

m SPRING 2013

MCKAY TODAY MAGAZINE



The BYU–Public
School Partnership
in Action

DAVID O. MCKAY SCHOOL OF EDUCATION | BRIGHAM YOUNG UNIVERSITY

Message from the Dean

Dear Alumni, Faculty, Staff, Students, and Friends,

This is the second of two issues of *McKay Today Magazine* focused on the BYU–Public School Partnership (BYU–PSP) and its Vision Statement and five commitments. This document continues to represent the founding principles that have guided the Partnership for the past 28 years. However, the real legacy of the Partnership is its impact on student learning: the academic, social, civic, and ethical outcomes of *putting the commitments into practice*. This issue shares a few examples of how members of the Partnership have applied these commitments for the benefit of our children.



We begin with an article by a special guest author, Dr. Donald D. Deshler, titled “Artistry in Teaching.” Dr. Deshler is the director of the Center for Research on Learning at the University of Kansas and an outstanding scholar who has contributed much to the field of education and to BYU. His experience in working with public schools parallels our work in the BYU–PSP. His comments on “artistry behaviors” characteristic of master teachers sets the tone for this issue’s focus on putting commitments into practice. I hope you both enjoy and learn from this great article.

Dr. Garrick Peterson shares the transformation of a junior high school by a strong faculty committed to “equitable access to academic knowledge and achievement” (Commitment 3). Read how over a 10-year period improvements were

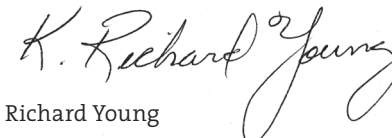
made that enabled virtually all students in this school—regardless of ethnic, cultural, economic, or disability risk factors—to reach high levels of academic proficiency. Their journey is inspiring.

Dr. Sterling Hilton and his colleagues provide an example of Commitment 2—engaged learning through nurturing pedagogy. The Comprehensive Mathematics Instruction (CMI) program is a developing model that has now been implemented in 18 Partnership schools. Initial data from this program show significant changes in learning as a result of improvements in teachers’ mathematics understanding and pedagogy.

Throughout the magazine several other educators share ways that the Partnership’s programs and support have assisted them in impacting the lives of children and youth. I especially enjoyed President Cecil O. Samuelson’s reflections of Mrs. Enid Brown, his third-grade teacher. We all have had teachers who influenced our lives.

Personally, I believe in the Partnership’s vision, and I am devoted to its five commitments. I hope I can continue to put them into practice, because I want all of our Father in Heaven’s children to learn how to act civilly as they become an integral part of their communities. I want to see all children engaging in deep, significant learning, being nurtured in the process. I want to see all children gain knowledge and achieve both academic and social success. We all need to become stewards of our schools as we foster continual renewal and development.

Sincerely,


K. Richard Young



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ARTISTRY IN TEACHING

going above and beyond



The five commitments that serve as the underpinnings for the BYU–Public School Partnership seem to acknowledge the roles of both science and art in creating high-quality learning environments and experiences for children. As I reflect back on the 35-year history of our research center—the University of Kansas Center for Research on Learning (KUCRL)—what I remember most are the thousands of teachers with whom we have worked. Among them there seems to be a subgroup that stands out because of the extraordinary results that they achieve with their students.

What accounts for the remarkable gains that these teachers achieve? Some possible answers come to mind: These teachers work with easier-to-teach students or students with less severe problems, they work in better-run schools, or they have more administrative support. The reality is that some of the most remarkable gains have come with the hardest-to-teach students in schools that are not especially well run and/or with less-than-ideal administrative support.

Although all of our instructional manuals and support materials have been designed to use the best of what we understand about quality instruction and pedagogy, there is no guarantee that students will make the kinds of gains we expect, even if we follow the procedures outlined in an instructional protocol with the greatest of care and fidelity. Why is this? I think the answer may, at least in part, lie in

the fact that successful teachers recognize that high-quality teaching requires much more than checklists to ensure instructional fidelity or clever mnemonics to promote student learning!

What are some of the things that the most effective teachers incorporate into their teaching that are above and beyond the instructional protocols and fidelity checklists? I have been privileged to work with and observe many master teachers. I have noted three things that seem to set these masters apart from the rest. KUCRL's Mike Hock has termed these characteristics *artistry behaviors*. Teachers who have them generally succeed above and beyond teachers who don't. The first of these is clear vision. The second is high teacher efficacy. The third aspect of artistry is a deep love and respect for learners. The BYU–PSP commitments promote these characteristics, which are more fully defined in this article.

CLEAR VISION

Before we can reach significant instructional goals with our students, we must have a clear, unmistakable vision in our minds of what we want to accomplish and what we are all about as teachers. So many things can distract teachers from doing those things that matter most. One example might be the temptation or pressure to tutor students for state assessments rather than teaching them foundational skills and



strategies that enable them to think independently and solve problems. When a teacher has a clearly articulated vision of what his or her role is in the teaching process, the foundation is set for making decisions about what one will do or will not do. In his book *First Things First*, Stephen R. Covey argued that a clear vision enhances our ability to see beyond our present reality, to create and invent what does not exist.

A clear vision gives teachers the capacity to live out of their imaginations instead of out of their fears. When we have limited vision, we react to urgent circumstances, the impulse of the moment, our moods and feelings—or other people’s priorities. A clear vision gives us a passion for the important work we are doing as teachers. It helps us realize that we have the capacity to make unique and highly significant contributions. It clarifies our purpose, gives us direction, and empowers us to perform beyond our resources. In short, when we have a clearly defined vision for our work as teachers, we gain the capacity to know which among the many demands placed on us daily we should say “yes” to doing and which things we should say “no” to doing. In the absence of a clear vision, those things that are the most pressing and urgent usually capture our energy and attention. When this happens, teachers often feel fragmented and frustrated about not being able to focus on the things that they know matter the most. Here are some questions to consider:

- What is our vision for the work that we do?
- Do we have a “shared” vision with our colleagues?
- Has the lofty vision of our early years in the profession become dull?

When we remind ourselves of the powerful role of a clearly defined mission, we can understand why the master teachers among us carefully nurture and remain true to their vision of their role as caring teachers who expect much of themselves and their students.

HIGH TEACHER EFFICACY

Closely related to the notion of vision is that of teacher efficacy. As we know, teacher efficacy is the belief that teachers hold about the effectiveness and competency of their teaching with particular types of students. A teacher’s sense of efficacy influences his or her thoughts and feelings, choice of activities, amount of effort expended with students, and extent of

persistence shown in the face of challenging circumstances. Teachers who have a high sense of efficacy believe deeply that good teaching can make a difference with all students, regardless of the student’s home environment or ability to learn. In contrast, teachers with low efficacy express the belief that good teaching cannot outweigh those kinds of influences. Additionally, high efficacy teachers see at-risk students as reachable and teachable, and they demonstrate a sense of personal responsibility for the success and failure of all students. They take pride in being able to teach students seen as unteachable by others.

Clearly, master teachers have a high sense of efficacy. They believe that they can indeed make a difference in the lives of the students they teach. They see themselves as being a transformative force in the lives of their students. They have a firm belief that quality teaching can result in dramatic

A clear vision gives teachers the capacity to live out of their imaginations instead of out of their fears.

growth for students. As a consequence, they will go the extra mile in doing everything within their power to effectively teach and reach each individual.

While high efficacy in teachers is a powerful variable in student achievement, *collective* teacher efficacy among a school staff is the perception held by teachers that *the faculty as a whole* can organize and execute courses of action required to positively affect student achievement. When collective efficacy is high, teachers in a school believe that together they can reach their students and that they can overcome negative external forces, such as poverty. There is a synergistic, reinforcing effect when a team of teachers has high efficacy in their own abilities *and* in the abilities of their colleagues.

DEEP RESPECT AND LOVE

In her book *Respect: An Exploration*, Sara Lawrence-Lightfoot discusses relationships that are *asymmetric*, characterized by contrasts in power, knowledge, or control: for example, doctors or teachers generally possess more power, knowledge, or control than those they serve. When relationships are asymmetric, the experts are seen as the ones who should be on the receiving end of the respect. However, in symmetric relationships, respect is seen as something that the experts must show to those with whom they work as much as something that they should receive.

