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SPRING 2017

MCKAY TODAY MAGAZINE

Crisis in Education: *Today's Teacher Shortage*

DAVID O. MCKAY SCHOOL OF EDUCATION | BRIGHAM YOUNG UNIVERSITY

Message from the Dean



Recently I heard a famous author tell a large congregation of educators that what he had told an auditorium full of middle-school students was the advice he would give himself if he were once again an adolescent. It made me think about what advice I would give my adolescent self. One thought was about how David O. McKay had stated that teaching, my chosen career, was “the *noblest* of all professions.” If I had known about President McKay’s endorsement when I was selecting education as a profession, his assessment would have helped me overcome any doubts I might have had over my decision.

Even though teaching is a noble profession, the number of individuals choosing it is decreasing. In fact, as I meet with other deans of education from across the United States, I find we are all struggling with the same problem: declining enrollments in teacher preparation programs. The article in this issue titled “Crisis in Education” addresses teacher shortages.

Although no simple solutions have been found for teacher shortages, those engaged in the education profession can contribute by talking positively about the field, recruiting those showing an interest in the profession, and quoting President McKay’s powerful statement: “I think it must be apparent to every thinking mind that the *noblest* of all professions is that of *teaching*, and that upon the effectiveness of that teaching hangs the destiny of nations.”

In addition to the discussion about teacher shortages, this issue also reports examples of the impact of McKay School faculty and alumni on the field of education. These individuals’ stories reflect a sample of the exceptional work taking place at the university and in the schools.

Mary Anne Prater



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McKay School News

McKay School faculty have received recognition for research and activities. A few are highlighted below. For more school news, please visit education.byu.edu/news.



MELISSA HEATH, TIMOTHY SMITH, AND ELLIE YOUNG

#1 School Psychology Researchers

The BYU school psychology program was recently named the number-one program in faculty research productivity out of 136 of its kind. That means the faculty do more high-quality research than any other group of school psychology professors in the United States.

The three top producers from BYU—Timothy Smith, Ellie Young, and Melissa Heath—were also listed among the top 25 individual researchers in the nation. “Beyond the numerical, cross-sectional comparisons in the recent article, we are more pleased with the contribution that our research makes to the quality of our public schools,” said BYU Counseling Psychology and Special Education Department chair Lane Fischer.

BYU’s program preps students to work in K–12 schools, solving problems and creating safe, supportive learning environments for children. All students work with faculty on research as they go

through school, preparing them to recognize and implement evidence-based best practices in their careers.

“We want to enhance our schools,” Fischer said. “Our research in effective screening of students who are vulnerable to emotional and behavioral disorders that can disrupt their schooling enhances our schools. Our research into crisis management, suicide prevention, and response to crises enhances our schools. Our research into the multicultural competence of providers enhances our schools. We are pleased to make such a contribution. That is where our real satisfaction lies.”

This number-one ranking for the program is based on findings from a study that examined scholarly works published between 2002 and 2011 by faculty in programs throughout the United States and appeared in *Research and Practice in the Schools*.

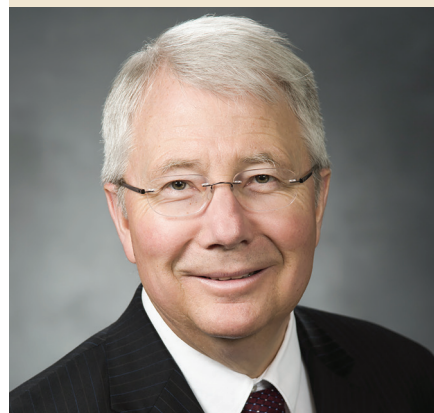
Grant Competition: Spiritually Integrated Psychotherapies

Scott Richards from the McKay School’s counseling psychology program is the project director for a new international grant competition. The Enhancing Practice-Based Evidence for Spiritually Integrated Psychotherapies competition will award applicants approximately 1.8 million dollars in grant money over a three-year period, funded by the John Templeton Foundation.

The project team is looking for applicants who are interested in conducting research projects centered on the use of spiritually integrated psychotherapy in mental health treatment.

