reviewed, scored, and then rank-ordered with the goal of giving graduate students research experience under the direction of a faculty mentor.

Student Teaching
By nature, student teaching is a mentoring activity. MUE teachers work closely with master teachers in schools across the Wasatch Front to apply what they have learned at BYU. While national and international intern and student teaching opportunities are available, most teacher candidates conduct their training in Utah. To give support to teacher candidates in the Utah area and to their master teachers, the McKay School and the BYU–Public School Partnership districts have created the position of clinical faculty associate (CFA).

CFAs are experienced teachers granted paid leave from their district to offer theory, perspective, and practical advice from their own personal experiences in the classroom. They mentor both the classroom mentor teacher and the student teacher. In this role, CFAs also teach, conduct research, and supervise. The CFA position offers a continuous, circular flow of information, insights, and suggestions between the university and the districts, giving continuity to the student teaching system.

• Please visit education.byu.edu/news/magazine/mentoring.
Police Officer Jones* often meets with youth in stressful situations. However, there is no stress as he and his mentee, Tyler, get together every week. They look forward to seeing each other. As Officer Jones comments, “Tyler just about knocks me over as he gives me a hug each time I meet him in the school office. He has told me that he considers me his friend, and, of course, he is my friend also.”

Officer Jones thinks mentoring is a worthwhile, positive, proactive program. He is so committed to the program that he mentors two young men at different schools and has recruited a family member to mentor also.

When Anna, a third grader, finished her school year, she made a list of things she liked about her mentoring visits:

1. We played games.
2. We talked.
3. It made me feel happy to be with my mentor.
4. I would like to participate next year.
5. Things I would like to change: nothing.

Anna and Tyler have been part of the Legacy Mentoring Program, a school-based mentoring opportunity implemented as collaboration between the BYU McKay School of Education and local school districts and funded through a federal grant.

Mentoring has been practiced for thousands of years. Nearly every culture has used some type of mentoring to guide the rising generation. Whatever the design, the purpose has been the same: to develop and maintain a positive, helpful relationship of trust between a younger person and an older, caring person who has more knowledge and experience.

Mentoring and Development

Research has shown that for healthy development, children need positive relationships with adults. Because of current changes in traditional family structure and social norms, many children are confronted with issues that they are not mature enough to handle. The mentoring program is a safe way of providing additional adult direction for young people, which can lead to positive outcomes such as improved social skills and self-respect. The mentor serves as a role model, guide, and friend. If this relationship can be sustained over a number of years, it can have lifelong benefits for both individuals.

School-Based Mentoring

School-based mentoring is a developing practice, providing 30 percent of the adult-child mentoring available in the U.S. today. Although successful community mentoring projects such as Big Brothers Big Sisters have been available for over 100 years, the popularity of school-based projects is relatively recent. The benefits of school-based mentoring have been documented and are supported by research.

* Names in this article have been changed.
The Legacy Mentoring Program

The Legacy Mentoring Program, which is part of the McKay School’s Positive Behavior Support Initiative, is currently operating in five elementary schools. As students are promoted, mentors will follow their students to junior high and high school. The goal of this mentoring program is to help the students grow and progress—not to solve specific problems. Therefore, support has to be ongoing and constant.

Student Selection

Parental permission is required for a child to participate in the program. Students are selected through teacher nomination, screening, and a survey. The number of students who can be served by the program depends on the number of mentors who can be recruited. There is always a need for more mentors.

Mentor Recruitment

The Legacy Program looks for people who genuinely like young people and enjoy working with them. Mentors must be flexible, dependable, and optimistic. They should have a sense of humor and be willing to share their talents and life experiences.

Recruited mentors are interviewed and asked to complete an application. A series of background and reference checks is then conducted.

Mentor Training

All mentors attend training sessions. It is critical for them to understand the importance of the mentoring relationship and gain insights about the student they will be paired with. They need to know program policies and procedures and to understand their role.

"Being a mentor has taken years off my personality! I had forgotten how to have fun! I feel the joy once again of playing an ordinary board game or talking about basketball. He beats me at most of our games, and we both laugh all the way through our time together."

Training includes communicating, problem solving, and goal setting, along with suggestions for activities, including ways to get started. The training, which continues throughout the year, gives mentors a level of comfort.