At-risk students often act in ways that are upsetting, frustrating, or even irritating to teachers—it is sometimes difficult to respect and love them. Because they may be slow in their responses and sometimes give more wrong than right answers, there may be a temptation to give them the answers rather than allowing them to struggle to find the answers themselves. We all know the importance of having students move to a point of independent learning. Yet when teachers quickly give answers, they build student dependency and stifle the growth that can come only when one is stretched and challenged.

To illustrate how teachers should demonstrate respect to those who struggle during the learning process, Lawrence-Lightfoot relates how Kay, a successful middle school teacher, learned an important dimension of respect from her father when he was teaching her to fly-fish as a child. “He was such a wonderful teacher . . . so patient and so skilled in choosing such few words of advice. I remember how he helped me retrieve and untangle the line. There was almost complete silence in that moment . . . just patience and gentleness.”



Seeking to understand and be aware of how students feel about themselves is such an important part of effective teaching. For adolescents who are struggling with feelings of shaky self-esteem as much as with shaky strategies for learning and thinking, responses of loving silence, patience, and gentleness can be the most effective way to promote both student confidence and growth. Such responses, at least on the surface, are often at variance with all that “effective pedagogy” tells us about the importance of intensity of instruction, efficiency in working toward goals, etc.

Master teachers recognize that at times the best response during an instructional interaction is one that isn’t found on a checklist or in a specific stage of the instructional process. Rather, what we do should be determined by what we believe would be the most caring, loving, and respectful response. At times, as in the case of Kay’s father, it is to be quiet and patient. At other times, we are most respectful and loving if we push a student to stretch so that high expectations can be met.

CONCLUSION

The three factors of vision, teacher efficacy, and respect are hard to define and even harder to operationalize in the complexity that characterizes most

classrooms. In a sense, they really transcend the things that are captured in the curriculum materials we typically use. I see the five BYU–PSP commitments as facilitators of these artistry behaviors—promoting vision, efficacy, and respect. I urge Partnership teachers to study the commitments.

In conclusion, I would ask readers to consider that, in the absence of clear vision, high efficacy, and a strong sense of love and respect for students, all of the well-designed instructional procedures in the world will have an uphill battle in trying to improve the performance of students who are struggling to learn and struggling to feel good about themselves. In contrast, special things happen in the lives of students when teachers are committed to bringing together the very best that science has to offer through validated instructional practices with my defined artistry behaviors: vision, efficacy, and respect.

Donald D. Deshler is the Williamson Family Distinguished Professor of Special Education and the director of the Center for Research on Learning at the University of Kansas.

■ To view this article online, please visit education.byu.edu/news/magazine/artistry.

COMMITMENTS 1, 2, 4



PREPARED

PLC PRINCIPLES EMPOWER A JUNIOR HIGH SCHOOL

BY ROXANNA JOHNSON AND GARRICK PETERSON

GARRICK PETERSON TELLS OF A STUDENT who attended Lakeridge Junior High School a decade ago. Lily, a girl Peterson describes as “tough,” wrestled with circumstances that often caused difficulty in school. Lily faced homelessness, poverty, and drugs. With palpable regret, Peterson says, “She was here for three years, and all we had to show were several suspensions and failed classes.” Lily eventually dropped out of school.

A few years ago Peterson recognized Lily in a store. She had a daughter with her, and it was apparent that destructive cycles continued. Yet Peterson wasn’t discouraged any longer. He says, “I can’t wait to have her daughter at Lakeridge. We know what to do now.”

The road between watching a student fail and “knowing what to do” is a journey of learning—adult learning and understanding. Lakeridge teachers and administrators undertook a trek that has resulted in understanding that all students, even students like Lily, want to and can succeed. “Students want the confidence that their investments of time, effort, and loyalty will lead to positive results,” explains Peterson. “Teaching is about delivering that confidence.”

BEGINNING OF THE JOURNEY

Garrick Peterson has been the principal at Lakeridge Junior High School in Alpine School District for

seven years. He had been assistant principal there for four years. In those 11 years Lakeridge’s student demographics changed significantly. Poverty rates increased from 14 percent to 48 percent, and minority populations grew from 5 percent to almost 30 percent.

The early days of demographic changes coincided with the beginning of national and state testing. Peterson explains that the school’s scores were “less than we wanted them to be.” In 2002 only 63 percent of students attending Lakeridge were on grade level in English and only 55 percent were on grade level in math. Members of the community and faculty were stunned. Something had to change.

A VISION AND DR. MCCOY

Peterson gives his predecessor, Dr. James McCoy, along with district administration, credit for creating a vision for success and establishing the groundwork to create a professional learning community (PLC). He is also quick to mention the vision of Principals Academy faculty like Joe Matthews and Ellen Williams. Principals Academy is a two-year program sponsored by the BYU–Public School Partnership that trains administrators in using PLCs. Both McCoy and Peterson attended Principals Academy as well as the Partnership’s Associates Program, a full-year series of meetings in which both school and university personnel reflect on collaborative education methods. “We

got turned on to the concept of professional learning communities,” notes Peterson. “It just made sense.”

The essence of PLCs is structured collaboration with the intent to improve student learning. Since beginning to use professional learning communities, Lakeridge has been recognized as a national PLC model school. The school staff helped to create content-based teacher teams that work collaboratively to help students learn. They focus on four questions:



- What do we expect our students to learn?
- How will we know what they learned?
- How will we respond when they don't learn?
- How will we respond if they already know what we teach?

Peterson adds his perspective: “There are two culminating events in a PLC: diagnosing and responding to deficiencies in student learning and collaboratively using real-time student data to improve instruction. This is a process in which adults change and improve.” Peterson firmly believes that to build students’ confidence, adults need to increase their capacity to work with those students.

THE TIME FACTOR

However, time has to be factored into the equation. “Our classes are 80 minutes,” explains Peterson. “In a traditional school, kids are expected to learn the standards in 80 minutes. If not, the system says, ‘Your chance to learn that standard is over for your life.’” Peterson realizes that if all students are to learn, flexibility must be allowed in the amount of time allotted for instruction, based on student need.

Five years ago Lakeridge implemented a system they call FLEX, which creates additional time and support for students. Every day a 30-minute block of time is provided for students who have not mastered one or more concepts to return to their teachers for additional support. Students who have mastered the targeted concepts attend enrichment or social activities. The year before FLEX was implemented, 46 percent of ninth graders failed at least one class. Six years later, only 2 percent of ninth graders failed a class.

Their study of PLC work convinced Peterson and McCoy that there were options for changing the time variable—but it took what he calls “reciprocal accountability” to make it happen. Peterson quotes Richard Elmore’s book *Bridging the Gap* to define the term: “Accountability must be a reciprocal process. For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation.”

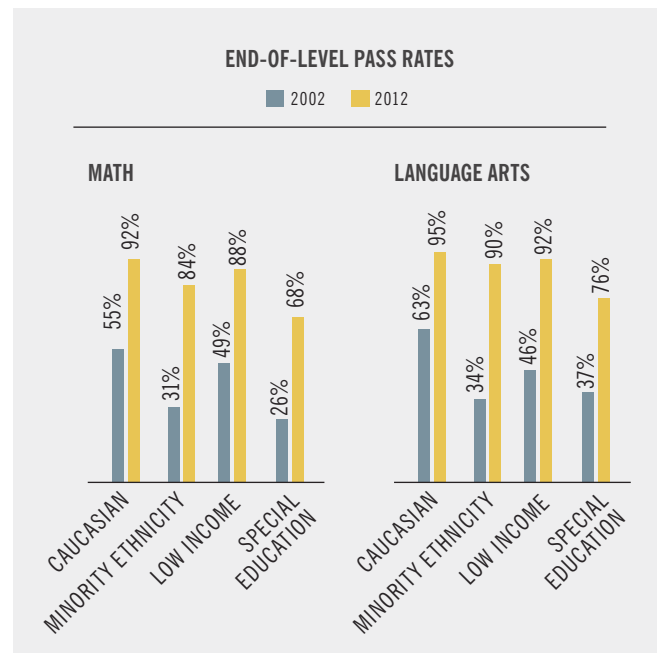
Lakeridge faculty members emphasize reciprocal accountability for two types of relationships: the school system to the teacher and the teacher to the student. The school system expects the teacher to teach effectively; the teacher expects the students to apply themselves to learning. But in addition to expectation comes the responsibility for support if outcomes are to be achieved: the system to support the teacher in her role and the teacher to appropriately support the students as they learn. Such relationships usually require change. Systems and processes must promote goals with action, not just expectation.