“The goal of psychology, as I understand it, is to better understand people and to figure out how we can help them and hopefully help the whole human race. I think we have made progress on that, but I think we have a long way to go. The great religions of the world have as a goal to help people too,” Richards said.

For more information go to bridgesconsortium.com.



SCOTT RICHARDS



Physical Education, showing that fourth-grade students are 5.87 times more likely to enjoy PE when music is playing.

For the boy or girl who dreads going to gym class, 5.87 is a number that can make a world of difference. A dodgeball to the face might not seem so bad with Taylor Swift telling you to shake it off in the background.

Music appears to have a motivating effect on the kids as well. Students felt like they physically exerted themselves more when music was playing.

"When the music is on, I just feel like dancing all the time," said one female student who researchers interviewed. Another student felt that the music got him "pumped up" and helped him to work harder.

The type of music you play makes a difference. Barney found that it is best to play contemporary songs with 120 to 160 beats per minute.

"My son is a fourth grader, so I sat him down and played some music for him," Barney said, "and he would say, 'No, not that one,' or 'Oh yeah, we like that one.' We then tested it out, and the



DAVID BARNEY

Picking Teams and Picking Music in PE

Professor David Barney wants PE to get kids hooked on exercise for life and has some research-based do's and don'ts:

- Do play music while the kids play.
- Don't have kids publicly pick teams.

Professor Barney has found that music helps and picking teams publicly makes it harder for kids to enjoy exercise.

Maybe you remember the laps you were forced to run or the time when a dodgeball hit you in the face. Maybe you remember an empowering athletic achievement or maybe an embarrassing one, or even the smell of your middle-school gymnasium.

We all have different memories from childhood PE classes. For whatever reason, the sights, sounds, and smells stick with you.

Teacher education professor David Barney has taken it upon himself to study PE and the positive or negative

experiences children glean from their gym-class experiences. In two recent studies he has found that there are things educators can do to significantly improve outcomes.

The importance of this research impacts children well beyond their childhood. Having a good experience in PE can be correlated with a person's long-term physical well-being. Research from BYU psychologists published in 2014 showed that kids who are teased in PE class exercise less a year later.

Barney's recent studies looked at two specific elements of gym class: playing music and publicly picking teams.

"I have found music to be very magical," Barney said. "It is not the cure-all, it is not a pill that just fixes everything, but, boy, it sure helps."

His research on music was published in the *International Journal of*

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SOCIAL MEDIA



kids responded best to songs they recognized, to artists like One Direction, Taylor Swift, and whoever else is popular.”

Barney also recently published a study in *The Physical Educator* addressing the practice with junior-high boys of publicly picking teams. He observed that the awkward practice doesn’t necessarily influence the outcome of the game itself, but it can have a deep emotional impact on students individually.

“A lot of the kids we interviewed basically said, ‘I don’t like it, but since the teacher’s doing it, fine, whatever, let’s get this over with,’” Barney said. “That doesn’t build a lot of confidence. Nobody leaves class saying, ‘That was awesome, I got picked last.’”

Publicly picking teams has been a practice for so many generations that people assume it is the status quo. The practice has remained and continues to have a negative associative effect on children.

“You could pick teams for basketball, and in two days the kids won’t remem-

ber who won,” Barney said. “But they remember how they felt. They remember that they were picked last.”

Barney proposes that privately picking teams should be the preferred alternative, one that circumvents publicly shaming students. When gym teachers pick the teams themselves, students are able to expand their circle of friends. They don’t feel ashamed or excluded, and teams can be more fair. Students can base their success on their own improvement rather than on when they were picked for a team.

“You save so much time when you privately pick teams,” Barney said. “That’s the kicker. We’ve seen again and again how much time is wasted going around and picking teams rather than just letting the kids go out and play.”

Barney’s hope is that using music and privately picking teams can help create positive associations with physical fitness to help kids develop a lifelong commitment to physical health—the ultimate goal of PE classes.

Fulbright-Nehru Visiting Scholar



GUNJAN SHARMA

Gunjan Sharma, from New Delhi, India, is at the McKay School as a Fulbright-Nehru visiting scholar until May 2017. She is conducting research on higher-education policies in order to draw further policy inferences between the United States and India.