Expectations

After consulting with the student’s teacher, a mentor sets up a weekly meeting time of 45 to 60 minutes. Consistency and dependability are critical to the success of the match.

During the visits mentors mainly listen. They may play games, work on classroom assignments, converse, or engage in other activities. Mentors may suggest ways to solve problems, set goals, or consider new perspectives on life. Following each visit the mentor makes a short journal entry in a mentor log similar to the entries in this article.

"My son calls his mentor Grandma. It’s nice to have him kind of know what it’s like to have a grandma."

The mentors, coordinators, and school administration and staff meet throughout the year to share ideas and experiences and to discuss issues of mutual interest. A gathering is held at the end of each year to celebrate experiences.

"Thank you for letting me share time with a wonderful young boy who is beginning to have some faith that he is important and cared about. I love our weekly meetings."

Assessment

The Legacy Mentoring Program and the McKay School at BYU are adding to the body of knowledge on school-based mentoring by assessing the results of the program and sharing that information through professional presentations and articles. Early results suggest that participation in the mentoring program has been associated with improved social skills, decreased antisocial behaviors, and improved academic behaviors for mentees.

"John’s teacher and I have also developed a good working relationship, and I think she now sees John in a different light. She now knows he is not lazy, though he remains somewhat forgetful, and she understands that a little praise will go a long way.

"The dance of the universe Extends to all the relationships We have Knowing the steps Ahead of time is not important; Being willing to engage with the music And move freely Onto the dance floor Is the key."

—Margaret Wheatley

Nebo Legacy Mentoring Program

Nebo School District Student Services

Nebo Program Director: Gary Wall

Nebo Program Coordinator: Mike Adams

BYU Program Development:

Shauna Valentine

BYU Program Evaluation: Paul Caldarella

FALL 2008

FALL 2008
Successful Student Teaching Is a Mentored Experience
Field Experiences Provide Great Opportunities for Mentoring

University Supervision

One of the strengths of the teacher preparation programs at BYU is the use of multilevel mentoring. University supervisors typically work with several student teachers in different schools. What is learned from observation of multiple candidates complements the perspective given by cooperating teachers who work daily with one mentee. Student teachers benefit from the daily modeling and conferencing with their cooperating teachers. One reason for the continuing success of the BYU–Public School Partnership is the consistent willingness of these master teachers to open their classrooms and share their ideas and expertise with student teachers. Educators involved in mentoring often remark that they feel responsible to help prepare the next wave of teachers because someone helped them to get a strong start.

University Supervisor Perspective

Myra Welling

Sarah Culp is making a difference in South Chicago, where she works as an elementary school teacher. She and her students fight the influence of poverty and violence each day, but the students are succeeding because of what she teaches: that they have potential.

I helped to mentor Sarah when she did her student teaching. I acted as her practicum supervisor and oversaw her progress. She came into the program with heart and soul. Sarah student-taught in a school where poverty and family issues were common. She came to know there are no simple answers. The experience introduced her to a complexity she wanted to understand.

I was not Sarah’s only mentor. She told me how instrumental Professor Eula Monroe was in giving her a strong mathematical foundation that enabled her to truly understand math. A class she took from Professor LeGrand (Buddy) Richards changed the way she looked at education. Professor Richards taught Sarah what it means to be a lifelong learner, an idea she is now passing on to her students.

Sarah continues to credit her success as a teacher to her experience at the McKay School. She is passionate about the education and foundation she received there. That’s what my job is about: support and a passion for learning.

Student Teacher Perspective

Whitney Jordan

Several weeks into student teaching, I began teaching all day. With my newly found confidence, I tried my hand at a cooperative learning activity. Everything started out well, and the students began working together. But shortly after turning them loose, my worst fear as a new teacher unfolded: I was quickly losing control of the class. My hopes for a positive cooperative learning experience were fading. I did my best to continue the activity, but by the end, I was ready to cry. I escorted the students to lunch and slowly walked back to the classroom, going over the failed activity in my mind.

As I entered the classroom, my mentor teacher said with a sympathetic smile, “That didn’t go so well, did it?” I chuckled, fighting back tears, grabbed my lunch, and met her at the back table so we could talk about what happened. I was not ready to hear how badly I had failed, but to my surprise she started discussing some of her not-so-successful teaching experiences. Instead of making me feel like a failure, she helped me regain my confidence and encouraged me to try a cooperative learning activity again the next week. That activity was a success. I realize now that the teacher I am today is due in large part to the mentor teacher who guided me through my student-teaching experience. She brainstormed with me, she critiqued my teaching and management styles; she supplied me with materials so I never had to start from scratch. She showed me what it means to be a teacher.