Even with reciprocal trust, change at Lakeridge did not occur overnight. “Whenever you start a process of change, it is a little bit messy,” says Peterson. “You have habits you are trying to change. You have goals you are trying to reach. But you are working in this space where you don’t know how it feels to do what you want to do. It is a process.”

With support from the district, Lakeridge began to trust in the principles of PLCs and in the process of change. That required data.

THE DATA PROCESS

A PLC uses data in two ways: to find students who have not learned and to identify weak points in instruction. Teams of teachers formally meet and analyze data at Lakeridge every Monday when students are released an hour early. The teachers meet informally on a regular basis as well. The improved learning results have been impressive.



BRADLEY SLADE

Peterson attributes this success to a very dedicated staff determined to continually improve. Pointing to Lakeridge’s high rates of student learning, he says, “Those numbers represent 10 years of improved instruction—10 years of improved capacity in the adults who work in this building.”

PARTNERSHIP INFLUENCE

The BYU–Public School Partnership has been influential in this change. Peterson applauds the Principals Academy, the Associates Program, and Partnership conferences where he and his faculty have learned from experts like Richard and Becky Dufour and Mike Mattos. Additionally, he and his staff keep communication lines open with McKay School faculty.

“One thing Dr. McCoy told me when he left was to keep the partnership with BYU strong,” says Peterson. He has followed that advice, and he feels that, as a result, Lakeridge has been supported in the constant change of today’s educational endeavor. “If it wasn’t for the Partnership, I don’t know if any of this would have happened.”

THE IMPACT

Last year only 2 percent of Lakeridge’s ninth graders received a failing grade. And while Peterson still remembers Lily, he also remembers Danielle. She too came to Lakeridge with a background that makes teachers cry. But because the administrators and faculty were more capable, Danielle’s experience ended differently. She was quickly identified as a student who struggled and was given additional time and support. She was assigned a mentor, who learned that Danielle had a talent in music. Receiving voice lessons helped her to flourish. Smiling, Peterson remarks, “By the time



ACCOUNTABILITY MUST BE A RECIPROCAL PROCESS. FOR EVERY INCREMENT OF PERFORMANCE I DEMAND FROM YOU, I HAVE AN EQUAL RESPONSIBILITY TO PROVIDE YOU WITH THE CAPACITY TO MEET THAT EXPECTATION.

—RICHARD ELMORE



she left Lakeridge school, she was a straight-A student ready for college.”

Two similar stories reveal the dramatic difference possible when teachers look at their craft, analyze their data and their systems, and have the courage to alter what doesn’t work. As Peterson says, that is the power of PLCs.

When Peterson interviews applicants hoping to teach at Lakeridge, he tells them, “Your job is to come here and change the lives of kids forever.” He believes that. He still wants the chance to change Lily’s life. He says, “I can’t wait for her daughter to come to Lakeridge. We are prepared. That’s an empowering thing as an educator.”

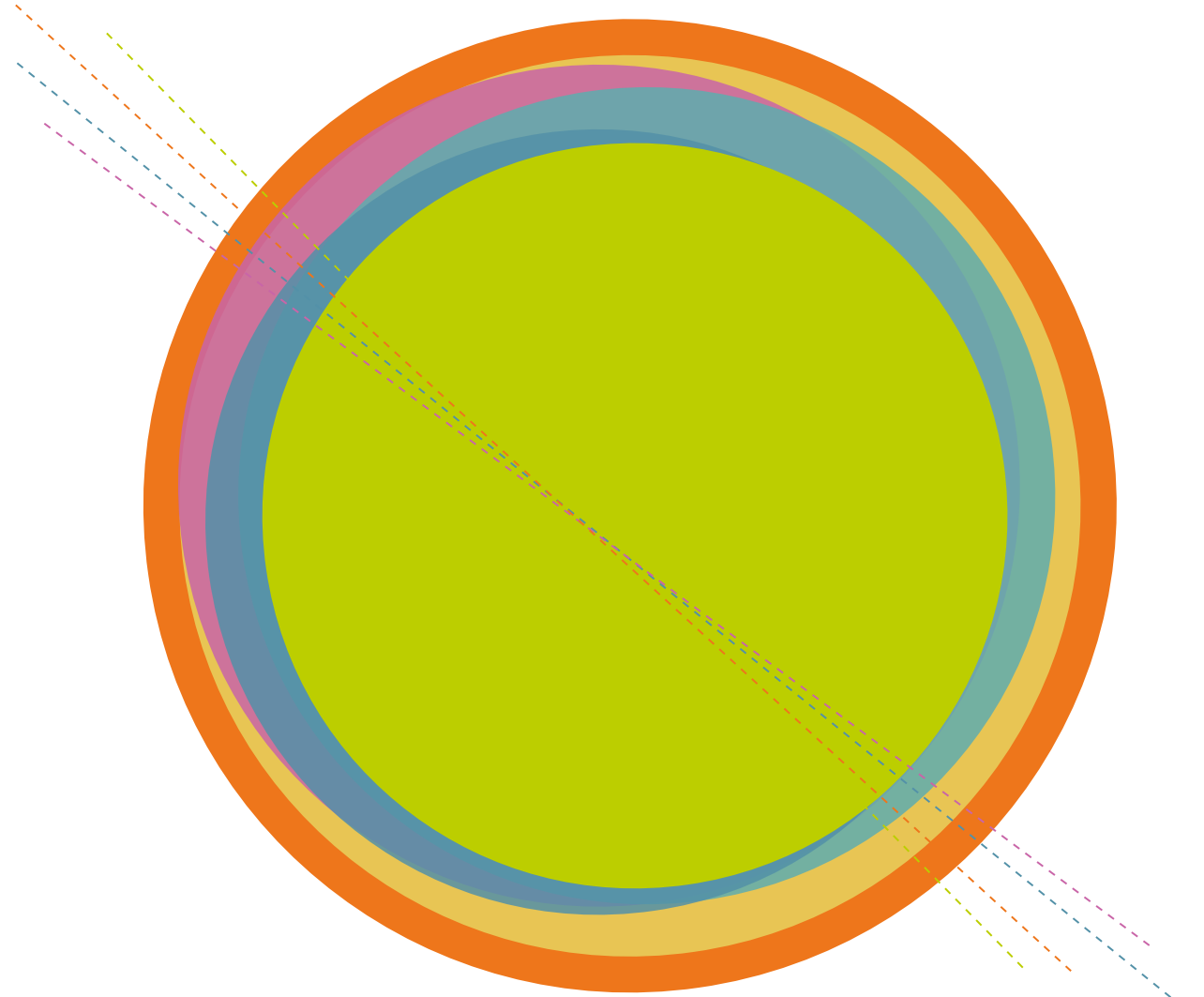
To view this article online, please visit education.byu.edu/news/magazine/prepared.

COMMITMENTS 3, 4, 5



CMI: IT WORKS

IT WORKS BETTER WITH PARTNERSHIP SUPPORT



A CONVERSATION ABOUT COMPREHENSIVE
MATHEMATICS INSTRUCTION

Illustrations by Michael Cho

The Partnership in UNIVERSITY MATHEMATICS

Math. It is a dinner topic—and in the news regularly. Why shouldn't readers roll their eyes at another math article and turn the page? Because this Math Initiative is different. "The unique characteristic of our program is simultaneous renewal," said Damon Bahr, one of several McKay School professors passionate about teaching math effectively.