This is Sharma’s first time visiting the United States, and it is an experience that she has looked forward to for quite some time. The welcoming community and culture have impressed Sharma during her time here at BYU.

“The BYU community is very welcoming, and people here are great to talk with,” said Sharma. She has also noticed the quality of professors and available resources on campus.

“The Harold B. Lee Library is among the most well-resourced libraries I have seen,” Sharma remarked.

Sharma is a faculty member at the School of Education Studies, Ambedkar University, Delhi. Her work primarily focuses on education policy politics in India, which she examines from a socio-political perspective.

SAVANNA SORENSON

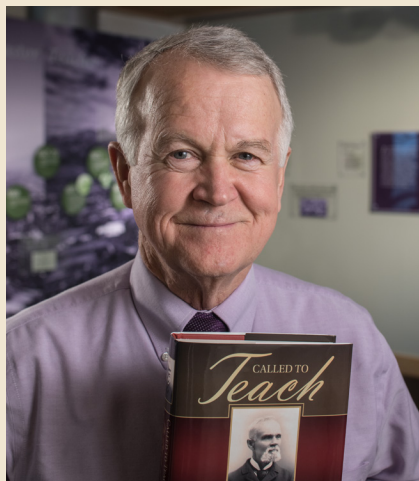
BRADLEY SLADE

New Karl G. Maeser Exhibit

Besides Brigham Young, there is probably no other person whose name is as connected to BYU than Karl G. Maeser. A. LeGrand “Buddy” Richards, a McKay School of Education associate professor, is one of the curators of an exhibit exploring this university founder’s life, from his beginnings in Germany to his teaching legacy, which is still felt at BYU today.

“Maeser’s vision for education not only influenced BYU but laid the foundation for other universities and even public schools throughout the western United States,” said Richards. “Seven of the academies he helped found are now institutions of higher education. He also proposed the initial plan for the LDS Church Educational System that serves hundreds of thousands of young people today throughout the world.”

Richards worked with BYU Harold B. Lee Library senior librarian Rachel L. Wadham on this exhibit, which runs through November in BYU’s Education in Zion Gallery in the Joseph F. Smith Building.



BUDDY RICHARDS

Alumni Happenings

McKay Today helps connect you to your former classmates and teachers. To read more, visit education.byu.edu/alumni.



**VIRGINIA DUKELOW
WILSON**
Class of 1964

Virginia Dukelow Wilson, class of 1964, said she always wanted to be a teacher. She would often play school with her seven younger siblings, and when they were unavailable, she would line up her dolls and stuffed toys

and pretend they were students. In her ward, after she graduated from Primary, Virginia was asked to teach the nursery class, and from that beginning, she has never stopped being a teacher.

"I consider teaching my God-given talent and still love it. 'Give me your hardest class,'" Wilson said.

After earning her bachelor's degree in elementary education from the David O. McKay School of Education, she went on to earn a PhD from La Salle University in educational administration.

Wilson began her career teaching third and fourth grades. Later she transitioned to teaching adults in the local high school adult diploma program, teaching classes for the local community college, and acting as adult literacy program coordinator for the local library.

"I have most enjoyed teaching students of all ages in a wide variety of settings and helping them meet their personal goals," Wilson said. "I love the challenge of helping the students who have 'slipped through the cracks' renew their self-confidence and feel successful."

One thing Wilson observed over her years of working with struggling students, regardless of age, is that desired results

come from basic teaching techniques and from students knowing their instructor cares about them personally. She recalls teaching basic reading and writing classes, GED test preparation classes, and adult high school diploma classes simultaneously on Lassen College campus. The adults who were in her class never considered themselves "college material."

"I remember two ladies—one a young single mother and the other a grandmother—who finished their high school work with me and went on to enroll in college classes and graduate. That was wonderful," Wilson said. "Also, many older men would come to a point in their careers where they could not advance without a high school diploma or equivalent. I would see them later around our small town, and they would give me a hug and say, 'You changed my life.' Wow, that made my day!"

Never in her career did she struggle with or question why she chose to be an educator. Wilson always knew she wanted to be a teacher and was determined to one day have her own classroom.