Master Teacher Perspective

Richard H. Glassford II

I was apprehensive many years ago as I stepped into the classroom for the very first time. I had just finished my course work at BYU and started student teaching with Scott Squire (Lakeridge Junior High) and Carl Ingersoll (Mountain View High School). Both of these men were skilled mentors and teachers. It was their desire to help me become an effective instructor that contributed most to my success. Their efforts to share, listen, and work with me were a priceless gift. While completing his student teaching, a good friend at BYU had the opposite experience. Because of lack of mentoring, his experience was so discouraging that he did not continue his training to become a teacher. I frequently wonder, what if my friend had had the same support I had as a student teacher?

Today I have my own classroom and owe much to my mentors who helped me find my style of teaching. Over the years I have had opportunities to give back to my profession through mentoring. I currently work with teacher candidates from BYU. The process of mentoring improves my skills as a teacher and provides a medium for me to pass on what I have learned. I hope to be able to continue helping young teachers have a positive impact on the educational system.

Please visit education.byu.edu/news/magazine/focus.
What Is a Mentor?

Who was your mentor? Who could be trusted to answer the important questions you had? Who was there to give you advice? Who served as a role model at important points in your life?

Most successful people have had a mentor at some time in their life, whether in business, sports, the arts, the classroom, or university work.

FIVE THINGS YOU SHOULD KNOW ABOUT MENTORING

1. WHAT A MENTOR IS AND WHAT A MENTOR IS NOT

A mentor is

- a wise and trusted friend
- a link to another generation
- a confidant
- a counselor
- an advisor
- a visionary “yes” (been there, done that)
- a cheerleader
- a coach
- a listener
- an advocate
- a sounding board
- a guide
- a role model
- a partner
- a motivator

A mentor is not

- a parent
- a cool peer
- a babysitter
- a disciplinarian
- a parole officer
- a buddy
- a savior
- an ATM

What are the benefits of mentoring on attitudes and behavior?

Effects of Mentoring on Attitudes and Behavior

The following behavioral differences were found by Tierney and Grossman (1995) after a review of the Big Brothers Big Sisters Program:

- 45% decrease in initiating drug use
- 27% decrease in initiating alcohol use
- 38% decrease in number of times hitting someone
- 37% decrease in skipping classes
- 37% decrease in lying to parents


The Commonwealth Fund’s survey

McLearn, McLearn, Colasanto, Schoen (1998) reported the following:

- 62% of students improved their self-esteem
- 53% of students skipped less school
- 48% of students improved their grades
- 49% of students got into less trouble in school
- 47% of students got into less trouble out of school
- 43% of students reduced their substance abuse
- 35% of students improved family relationships


Some of the Benefits to the Mentee

- gained a new friend
- gained an advocate
- increased self-respect
- improved peer and parental relationships
- improved relationships with teachers and administrators
- improved academic achievement
- decreased discipline referrals
- learned new perspectives of life
- connected with another generation
- had fun!

“It can be easier than you think to make a difference in a young person’s life. Things that may seem straightforward to you and me are often mysterious to young people.”

National Mentoring Partnership, mentoring.org
4. MENTOR JOURNAL BENEFITS

We keep journals because it is so easy to forget. It is sometimes hard to recognize the progress that is taking place in a mentoring match when we are personally involved in it. Writing a journal entry each week helps a mentor perceive slight improvements or changes in the relationship that might otherwise be unnoticed or forgotten. Returning to past entries may help clarify what needs to be done next.

In the journal a mentor can record:
- activities of the day and their value
- the attitude, mood, and reactions of the mentee
- goals that were set
- dreams of the mentee
- things the mentee is grateful for, has reason to be happy for
- fears and ideas of how to overcome problems
- information learned about the mentee or mentor
- general reflections of the day

“Mentoring is probably the most powerful developmental process people can experience.”
—David Clutterbuck, The European Mentoring Centre

5. DIFFERENT WAYS TO IMPLEMENT SCHOOL-BASED MENTORING

A. Informal In-House Mentoring
A classroom teacher or staff member is assigned to make short, casual contacts with a particular child several times a week, providing additional positive adult contact.