To explore how simultaneous renewal for math instruction occurs at the university, we recently talked with teacher education faculty member Damon Bahr, elementary education intern Alyssa Petersen, and Partnership liaison Jill Shumway. The conversation centered on how the BYU–Public School Partnership's concept of renewal is realized in the research and work being done through the Math Initiative often referred to simply as CMI or Comprehensive Math Instruction. Below are highlights of our conversation.



● ALYSSA PETERSEN ● JILL SHUMWAY ● DAMON BAHR

1. WHAT IS THE PROCESS THAT MCKAY SCHOOL OF EDUCATION (MSE) ELEMENTARY EDUCATION MAJORS GO THROUGH BEFORE THEY TEACH MATH?

DAMON: Students first take two content math classes. The next requirement is a class called Math Methods. During student teaching or interning, support for mathematics instruction is offered by a district liaison, like Jill, during monthly seminars. Clinical faculty associates (CFAs) are the next line of support. CFAs are master teachers on special assignment from BYU to visit and observe student teachers or interns once or twice a month. Most Partnership schools with student teachers or interns have facilitators who observe teacher candidates' classrooms regularly to give feedback and guidance. And, finally, student teachers spend about three months teaching side by side with a master mentor teacher. Our research shows that

when all these people are focused on the same vision for mathematics instruction, the pre-service teachers learn more and become better math teachers.

2. WHEN WAS THE MATH INITIATIVE CURRICULUM INFUSED INTO MSE TEACHER PREPARATION CLASSES?

DAMON: We have been teaching the underlying principles for much longer than the initiative has been visible. The CMI framework has been used in the mathematics methods classes for about four years.

3. DO PARTNERSHIP PARTICIPANTS WANT TO LEARN ABOUT THE INITIATIVE AND ITS NEW CONCEPTS?

JILL: When I was a CFA I would only intermittently hear about the initiative. I jumped in and took the math endorsement program about three years ago. All levels of the Partnership support system were represented in my class, including

liaisons and facilitators, CFAs, and classroom teachers. We have different roles, but we can all support each other.

4. HOW HAS THE MATH INITIATIVE CHANGED YOUR WORK AS A LIAISON?

JILL: Facilitators are getting excited because they are becoming more comfortable teaching math with the CMI framework.

5. DO YOU SEE YOUR DISTRICT CHANGING AS A RESULT?

JILL: My math specialist recently told me, "I am starting to be so busy." Last week she gave 12 lessons in two days. Her teachers are saying, "There is something starting to happen with the CMI. Our kids are enjoying it." Teachers are teaching more effectively, which results in students understanding the content. When students understand something, they are more excited to do it.

CMI article continued on p. 13

WHAT IS CMI?

DESCRIPTION

MATH INITIATIVE: CMI PROGRAM

Mathematics teaching reform in the Brigham Young University–Public School Partnership began almost 10 years ago at the request of the Partnership Governing Board, which desired more cohesion in the way mathematics was being taught. Professor Sterling Hilton led the committee of 16 school and university personnel; their efforts have produced multiple research studies, promising efficacy data, and two subprograms that directly affect the teaching and learning of math within the Partnership from kindergarten to graduate work.

Comprehensive Mathematics Instruction (CMI) is a school-based professional development model that has been implemented in 18 Partnership schools, with more eager to participate. The professional development curriculum is designed to expand and improve teachers' mathematics instruction in three areas: attitudes about mathematics, knowledge about mathematics, and teaching of mathematics.

Data obtained from the six original participating schools—where researchers measured teacher beliefs and

content knowledge as well as student achievement—show significant growth when compared to control school data. Currently 12 additional schools throughout the BYU–Public School Partnership are participating in CMI with similar results. CMI development and research are now focused on developing capacity and sustainability within the Partnership districts in order to provide CMI professional development to an increasing number of teachers, both elementary and secondary.

The framework for CMI classroom instruction consists of three interconnected components: a teaching cycle, a learning cycle, and a continuum of mathematical understanding. During the teaching cycle the teacher introduces a mathematical task, has the students explore it, and then orchestrates a discussion to achieve the mathematical purpose. This general teaching pattern is adapted to three phases of the learning cycle: develop, solidify, and practice understanding. This framework is flexible and can be adapted to many textbooks and curricula.

DESCRIPTION

CITES MATH ENDORSEMENT

In addition to CMI professional development, another program that enables teachers to obtain an elementary mathematics license endorsement is administered through the Center for the Improvement of Teacher Education and Schooling (CITES), the facilitating unit of the BYU–Public School Partnership.

Previously administered as a grant-funded pilot program, the CITES math endorsement currently has a cohort of 22 students participating in the six-course program designed to produce instructional leaders for elementary schools and school districts. Participants learn the pedagogical and mathematical principles associated with CMI professional development,

but teachers are invited to delve deeper into the research underlying those principles to extend their knowledge and practice to a wider range of mathematics content.

Data obtained from K–12 students whose teachers have participated in this program have shown growth patterns similar to students of teachers who were trained through professional development. Endorsed teachers are now providing math leadership in their schools and districts through professional learning communities, coaching, and various types of curriculum development projects. Some of the participants have themselves become CMI professional development providers.

EVERY TIME I GO TO A CMI TRAINING MEETING,
I LEAVE MORE MOTIVATED TO TEACH.

DATA

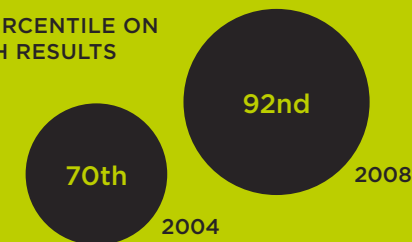
THREE EXAMPLES SHOWING
PRE/POST SCORES IN SCHOOLS
IMPLEMENTING CMI PROFESSIONAL
DEVELOPMENT WITH FIDELITY

ELEMENTARY SCHOOL #1

▶ PERCENTAGE OF STUDENTS WITH PROFICIENT CRT* MATH RESULTS



▶ AVERAGE PERCENTILE ON IOWA** MATH RESULTS



ELEMENTARY SCHOOL #2

▶ PERCENTAGE OF STUDENTS WITH PROFICIENT CRT* MATH RESULTS



(Title 1 school with the following characteristics: 750 students, 60% students on free/reduced lunch, 46% students of minority ethnicity, 23% ESL students, 33–40% annual student mobility rate)

ELEMENTARY SCHOOL #3

▶ PERCENTAGE OF STUDENTS WITH PROFICIENT CRT* MATH RESULTS



▶ DISTRICT RANK



* Criteria Referenced Testing (end-of-year state test)

** Iowa Test of Basic Skills (ITBS)

6. HOW DO YOU FEEL ABOUT USING THE CMI FRAMEWORK IN TEACHING?

ALYSSA: Once during the math courses my team worked for about half an hour trying to solve a fraction and begged the teacher to show us the answer. She wouldn't do it. Eventually I was part of developing an algorithm. That's when I lost my fear of math. I thought, "I understand this. I want to give that understanding to my students."

7. ARE THE CMI FRAMEWORK AND CURRICULUM HARD TO LEARN?

ALYSSA: It looks so easy, but it is far more difficult to actually do it. My lessons don't run as smoothly as experienced teachers' lessons. That's why I value the training given by facilitators and CFAs. Every time I go to a CMI training meeting, I leave more motivated to teach.

8. HOW DO STUDENTS RESPOND?

ALYSSA: We started a unit about three weeks ago on double-digit subtraction and addition. We used T-shirts to visually teach the concepts. One student came up with his own algorithm. He understood it. He invented it, and it worked for him.

JILL: One little boy who moved into a school mid-year came to his teacher after a math lesson and said, "That was fun." Later he asked, "When are we going to do math?" The kids are getting so much enjoyment that some don't think it is math.