There was a point when Wilson had to work for a year before she could attend BYU. Several of her relatives questioned her efforts because they thought she would never be financially able to attend college. Through her efforts and some help from a kind uncle, Wilson was able to attend BYU and complete her bachelor's degree in three years.

"BYU gave me the complete framework I needed to complete my goal of being a teacher," Wilson said. "I am eternally grateful for having had the privilege to attend BYU."

Outside of the classroom, Wilson and her husband, Nichol "Nick" Wilson, enjoy living on their property in Browns Valley, California. They are the proud parents of four children and the grandparents of 17 grandchildren, with one on the way.

Currently the Wilsons serve as temple workers in Sacramento. Virginia also serves as the first counselor in her ward's Relief Society and volunteers every week at a small library in a nearby mountain community.

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**DAWN WRIGHT***Class of 1990*

The idea of becoming an educator first began when Dawn Wright was a student in Mrs. Wixom's sixth-grade class. Mrs. Wixom was the first teacher Dawn remembers as caring about her as a person and not solely about what she was learning in the classroom. It was that sixth-grade year that inspired Wright in her life's goal and passion, which was again confirmed when she was in high school. The classes that made the most difference in her life started with teachers who connected with her, discovered how she learned, and recognized what interested her.

"I decided I wanted to be that kind of teacher, the one who connected with her students and made them feel like they really have a place in this world," Wright said. "Everyone should have an educational experience like that!"

Wright graduated from BYU's David O. McKay School of Education in elementary education. After a few years of teaching, Wright earned her master's in educational administration from Texas State University in 2005.

Wright has spent a total of 22 years in the education profession. She has taught fourth and fifth grades as well as sixth-grade language arts and science, and she now works as an elementary assistant principal in Leander, Texas.

"It has been stressful and a lot of hard work," Wright said, "but I wouldn't change it for the world!"

Wright believes teaching is a unique profession and related it to a bowl of mixed fruit: every year a teacher is given a new bowl of mixed fruit, and he or she is asked to make an apple pie—and sometimes there are no apples in the bowl.

There was one "apple-free" year that was very difficult for Wright. "I recall one particular year teaching fourth grade. I had been assigned a few 'prickly pears' in my bowl," Wright said. "I just could not connect with one of my students and was quickly running out of ideas, patience, and energy. I am sure all educators have hit this moment, the one where you lay your head in your hands and ask, 'What am I doing wrong?'"

It was at that moment that Wright realized she had transitioned from the attitude of "this is my job" to "this is part of who I am!" It became her personal mission and responsibility to help every child that she taught succeed.

"I absolutely love it when I see former students as adults who still remember my class and share with me the positive impact they felt that I had on their lives," Wright said. "It's gold! It's what I strive for every day."

As an assistant principal, Wright now impacts and connects with all children in the school, not just those assigned to her in a class. She most enjoys watching the children grow and learn from their choices. She loves building them up and making them feel important and understood. She is also able to help teachers who have "prickly pears" in their classroom and assure them that they are making a difference.

"I am honored to have a part in their life's journey," Wright said. "I am blessed to be an educator."

NO GREATER CALL

Are you a student in the middle of your education classes, practicums, or student teaching, or are you a practicing, experienced, or retired educator? Wherever you find yourself on the spectrum, the McKay blog, *No Greater Call*, will be of interest to you.

Blogger Kristie Hinckley is a senior in elementary education applying to be an intern in the fall, eager to have a class of her own. She loves reading, yoga, driving in the canyon, or talking with her mom over the phone about life.

Blogger Annette Evans, now retired, graduated with a double major in Spanish and English and taught middle school for 18 years. She was the new teacher mentoring specialist in Utah's Nebo School District for seven years and also taught classroom management, theories, and methods part-time at BYU.

Come read at education.byu.edu/news.



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KEEPING — MAGIC — ALIVE IN THE CLASSROOM

SEVEN STRATEGIES THAT HELPED ME
TRANSFORM MY CLASSROOM BY TARA PEARCE

I looked at the clock. Fourteen minutes left. I looked out at the class. Most of the students were on their feet, yelling, screaming, cursing, and throwing things. Trying to speak over them seemed pointless. Their message came through loud and clear: “You don’t know us. We don’t know you. Don’t try to tell us what to do. We are not going to listen.”