B. Formal In-House Mentoring by Faculty/Staff
A teacher or staff member mentors a student who is not a member of his or her class, meeting for a designated time period at least once a week.

C. Group or Team Mentoring
One adult mentors three or four students at a time.

D. Buddy System
Older students mentor younger students. They may read, study together, or visit.

E. Power Lunch or Lunch Buddy
A community volunteer meets with a student once a week for lunch. They may read or just visit.

F. One-on-One Mentoring
One volunteer mentors one student over the school year with the purpose of forming a relationship of trust (see Legacy Mentoring article in this issue).

G. Mentoring for Highly Gifted Students
An adult who has expertise in a specific academic area of interest to the mentee participates in one-on-one mentoring.

For a fully referenced version of this article, please visit education.byu.edu/news/magazine/changingworld.
Emeritus
Ruel A. Allred

For 33 years Ruel Allred served as a faculty member and administrator in the McKay School of Education, then called the College of Education. Along with teaching, which he feels is one of life’s most important professions, he provided valuable service as he consulted, supervised, administered, presented, and authored major spelling and reading programs that have been used extensively in the nation’s schools.

Born and raised in Spring City, Utah, he served a mission in the Netherlands before completing his bachelor’s degree in elementary education at BYU.

While attending BYU, he was a member of BYU’s Air Force ROTC. In 1957, as a pilot of an F-86D Sabre Jet, he was stationed in Japan standing alert for Russian planes between the Korean War cease-fire and the outbreak of the Vietnam War.

In 1958 Ruel Allred was awarded his master’s degree in personnel and guidance. He was hired by BYU as a teacher and then as a principal at the BYU Elementary Laboratory School. In 1965 he received his doctor of education degree from the University of Oregon.

“Students have individual strengths and needs, and they must be taught accordingly,” he says. “Barriers to learning must be removed.” He used this philosophy as he returned to supervise BYU student teachers and interns and to teach reading and language arts methods classes.

In 1978 he was called to preside over the Belgium Antwerp Mission. After his mission, he returned to teaching at BYU and later became an associate dean.

Among his many awards is the Silver Beaver Award from the Boy Scouts of America. Paul and Tonita are the parents of four children.

Paul Ballantyne Crookston
Class of 1970

Paul and his wife, Tonita, met at Utah State University and later became graduate students at BYU. Paul accepted a teaching position in education at Central Washington State College, where he was also assistant chair and later director of the Washington Center for Early Childhood Education. The Crookstons then moved to Price, Utah, where Paul designed the program and curriculum for an alternative high school. He went on to serve as an elementary school principal and president of the Utah Association of Elementary School Principals. He has been active in national, state, and community organizations and projects. He has served as bishop, temple worker, missionary, and youth leader.

Alumni
Robert J. Howell
Class of 1979

Robert received his doctoral degree in educational leadership from BYU in 1979. He also holds two master’s degrees from California State University and a bachelor’s degree from Florida State University.

Robert and his wife, Jacqueline [also a BYU graduate, now deceased], attended BYU while raising two children and working full-time. “The BYU doctoral program gave us the tools to have successful careers,” Robert said. “The stewardship paradigm of BYU was a strong value in our professional work. Stewardship is the key to successful professional careers. Everything else falls into place if one is driven by honorable stewardship in life.” Robert has over 40 years of experience in private and public schools. An educator, author, and consultant, he is currently president of an educational consulting firm in Boulder, Colorado.

Christine Brothwolfe Bector
Class of 1983

Chris enjoys learning new ideas, concepts, skills, and information. She was influenced to become a teacher by teachers who sparked an interest in her and created a desire for more learning and understanding. She married John Bector, and after teaching junior high for seven years, she left public education to rear their four children. Chris says, “My BYU education gave me the knowledge, skills, creativity, and confidence to stand before a classroom of students and nurture their desire to learn.”

Those teaching skills have also been applied to her children, church callings, and service in her community. Chris’ influence extends to different nationalities and cultures. The Bestors have lived in Nairobi, Kenya, and now reside in Cairo, Egypt. “My experience shows that teaching, much like learning, is a lifelong process,” she says.