9. HOW DOES THE PARTNERSHIP'S STRUCTURE BENEFIT CMI?

DAMON: For me it's all about simultaneous renewal. We teach our BYU students CMI. We teach in-service teachers CMI. Then our students have mentors who understand CMI, so those mentors are better equipped to help our students learn to teach math. Mentors also learn from the BYU students. One of my students told me just last week that she actually sat down with her mentor teacher and helped her design a CMI lesson. Everyone is learning. Everyone is being renewed. And the best part is that children are being blessed by powerful math instruction that is well documented as effective.

10. WHAT IS THE FINAL PROOF OF RENEWAL TO YOU?

JILL: We have seen great renewal as our former interns have been hired as full-time teachers. They often become mentor teachers; the cycle starts again. And by the way, Wasatch's math specialist is an endorsement graduate.

CMI article continued on p. 14



● SETH SORENSEN ● GAYE GIBBS ● ALISON HANSEN ● SUE POPE

The Partnership in SCHOOL MATHEMATICS

A second conversation explored how the CMI framework operates at the district and school levels. To understand, we spoke with personnel from Nebo and Provo districts, including district math specialist Seth Sorensen, principal Alison Hansen, district instructional coach Sue Pope, and district administrator Gaye Gibbs. Most of these educators have worked with the Comprehensive Math Instruction since it began.

1. HOW HAS THE COMPREHENSIVE MATH INSTRUCTION CHANGED YOUR WORK?

SETH: It changed my concept about what good professional development looks like. Professional development used to be “sit and get.” This is different. Teachers are expected to learn, explore, and deepen their knowledge.

GAYE: It changed my whole belief about mathematics. There is more to math than procedures and algorithms.

2. HOW DO YOU FEEL ABOUT USING THE CMI FRAMEWORK TO TEACH?

SUE: There are so many things I like; it is a framework that is not specific to a program. It allows me to have continuity in how I teach.

ALISON: CMI is really about helping teachers deepen their own understanding. And when their own understanding is deepened, they become more confident. Before CMI my teachers were tied to direct instruction because it was safe. With CMI they are free to explore.

SETH: When I taught math I was very tied to the book: one concept for one day, and at the end of the unit you assess. The CMI framework allows more; you can teach to the kids’ needs.

SUE: When we did direct instruction, we really never gave students the opportunity to solidify their understanding. With CMI that’s different—practice is truly practice. It is now applying knowledge.

3. HOW DO STUDENTS RESPOND?

GAYE: Our school had to present to the school board after implementing CMI for about four years. Without any preparation we took a video camera around and asked students, “What is your favorite class?” About 85 percent of the kids said math.

ALISON: It teaches kids to think. Even first graders discuss and share their thinking—those are life skills. Our students don’t “do math” anymore; they solve problems.

4. HOW DO YOUR PEERS RESPOND?

ALISON: I have had a dozen schools ask, “What are you doing? What is CMI like?” I have had a lot of positive peer support.

SETH: Most of the schools are asking, “When is it our turn to implement CMI?”

SUE: The common core and its requirements are really bringing people on to participate.

5. HOW DOES THE PARTNERSHIP’S STRUCTURE SUPPORT YOU AS YOU IMPLEMENT CMI?

SETH: A lot of our interns and teachers are going through classes with CMI instruction. We see a big difference in the quality of math preparation of teacher candidates.

ALISON: Professor Bahr taught side by side with my teachers. That’s what reeled my teachers in hook, line, and sinker.

SUE: I was in the first school. There were some major changes after the first year. The refinement process has included true research with control schools. CMI is an incredible feat of development and research.

ALISON: There is such a symbiotic relationship. The university really wanted to know what was happening in my school as we implemented CMI.

6. WHAT DOES PARTNERSHIP RENEWAL LOOK LIKE TO YOU?

GAYE: It looks exactly like the CMI process. We have gained understanding and knowledge. It has given me the opportunity to sit side by side with the best minds. The training has deepened my

pedagogical knowledge. I can apply the strategies. It develops the questioning strategies of our teachers. That is what the renewal process is all about. I am renewed as an educator.

SETH: The Partnership gives the teachers an opportunity to take off their teacher hats and engage as learners.

The BYU–Public School Partnership Math Initiative is indeed *simultaneous renewal* in action.

■ To view this article online, please visit education.byu.edu/news/magazine/CMI.

COMMITMENTS 2, 3, 5

CMI

“”

EDUCATIONAL LEADERSHIP AND FOUNDATIONS CHAIR
STERLING HILTON has led the Comprehensive Math Instruction since its inception and is key to the initiative’s success. Said one committee member, “No one has contributed more time, effort, knowledge, and leadership than Sterling Hilton. He has engaged in every minute and every aspect of this effort, drawing together a disparate group of educators, channeling their collaborative efforts, and inspiring us all to create a powerful, instructional framework and two-year curriculum by sacrificing time and mental, physical, and emotional energy. He really is the superhero of this effort.”

THE PARTNERSHIP GIVES THE TEACHERS AN OPPORTUNITY TO TAKE OFF THEIR TEACHER HATS AND ENGAGE AS LEARNERS.

THE MATH COMMITTEE CURRENTLY CONSISTS OF THE FOLLOWING MEMBERS:

- NEBO DISTRICT**
Nedra Call
Seth Sorensen
- PROVO DISTRICT**
Ron Twitchell
Sue Pope
- ALPINE DISTRICT**
Sandy Akagi
April Leder
Derek Elison
- JORDAN DISTRICT**
Wendy Harmon
Melissa Garber
- WASATCH DISTRICT**
Eric Campbell
Misty Rocha
Paul Sweat
- BYU**
Sterling Hilton
Damon Bahr
Scott Hendrickson

91%

REPORTED THEIR TEACHING HAD CHANGED BECAUSE OF THEIR PARTICIPATION IN THE FOLLOWING INITIATIVE OR PROGRAMS:

34%

ASSOCIATES PROGRAM

12%

PRINCIPALS ACADEMY

19%

ARTS INITIATIVE

33%

COMPREHENSIVE MATH INSTRUCTION

12%

INSTRUCTIONAL COACHING INITIATIVE

27%

READING ENDORSEMENT

BYU-PUBLIC SCHOOL PARTNERSHIP

TEACHERS & ADMINISTRATORS

In a recent random survey we asked BYU-Public School Partnership *teachers and administrators* which Partnership initiatives or programs they had participated in that had affected their teaching. Responses produced the following data and comments.

CUTTING EDGE

BYU is always on the cutting edge of skills and techniques for teaching, and no matter what I'm involved with, the Partnership is knowledgeable and helpful with my teaching.

PRINCIPALS ACADEMY

Some of the speakers I have been able to hear at Principals Academy have helped me change my focus from "Did I teach it?" to "Did they learn it?"

GIFTED AND TALENTED

I received my gifted and talented endorsement about 14 years ago. It did change my teaching—I always keep my gifted students in mind. I plan for and differentiate my instruction to meet the needs of those students. I know what to look for to help identify gifted students, and I know how to better address their needs, both academic and emotional. I have also become an advocate for gifted students, helping my peers to understand and meet their needs.

ASSOCIATES PROGRAM

After attending the Associates Program I had new insights regarding the bigger picture of education. It motivated me to be an agent of change rather than a bystander who waited for others to make a change. It rekindled my passion for what I do each day.

READING AND WRITING

I keep up with the newest children's books and share them with my class. I'm better at teaching the children how to use the features of nonfiction text to help them comprehend what they read. I'm more dedicated to having the children write every day, and I value the process as much as the product.

RELATIONSHIPS

The Partnership allows teachers to gather and form new friendships and professional relationships with other teachers from several districts. As teachers with different perspectives and circumstances process and discuss the information, we develop a better understanding of the topics and ways they fit in our teaching.

PARTNERS

I feel that having an understanding of simultaneous renewal has changed me the most. The stewardship I feel to partner with BYU in an effort to help our pre-service teachers come to us fully prepared has increased tremendously. Districts and the university need one another if we hope to positively affect the lives of young people in our communities.

ESL AND MATH

These classes have helped me to be a more effective teacher by being more aware of how ESL students learn and how math can be taught with understanding.