I will never forget that hopeless, desperate feeling as I looked at the clock and tried to think of something—or anything—to fix it. At Phoenix Academy, an alternative in-district high school in Lawrence, Massachusetts, days crept slowly by, and I needed to change things.

I turned to other teachers in the school, administrators, and teacher friends from my past school to try and figure out how to turn my classroom around. I reached out to my profes-

sors from the BYU English education department and sought out their advice and help. They offered words of encouragement and sage advice. Most important for me at that time, they reminded me that I could do it. I received many helpful ideas and suggestions from many different sources. They shared strategies that had worked for them. These same strategies that were magical for them, however, did not always yield the same results for me.

In a desperate moment, and out of a desperate attempt at change, I made the decision to use *Harry Potter and the Sorcerer’s Stone* in the senior class. On paper, this decision seemed against every piece of advice I had received on teaching low-income minority students. There were no characters that directly reflected them or their background—nothing seemingly

relatable (at least on the surface) to my students in the Harry Potter books. Most of them had no prior knowledge related to the series. The book is primarily about white, predominantly middle-class wizards. It was using a Harry Potter book that transformed my classroom. It was almost like magic.

I would like to share the seven strategies—because seven is the most magically powerful number—that using a Harry Potter book in my classroom taught me.

STRATEGY #1 *Try everything at least twice.*

I often found that the first time I tried a strategy or activity, it usually didn't go very well. That can be very discouraging, and I found myself reluctant to try it again. After trying it, however, you often have a lot of ideas about how you could use it differently, and the students are more familiar with the activity, which also makes it more successful. It is good to try things at least once, but I found that trying strategies or activities multiple times often yields better results than the first try.

The same oftentimes holds true with texts. The first time I taught from *Harry Potter and the Sorcerer's Stone*, not everything went as planned. There were a lot of aspects of my unit that I needed to rethink, and the second time went a lot smoother. I was able to help students be more successful. By then I was more aware of the “problem areas” in the text, so I could facilitate learning better by frontloading information, introducing themes and topics at the best times, and hurrying through the slower parts.

STRATEGY #2 *Have and give a good “why.”*

I remember professors making it very clear that every activity or reading should have a clear purpose, objective, and rationale. I didn't realize how truly important that was until I had students push back on everything we did, every day, no matter what. They would question me about everything. They didn't trust me and wanted very clear reasons for everything they were supposed to do. They also made it very clear when they thought things were stupid or boring—and with plenty of other adjectives. The best defense I had to this was to explain very clearly, with the Common Core standards to back me up, exactly what we were doing, why they needed it, what they needed it for, and how it was relevant to them.

When I chose to teach using a Harry Potter book, students were not very happy about it, so I worked to prove to them that I had a good “why.” It took some of them a little longer to get onboard, but as I kept reinforcing the why, more and more students bought into what we were doing. I started

to realize that the clearer I was on the purpose, objective, and rationale, the easier it was to get them invested.

STRATEGY #3 *Remember, text selection doesn't need to only be about them.*

When you are making decisions about which texts to bring into the classroom, you usually think about your students and their interests, their gaps, their past experiences, etc. Those are certainly important things to consider. Sometimes, though, you should think about yourself too. You should consider what your strengths are, what you will be better at teaching them, and what you are passionate about. If you are passionate about something, chances are you will be better at making that passion contagious.