Gaye Merrill, BYU Director of Sports Medicine

Gaye Merrill, BYU director of sports medicine since 2001, has taught and mentored hundreds of students and stayed in touch with many of them. “It’s fun to see what they are doing and how they’ve grown,” she says. Approximately 50 to 60 students go through the athletic training program each year, which includes a two-year clinical rotation in different settings at BYU, local high schools, sports medicine clinics, dance/sports medicine venues, and/or a physician’s clinic. Gaye works with students to tailor the program to meet their needs and interests. Many of her students have gone on to graduate school. Gaye is willing to get in and perform any task her students are required to perform. She is doing for her students what her mentor, Earlene Durrant, did for her.

“Earlene Durrant was BYU’s first women’s athletic trainer and a great role model. She taught us to be professional in all areas, including appearance and relationships,” Gaye explains. “The professionalism was then new, and she taught me the importance of establishing a level of trust with the athletes and coaches while keeping a professional distance.” One of the athletic trainer’s biggest responsibilities is being able to interpret what doctors say. Gaye has learned how to relate to physicians and other health care professionals and to use proper terminology.

For more than 20 years Gaye has been involved in the BYU athletic training program, including both clinical work and teaching. She is involved in her local and national professional organizations and encourages her students to be involved as well. The mentor has become the mentor. “Earlene Durrant motivated me to want to be good. I saw how people respected her and how she cared about people. I want to be like her.”

2009 Friend of Education
Patricia Greaves
Class of 1968

Patti has taught at St George Park Elementary in Orem, Utah, for 46 years. She taught third grade for eight years and the fifth or sixth grade for the last 32. She is currently teaching a fifth/sixth grade combination. During her career she has been active in the Alpine Education Association, serving as a board member, president, and delegate to the UEA House of Delegates and NEA House of Representatives. In 2008 she was the recipient of Alpine District’s Excellence in Education Award. Her McKay School experience taught her the importance of being prepared each day and of being consistent in her expectations, knowing that students rise to the level of a teacher’s expectations. Patti advises, “Enjoy life, don’t take yourself too seriously, and don’t be afraid to try new things.”

To read about other McKay School alumni, please visit education.byu.edu/alumni/spotlight
McKay Scholar Designs Spanish-Learning Tool

Paul Merrill Invites Participation for Research

Purpose
Paul Merrill, a professor in the McKay School’s Department of Instructional Psychology and Technology, has developed an online program that allows those interested in learning Spanish easy access to learning in a nonthreatening way. He is currently doing research on its features using Web Analytics to gather data.

The Tool
The program, called the Bilingual Reader, is designed to help Spanish learners with vocabulary, listening, speaking, grammar, and word order. One of the main struggles of learning a new language is that most people acquire vocabulary through incidental learning—which means that an authentic text may not be beneficial. The Bilingual Reader program, which uses the open-source text of the Gospel of Luke, starts in English and then incrementally replaces simpler words with their Spanish translations. Asterisks mark new words, and built-in repetition allows learners repeated exposure to new vocabulary.

The Bilingual Reader provides users with many essential resources for full comprehension and effective learning. Users can click on the words, resulting in the program giving exposure to new vocabulary.

Research
The program, which is used as a supplement to Spanish classes on the BYU campus, is available to the general public at no cost. Merrill is interested in conducting research on how it is used. The public can assist in the research process simply by using the program. Merrill will track which features are used most, and he invites participants to complete the anonymous feedback questionnaire.

ESL Symposium

Last June the David O. McKay School of Education joined the BYU College of Humanities and the BYU–Public School Partnership to sponsor its first annual English as a Second Language Symposium, entitled “Utah’s Cultural and Linguistic Landscape: Opportunities and Challenges.”

Participants included representatives from the Utah legislature, public schools, universities, businesses, and community organizations, in addition to school board members and leaders of various faiths. The purpose of the symposium was to recognize and build the capacity of English language learners and their families within the community by changing attitudes and practices that currently limit ESL citizens from fully participating in Utah communities and in the nation.

School Notes

McKay School faculty and students have received various honors and awards since the spring 2009 issue of McKay Today Magazine. A few of these are highlighted below.

Editorial Board
Tina Dyches of the Department of Counseling Psychology and Special Education was selected as a member of the editorial review board for the Journal of Autism and Developmental Disorders, one of the top professional journals focused on autism. Dyches recently worked with Leann Whitten of the Autism Council of Utah to create a comprehensive instructional pamphlet to answer parents’ questions. The Autism Fast Start Checklist contains suggestions for parents to consider in making plans for their child with autism.