MCKAY SCHOOL

FACULTY

In a recent random survey we asked McKay School *faculty* which Partnership initiatives or programs they had participated in that had affected their teaching. Responses produced the following data and comments.

WORKING WITH THE PARTNERSHIP keeps me connected to the current issues. It informs me of the unique culture and services of each Partnership district. I invite practicing educators to be guest speakers. I use current thinking and information in my courses. My research is easier and more meaningful to the practice. It expands my network.

RELATIONSHIPS WITH PEOPLE in the schools and school districts have become stronger, making it easier to do research that meets both our needs and their needs.

I HAVE A MORE INCLUSIVE understanding of what students need and of how to improve teacher practices. I have a broader understanding of issues schools are deal-

ing with at this time. I know more about the student population and their academic statistics.

THE PARTNERSHIP HAS HAD a fundamental influence on our ability to create necessary materials and make needed connections for the TELL minor and the ESL endorsement. The TELL program would be greatly hampered without the Partnership providing leaders and facilitators for the program.

I REALLY DO NOT KNOW how we would do what we do in teacher education without the supporting structure of the Partnership. I trust that Partnership schools and districts are on the receiving as well as on the giving end.

FAILURE IS NOT AN OPTION, AND THAT'S A FACT!

In the movie *Apollo 13*, the commander is charged with getting three stranded space pilots back to earth. The task seems impossible, but he pronounces, "Failure is not an option." With this motivation the team works together to get the pilots back safely. Failure should not be an option for stranded pilots or for teachers responsible for guiding students toward academic success.

At the beginning of the year Jane had significant behavior problems that threatened her ability to succeed academically. She began the third grade behind, reading at an early second-grade level. On the Systematic Screening for Behavior Disorders (SSBD) she was identified in Tier III (5% of students) with seven critical events, which included tantrums, obsessive-compulsive behaviors, suicidal thoughts, and effects of physical abuse. Using a nine-week assessment cycle and a tool developed in the McKay School for assessment for collaborative teams, the third-grade team designed several behavioral and academic interventions. By the end of the school year Jane's behavior had improved significantly, moving her to Tier I (80% of students) with only one identified critical event. She finished the year reading at a seventh-grade level. For the third-grade team, failure was not an option.

—PAM HALLAM AND GARY WALL

80%

REPORTED THEIR TEACHING HAD CHANGED BECAUSE OF THEIR PARTICIPATION IN THE FOLLOWING INITIATIVE OR PROGRAMS:

64%

COLLABORATIVE RESEARCH

36%

MENTORING

45%

STUDENT-TEACHER SUPERVISION

50%

IN-SERVICE

27%

OTHER

THE PHYSICAL SCIENCE ACADEMY

1 SITUATION

IN 2012 EARTH SYSTEMS FACULTY MEMBERS were asked to teach a ninth-grade course involving five or more disciplines. It was hard to find a well-prepared teacher. Test scores were low. Earth systems pass rates had been falling each year from 2009 to 2011.

2 SOLUTION

- **CREATE** the Physical Science Academy through the BYU–Public School Partnership
- **FOCUS** on content
- **HAVE BYU PROFESSORS** who prepare secondary science teachers put together a team of instructors/experts in different disciplines who will teach their specialty
- **INVITE EXPERTS** from Brigham Young University, the University of Utah, Utah Valley University, and Energy Solutions to participate
- **CREATE A YEARLONG COURSE** that is held once a month; target one or two concepts of the earth systems core each class period

3 BENEFIT TO THE TEACHERS

- **OPPORTUNITY TO HEAR** from experts in the field
- **OPPORTUNITY TO HAVE CONVERSATIONS** with scientists and science teachers about current knowledge and research that can be applied in the classroom
- **RENEWED ENTHUSIASM** about science and teaching

4 RESULTS

- **MORE CONFIDENT** and enthusiastic teaching
- **IMPROVED STUDENT SCORES**
 - 2011—district proficiency pass rate of 72.5%
 - 2012—with implementation of PSA, pass rate of 76.4%

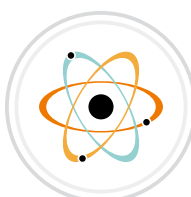
EARTH SYSTEMS SUBJECTS



BIOLOGY



HYDROLOGY



ASTRONOMY



METEOROLOGY



GEOLOGY

BRADLEY SLADE

MY HISTORY IN THE PARTNERSHIP

One educator shares the positive influence the BYU–Public School Partnership has had on her career and life.



KATHERINE RIDING JORDAN SCHOOL DISTRICT

TO BEGIN WITH, I was a student teacher in a Partnership school, which gave me the finishing expertise to be a better person and teacher.

As a teacher I enjoyed the opportunity of mentoring practicum students and student teachers. I was invited next to participate in the Associates Program as a teacher; here I realized there was a place where I could be a greater influence for children.

Then I served as the facilitator at a Partnership school and realized how great teachers can be.

I earned my gifted and talented endorsement and reading endorsement through the Partnership.

My opportunity to be a principal took me through the Principals Academy and has guided my career. I am now a principal at a Partnership school, and I love to see the energy and new thinking that gives

my school fresh ideas. I have seen interns set a high standard and mentor some of my veteran teachers. Having extra hands in the classroom and giving teachers the opportunity to be mentors keep my faculty on the cutting edge.

Comprehensive Math Instruction (CMI) has been an incredible experience for my faculty. Our math score improved 29 percent over three years. Our faculty had the opportunity to visit a school in another district to see CMI best practices.

Having two interns who started with their Teachers of English to Speakers of Other Languages (TESOL) certification has supported our high numbers of English as a Second Language (ESL) students.

I have enjoyed the leadership our liaison provided for my facilitator and me. I am pleased to have the Partnership as a driving force in my career.





Alumni Happenings

McKay Today helps connect you to your former classmates and teachers.

EMERITUS

CURTIS VAN ALFEN

Curtis Van Alfen has prepared thoughtful gifts of life for his five children, 24 grandchildren, and 12 great-grandchildren. These gifts include things he has learned and experienced that he hopes will benefit them. Van Alfen has compiled family names, histories, photographs, articles, and books. Some of his gifts will benefit individuals beyond his immediate family. One of his books, titled *Opening Doors to the Heart: The Journey to Timeless Virtues*, presents a mental model for charting one's

life toward becoming an authentic person by achieving harmony between who one is and what one does. "But," Van Alfen explained, "it doesn't happen easily or quickly; it is a journey."

Van Alfen's own journey began in Ogden, Utah, where he was born and reared. He earned his bachelor's and master's degrees from Utah State and his doctorate from the University of Utah. He first worked in Weber School District and then served as superintendent of schools in Tooele County, Utah. He later joined the faculty of BYU and served for 37 years in various positions, including coordinator of secondary education, chair of graduate

education, assistant dean, and eventually dean of the College of Education. During this time he also served a year as academic vice president of BYU's Hawaii campus.

During Van Alfen's tenure as dean, the BYU-Public School Partnership was formally organized. He said:

The BYU-Public School Partnership is an amazing thing. There are not many programs of this kind that have lasted as long. I think the reason is that it wasn't created to change anything or herald any one person's ideas. It was created to help the community become better and was built on the concept of "becoming." Another reason for its success is that this philosophy is mirrored by the surrounding culture. The Partnership started a long time before the formal organization, with many excellent programs and collaborations taking place. It is a result of the wonderful faculty at BYU and their willingness to reach out and open up.

Van Alfen's service has not been limited to the education profession but has extended to his community and church. He has served two missions with his wife, Jeanette: one as

president of the California Anaheim Mission in the 1980s and one on a CES mission in 2000 in Boston, where they both taught a variety of subjects at different universities, including Harvard, Tufts, Boston, Northwestern, and Wellesley College.

Curtis and Jeanette live in Provo. He serves as a sealer in the Provo Temple and continues to write for his posterity.