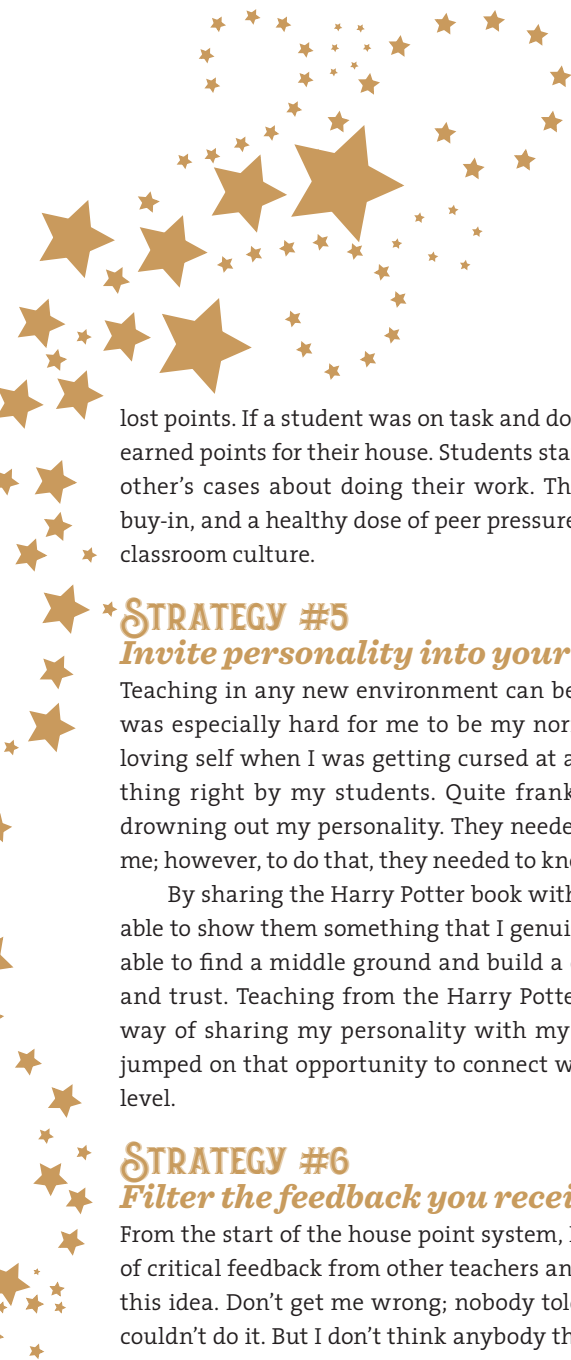
With only a few classroom sets of books to choose from and no set curriculum, I started off the year choosing texts that I felt I could manage. Choosing to teach from a Harry Potter book was a bold and sort of crazy move in my present situation. And it was exactly what I needed. I needed to share with them something that I loved, and I needed to use a text that I felt comfortable with and that I could trust.

STRATEGY #4 *Rely on your biggest resources—you and your students.*

I have worked with some very challenging students (the kind who throw desks at you or curse at you every time you say their name or who talk about selling drugs in the middle of class), and I used to hope that by making a phone call or by getting an administrator involved, the student would magically start to get their work done in class and adjust their behavior. Actions like that can help, certainly, but I actually needed to work on building a relationship with that student so that I could solve those problems. Outside resources have a place, but I learned the hard way that everything I needed was right in front of me.

Most students did not really care about what I thought—or about any other adult in the building, for that matter. They did, however, care about their image among their peers. So I implemented the “house” system as it is used in the Harry Potter books. If a student was talking out of turn, the team, or house,





lost points. If a student was on task and doing great work, they earned points for their house. Students started getting on each other's cases about doing their work. Their investment and buy-in, and a healthy dose of peer pressure, helped change our classroom culture.

★ STRATEGY #5

Invite personality into your teaching.

Teaching in any new environment can be challenging, but it was especially hard for me to be my normal, laughing, fun-loving self when I was getting cursed at and couldn't do anything right by my students. Quite frankly, my misery was drowning out my personality. They needed to be able to trust me; however, to do that, they needed to know me.

By sharing the Harry Potter book with my students, I was able to show them something that I genuinely loved. We were able to find a middle ground and build a collective interest—and trust. Teaching from the Harry Potter book was a small way of sharing my personality with my students, and they jumped on that opportunity to connect with me on a human level.

★ STRATEGY #6

Filter the feedback you receive.

From the start of the house point system, I received quite a lot of critical feedback from other teachers and administrators on this idea. Don't get me wrong; nobody told me outright that I couldn't do it. But I don't think anybody thought it was a good idea. I tried not to let that get me down, and I did it anyway, even though I had my own doubts and reservations. It didn't work overnight, but it became my most effective management strategy.

When I proposed teaching from *Harry Potter and the Sorcerer's Stone*, few seemed to think it would work, and I was certainly encouraged to take another direction—basically any other direction. It ended up being the most beneficial instructional decision that I have possibly ever made, and it drastically changed my relationships with my students and the trajectory of our year together.