Most Interactive Display
Anne Makin, a PhD student in the Department of Instructional Psychology and Technology, won the Most Interactive Display Award at the BYU Internship Showcase. The background for Makin’s display contained information on basic learning theories—behaviorism, cognitivism, and constructivism—that she had taught in an undergraduate course during her internship. She provided interactive objects and activities to encourage connections for observers.

Alumnus Turned Faculty
Rick West, a former McKay School master’s student, has earned his PhD and returned to BYU as a faculty member in the Department of Instructional Psychology and Technology. As a professor in the McKay School, he will teach both undergraduate and graduate students.

McKay Today Awards

“Sometimes We Flew” Spring 2008
2008 University College Designers Association: Excellence Award
2009 Utah Advertising Federation: Silver Addy Award
2009 American Institute of Graphic Arts SLIC: Merit Award
2009 CASE National Silver Award

“Out of Many, One” Spring 2009
2009 University College Designers Association: Excellence Award

Josh McLane, won first place and $10,000 in the BYU Social Venture Competition. They will use the money to launch their organization called the Tipping Bucket, which utilizes social networks to raise money for entrepreneurs who want to help change the world but lack adequate funding.

Graduate Student Research Award
A team of four graduate students in the Department of Counseling Psychology and Special Education received a $5,000 Graduate Student Research Award from the National Association of School Psychologists (NASP). Recipients of the award are Jannaelle Johnson, Jill Smedley, Janine Stickney, and Rachel McCarty. The money will aid their research on eating disorders among junior high school students.

Church History Museum
Students from the Department of Instructional Psychology and Technology...
ogy designed a Web site for the Church History Museum and the Church Audio-visual Department. Their goal was to bring Church history and other materi-als to fourth-grade students to enhance their learning about the pioneer experi-ence. Aaron Johnson, Julie Burdine, Alyssa Walker, Danielle McFarlane, Jana Chapman, Jolene Merica, Mary McEwen, Nicky Burgoine, Shelley Keyser, and Susan Gong were all members of the stu-dent team.

Physical Education
The physical education teaching major (K-12) and the coaching minor were reassigned to the Department of Teacher Education in the McKay School when the College of Health and Human Per-formance was dissolved. Seven faculty members have joined the McKay School as a result. They include Kevin Prusak, physical education instructor; Carol Wilkinson, PE/TE program coordinator; Susan Graser, elementary coordinator; Todd Pennington, director of student teaching for PE majors; Maria Zanandrea, teacher for elementary pedagogy; Mel Olson, director of coaching minor; and Glenna Padfield, counselor.

Associate Editor
Tim Morrison of the Department of Teacher Education has been selected to serve as an associate editor for the Yearbook of the Association of Literacy Educators and Researchers. He will serve a four-year term as one of four editors, each of whom will serve as chief editor for one year.

Distinguished Service Award
The Utah Association of School Psycholo-gists (UASP) awarded Ellie Young its 2008 Distinguished Service Award. Young, a professor in the Department of Counsel-ing Psychology and Special Education in the McKay School, was recognized for her exceptional service to UASP and to the school psychology profession.

Scholarships
Jeffrey Hutchings and Jensen Hayter were each awarded a one-year full-tuition scholarship from the McKay School of Education in recognition of their outstanding participation in the Central Utah Science and Engineering Fair. Both students plan to use their scholarships when they attend BYU. The McKay School is a major sponsor of CUSEF, through its Center for the Improvement of Teacher Education Schooling.

For more news about the McKay School, please visit education.byu.edu/news/index.
A name she’ll never forget

Dear Sant Family,

Please accept my deepest thanks and gratitude for the honor of being a recipient of the Janet Sant Memorial Scholarship. Janet Sant must have been a lovely lady, and I am honored that her name is now part of my own story. It was my mission and my mother's career in social work that helped me to decide on the path of speech-language pathology. As the recipient of this scholarship, I hope to someday assist families who cannot afford speech language services.

Emma

EVERY GIFT MATTERS

To fund scholarships that provide needed financial aid to students in the McKay School of Education, please contact Bonnie Taylor at 801-422-9157 or bonnie_taylor@byu.edu.
giving.byu.edu