ALUMNI

PAULA HOOGENDOORN BURTON Class of 1962

Paula was nine when she came to America from the Netherlands after World War II. Later she attended BYU and graduated in elementary education. She taught all grade levels, as well as ESL and special education classes. As a teacher she was dismayed with her students' lack of patriotic fervor. "Until you're out of the country, you don't realize what we have here," Paula explained. She made it her mission to teach her students about the rich history of this country and to teach it through the arts. The organization she founded, Celebration USA, provides resources to various groups to honor the principles of democracy, good citizenship, and patriotism. Popularly known as "the flag lady," she is responsible for countless celebrations and has received numerous awards. She and her husband, Bruce, are the parents of four.



FRED A. BROOKS Class of 1975, 1978

While a doctoral student at BYU, Fred headed the development of master plans for the Utah County Parks Department and the Utah County Parks in Provo Canyon. He taught at California State University, Chico, and served as chair of the Department of Recreation and Parks Administration. He developed more than 100 recreation master plans for northern California agencies and headed the California Parks and Recreation Scholarship Foundation for 20 years. Since retiring he has continued to serve on professional and elected boards. His honors include induction into the Legacy Faculty Hall of Honor at Chico as well as a lifetime honorary membership and induction into the hall of fame of his professional organization. He and his wife, Terry, are the parents of four children and numerous grandchildren.



MITCHELL G. SWENSON Class of 1989, 1996

Mitch earned his degree in earth science teaching and went on to get his MEd in educational leadership. He taught junior high earth and physical science and then became an assistant principal at Timpview High School in Provo. For the past 12 years he has served as principal of Centennial Middle School in Provo. One of his favorite quotations on education is from David O. McKay: "The noblest aim in life is to strive to live to make other lives better and happier." He also loves a statement by President Spencer W. Kimball: "True education prepares one for 'making a life,' not merely the 'making of a living.'" Mitch enjoys mountain biking, singing, and backpacking. He and his wife, Cherese, are the parents of three and grandparents of one.



AMBER MICHELLE JONES Class of 2012

Amber graduated cum laude with a TESOL/bilingual endorsement. During her senior year she taught her own classroom in the internship program. After graduation she taught English in China and then returned and taught fifth grade. Amber says one of the lessons that she learned and has applied in her teaching is "equal is not always equitable." To support students' success, she has found it is not about planning for a class; it is about planning for many individuals. Academic individualization and preparation are very important, but a teacher needs to know, love, and care for her students and make sure they know she cares. Finally, Amber says, "End the day on a high note. They'll most likely forget everything that went wrong that day if they walk out the door with a smile."



TO READ about other McKay School alumni, please visit education.byu.edu/news/category/alumni.

FRIEND OF EDUCATION

CECIL O. SAMUELSON // President, Brigham Young University

A Teacher Who Made a Difference

For all of my life I have had the very good fortune to be surrounded by excellent teachers. It was so in my early childhood with exemplary parents, grandparents, and siblings and continues to this day with a wife who is a teacher by inclination and also by training. Likewise, grown children and wonderful grandchildren teach and emphasize important principles for my benefit.



My associates and the students at BYU continue to teach me by example and also by precept, and the same is true for the many who have influenced me for good in my Church service, professional pursuits, and academic assignments. With so many impressive teachers from whom to choose, it might be surprising that I would pick my third-grade teacher, Mrs. Enid Brown. What she did for me has had a lasting effect that persists even today.

My parents, both teachers by profession, were very supportive of the schools I attended and also the teachers. At that time the prevailing view suggested that the schools, rather than the parents, were best suited to teach reading to children. Our home always had many books, but I don't remember reading at home with my parents very much after I got into school—that is, until I was enrolled in Mrs. Brown's class.

At the beginning of the school year we were tested to determine the level of our reading skills. When the reading test scores were available, parent-teacher consultations were held, and Mrs. Brown discussed with my mother my mediocre results—so poor that I was placed in the B section of the *Weekly Reader* group for students not on schedule for reading progress. Mrs. Brown thought I could do much better and suggested my mother get more involved.

My mother was very concerned but also relieved that we should be reading together at home every day. By the time I was in the fifth grade, Mrs. Poulsen, another fine teacher, told my mother her only concern about my department in class was that whatever else was going on, I always seemed to be sneaking a look at a book I was reading. Mrs. Poulsen was surprised to see how happy this made my mother. I will always be grateful for what Mrs. Enid Brown did for me.



School News

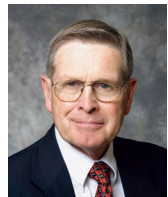
McKay School faculty and students have received various honors and awards since the spring 2012 issue of McKay Today Magazine. A few of these are highlighted below.

Science and Engineering Fair

Hundreds of talented young scientists shared their projects at this year's Central Utah Science and Engineering Fair (CUSEF) March 18–21. Presented and supported by the McKay School and the BYU–Public School Partnership, this event hosted over 850 students from grades 5–12 who had been selected by their schools to compete with others from Alpine, Jordan, Nebo, Provo, and Wasatch school districts, including charter schools and home schools within the districts' boundaries.

Professor Awarded Fellowship

Richard Sudweeks, director of the Educational Inquiry, Measurement, and Evaluation (EIME) program, was awarded the 2013–13 Steven M. Rose Teaching and Learning Faculty Fellowship. This fellowship is given to professors whose work enhances student learning, especially efforts designed in support of the Aims of a BYU Education. The fellowship provides funding for research and professional development.



Ivy League Presentation

Peter Chan of the Instructional Psychology and Technology Department (IP&T) was invited to participate in the China Education Symposium at Cornell University. He spoke as part of a panel including representatives from

the investment company BlackRock, the chemical company Bionest, and the United Nations Security Council. The panel discussed education issues and opportunities in China as well as development of education and training in that nation.



Distinguished Service Award

Nancy Livingston received the 2012 Distinguished Service Award from the Utah Council for Exceptional Children's Division of Early Childhood. She spent over 30 of her 50 years of educator experience in early childhood education, including parent involvement. Livingston directed a national Head Start program in 1978, where the goal was to better prepare four-year-old children from low-income families for kindergarten by linking preschool curriculum with that of the public schools.

Student of the Year

Kari Newman, a third-year student in the EdS School Psychology Program, was recognized for her outstanding abilities with the 2012 Student of the Year Award from the Utah Association of School Psychologists (UASP). Among the criteria for this award are participation in UASP activities,



leadership, and outstanding academic achievement.

MSE Mentored Research Conference

The annual McKay School Mentored Research Conference was held April 4, 2013. Over 150 participants attended, including approximately 90 students, 40 faculty members, and 15 members of other colleges. High-quality research projects by McKay School faculty and students were presented.

Student Publication

Rick West, Charles Graham, and graduate student Jered Borup won second place in the IAP Crystal Awards for the best journal articles since 2009 on distance education practices. The award is sponsored by the Association for Educational Communications and Technology. Their article, "Improving Online Social Presence Through Asynchronous Video," was published in the *Internet and Higher Education Journal*.



Worldwide Recognition

Macleans A. Geo-JaJa, professor in the Department of Educational Leadership and Foundations (EDLF), gave three policy-paper presentations in China and co-authored *Education, Poverty, and Development in Sub-Saharan Africa*. Geo-JaJa also served as a technical expert and

visiting scholar in China. He received a Fulbright Senior Specialist Award, which he will fulfill at the Nordic Africa Institute in Uppsala, Sweden.

Spirituality in Psychology

Scott Richards, a professor in the Department of Counseling Psychology and Special Education, directed the first Consortium for Spiritually Centered Psychology and Education, held at BYU in November 2012. The purpose of this think tank was to bring together a national group with expertise and interests in exploring ways to collaborate in bringing spiritually oriented treatment more fully into mainstream health care.

Selection Committee

Terrell Young, a professor in the Department of Teacher Education, has been appointed to serve as a member of the Award for Excellence in Poetry for Children selection committee for the National Council of Teachers of English (NCTE). Young will serve on the selection committee for the next three years.



Principal Achievement

Susan Huff, principal at Spanish Oaks Elementary, was honored with the 2012 McKay School Alumni Achievement Award. Her homecoming presentation examined culture rules within a school. Huff is a longtime advocate of the McKay School and the BYU–Public School Partnership.

Graduate Education

Tina Dyches, professor in the Department of Counseling Psychology and Special Education, received the Wesley P. Lloyd Award for Distinction in

Graduate Education presented at the BYU 2012 Annual University Conference. She has worked for more than 25 years at the McKay School and elsewhere, promoting the well-being of children with disabilities and their families through research, teaching, and service.

Marriott Awards

Three McKay School faculty members were recognized during the BYU 2012 Annual University Conference with a Nancy Peery Marriott Award. Rick West of the Instructional Psychology and Technology Department received this year's Outstanding Scholarship Award for innovative research in the field of instructional design. Educational Leadership and Foundations (EDLF) professor Pam Hallam was this year's honoree for Outstanding Teaching. Scott Ferrin of the EDLF department was presented with the Outstanding Mentor Award.

Partnership Success

In May 2012 the National Association of Professional Development Schools (NAPDS) awarded the BYU–PSP one of four national awards for its exceptional work in teacher development. As a result, Dean Richard Young, Steven Baugh, and Vern Henshaw, members of the BYU–PSP Governing Board, were asked by the NAPDS to contribute a follow-up article to their magazine to share the Partnership's work and progress.

EL Funding

In 2012 Stefinee Pinnegar, professor in the Department of Teacher Education, was awarded a national grant by the Office of English Language Acquisition (OELA) to support her work preparing teachers of English language learners. The grant



totals almost \$2 million over five years to respond to the national need for providing stronger education for English learners by improving teaching quality.

Lifelong Contributions

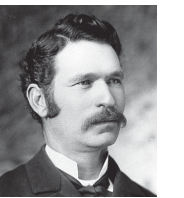
Martin Fujiki and Bonnie Brinton, both professors in the Department of Communication Disorders, were jointly awarded the 2012 Frank R. Kleffner Lifetime Clinical Career Award by the Utah Speech-Language-Hearing Association (USHA) for their 30 years of contributions to research and clinical practice.

Publication Award

In 2012 the McKay School received a Golden Spike Award in the category of Print Communications for their annual report publication. The 2012 spring issue of the McKay School's *McKay Today Magazine* was also recognized as a finalist in the same category.

2013 Cluff Awards

The 2013 Benjamin Cluff Jr. awards honored Roni Jo Draper, professor in the Department of Teacher Education (TED), for Excellence in Educational Research; Brad Wilcox, professor in TED, for Excellence in Educator Preparation; and Kathie Ritter, speech therapist in the Alpine School District, for Excellence in Public School Support. Cluff descendant Colleen Caputo also recognized Dean Richard Young for his work promoting Cluff lectures.



Humanitarian Award

Tina Dyches, professor in the Department of Counseling Psychology and Special Education, was awarded the Burton Blatt Humanitarian Award for her

exceptional contributions to the Council for Exceptional Children's Division on Autism and Developmental Disabilities (CEC-DADD). Her contributions include serving on the board for DADD and the Utah CEC, as well as initiating the Dolly Gray Children's Literature Award in 2000 with colleagues Mary Anne Prater and Sharon Cramer.

Thailand Conference

Eula Monroe, professor in the Department of Teacher Education, was invited to attend the 2012 annual teacher/leadership development event for the East Asia Regional Council of Schools (EARCOS) in Bangkok, Thailand. Monroe gave a full-day workshop focused on the new Common Core Standards for Mathematical Practice.



Student Scholarship

Special education student Maren Davis received the 2013 Aspiring Educator

Scholarship. This scholarship, sponsored by Teachers-Teachers.com, is awarded to students who are striving to become quality special educators.

Children's Literature Award

Michael Tunnell, professor in the Department of Teacher Education, was awarded the 2012 Beehive Book Award in the Information Book category.



His book *Candy Bomber: The Story of the Berlin Airlift's "Chocolate Pilot"* was recognized by the Children's Literature Association of Utah.

Alumnus Achievement

Richard Culatta, a graduate from the McKay School of Education's Department of Instructional Psychology and Technology, was recently appointed acting director of the Office of Educational Technology for the U.S. Department of Education. His work focuses on improving access to education and making col-

lege more affordable through leveraging open data to create personalized learning experiences for all students.



Theater Recognition

Christopher Clark, a graduate of the PhD program of the Department of Educational Leadership and Foundations, received six awards of the nationwide Kennedy Center American College Theater Festival with his production of the play *Vincent in Brixton*. Clark directed the play and was honored with Outstanding Production, Outstanding Performance by an Actress, Outstanding Direction, Outstanding Scenic Design, Outstanding Costume Design, and Distinguished Ensemble. He is currently the chair of the Theatrical Arts Department at Utah Valley University.



I AM A *Teacher*

I AM A *Learner*

By Janeen Graham

I have been in the teaching profession for 29 years, and I love it every day. Yes, I have bad days, but, for the most part, the students keep me happy. One day while teaching my students about physical change, I began melting a candle in a glass beaker. While we were discussing the observation of using a direct flame on the glass, the glass beaker exploded—spraying

glass in all directions. It was one of those bad days. Yet the students' responses were "Can we do something like this every day?" "Science is so fun!" "Wow! That was cool!" That day I realized that being a teacher is about making an impact, an impression, and an indelible mark.

Teaching truly affects future generations because learning becomes a continual process.

Often as a teacher I have been

asked, "What influence do you want to have on your students?" I respond, "I want them to know that it is fun to learn and that learning will take them places and make their lives better because they know things." I don't care if they remember what year an event happened as long as they understand how and why it happened.

After 29 years of teaching in the public schools, I was given the opportunity to share my passion for teaching with pre-service teachers when I was hired as a clinical faculty associate (CFA). As a CFA I contribute to the success of practicum students, student teachers, and interns. I encourage them to experiment with new practices and develop their own teaching style.

Some say that good teachers have to reinvent themselves every seven years or so or else they'll go stale. The best teachers never go stale because they never stop learning. I reinvent myself by participating in BYU–Public School Partnership programs. I have received gifted and talented, reading, and math endorsements. Presently I am participating in the Associates Program, learning about the Partnership's new commitments. I love discussing with university educators multiple concepts to help all students learn. I experience an even greater fulfillment when I apply what I learn and it benefits the lives of others.

I continue to enroll in classes to help me become a responsible steward. I am engaged in my own personal learning, both as a teacher directing teachers through in-service and as a mentor assisting pre-service teachers. I love teaching! I love learning! I believe all educators should be lifelong learners.

The best teachers never go stale because they never stop learning.



BRADLEY SLADE

13-053 / 5.2013 / 48.5M / P004522

YOU'RE INVITED

MCKAY HOMECOMING GATHERING October 12, 2013
Watch for details: mckayalumni.byu.edu

THE LITERACY PROMISE CONFERENCE—OPENING DOORS FOR THE ADOLESCENT LEARNER
Salt Palace Convention Center, Salt Lake City
March 12–14, 2014
Keynote: Author Brandon Sanderson
Watch for details: education.byu.edu/CITES

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Benevolence in Action

Maren Davis is completing a double major in special education and communication disorders. This combination will allow her to live her dream of helping people of all ages—motivated by growing up with a sister who had severe disabilities. From that relationship Maren learned to look for the strengths and abilities in others, to see individuals in terms of their potential, not in terms of their difficulties.

She says, “I knew I wanted to pursue a career in which I would be able to help make the lives of such individuals more fulfilling.”

Right now Maren is completing her requirements for special education by interning at a school in the BYU–Public School Partnership. She tells how strong, experienced teachers are coaching her. “I feel like I have been respected for earning my degree through BYU, which adds validation to the things I was taught in the special education program.”

Support benevolent students like Maren. Support strong teacher preparation in the BYU–Public School Partnership. *Give to the McKay School at give.byu.edu/maren.*

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ANNUAL GIVING

To help fund scholarships for students in need at the McKay School of Education, please contact Bryan Carpenter at 801-422-7833 or bryan_carpenter@byu.edu.