STRATEGY #7

"And I'd tell him to follow his instincts, which are good and nearly always right."

One of the biggest struggles I have had as a teacher has been learning to trust myself. I was confident in the preparation I had received—I had great, experienced professors who had taught me the skills I needed. They had taught me principles and theories that mattered and were relevant for all students, and they had taught me to adapt and adjust plans. I needed to be patient with myself and trust myself. I knew how my students were doing in my class better than anyone else, I knew the classroom culture I wanted, and I knew what I wanted to see them learning and doing. Teaching and using the Harry Potter book in my classroom helped me work toward that goal, and I did that based on a feeling—on an instinct.

It was more than an instinct actually. I would classify it more as inspiration. I had been begging the Lord for some guidance and help. I needed help, and I was desperate. I was thinking through different ideas, but nothing was sticking. Then the light bulb of inspiration happened, and I knew that using the Harry Potter book in my classroom was my solution. Or, rather, the Lord knew that it was my answer, and He shared that with me. And it worked. I learned that when I am seeking the Lord's help in my teaching and trying to do my best, I can trust my instincts, for the Holy Ghost will direct and guide those flashes of inspiration. And they will work.

These seven strategies might seem very basic for veteran teachers. They might even seem basic to other beginning teachers. If that is the case, then I at least hope they can serve as affirming reminders to other teachers that they are making good decisions, that they are doing their best, that the decisions they have made do matter in the lives of their students—and that good teaching sometimes feels a little bit like magic.

For her undergraduate degree, Tara attended BYU, where she studied English teaching. She took a little break from studying to serve in the Italy Milan Mission and then returned for her internship year to teach middle school in Provo. After that year Tara joined the 2015 Teach for America corps in the Greater Boston Area. She was placed at an alternative high school in Lawrence, Massachusetts, a city with some of the highest poverty rates and lowest test scores in the state. Tara is working on a master's degree at Boston University in curriculum and teaching. She has loved exploring New England and has gotten better at not driving down one-way streets the wrong way.





CRISIS IN EDUCATION

Today's Teacher Shortage and the Supply of Future Educators

*By Cynthia Glad
Illustrated by Wendy Heim*



Is this teacher shortage different? As BYU education administrators and alumni work to handle the shortage, some are concerned that it may be deeper and more serious than past educator deficits.

Administrators cut programs, increase class sizes, and coach non-credentialed teachers. They sacrifice program improvements, professional development, classroom supplies, and even retirement dollars, all while trying to attain the main goal: student learning.

And through it all there is a looming concern that this teacher scarcity is more serious than past shortages and that something more needs to be done. But with such a multifaceted problem, can there ever be enough solutions?

"The teacher shortage affects everyone in education—students, parents, site administrators, collaborating teachers, district administrators, and support personnel—absolutely everyone!" said Karen Strong (BS '96, MEd '05), director of teaching and learning in California's Napa Valley Unified School District. "Every time a teacher leaves the profession or when a position is not filled due to the shortage, there is a domino effect across our entire system."

Nationwide the supply of teachers is low and expected to remain so, as shown in figure 1 (page 12). But demand is projected to increase over the next decade, creating an ever-widening shortfall, according to data collected by the U.S. Department of Education.

The Situation in Utah

The universities in Utah have experienced declining enrollment in educator programs, as shown in figure 2 (below).

At BYU some of the decline coincided with decreased enrollment caused by the LDS missionary age change, so it was difficult to determine the true trend for a time. But now the rest of the university has returned to normal enrollment, and education programs have not kept up.

“Fewer university students are choosing education as their career,” said McKay School dean Mary Anne Prater. “The number of applicants for the teacher preparation programs at BYU is down by about one-third. This is not just a BYU issue but a state and national trend.”

McKay School administrators have been monitoring teacher demand nationwide, especially in the five school districts within the BYU–Public School Partnership, where most students gain experience through student teaching or internships. All are near BYU—Alpine, Jordan, Nebo, Provo City, and Wasatch County School Districts.

“My observation is that the districts involved in the Partnership tend to be more successful at finding higher numbers of candidates and higher-quality candidates to fill our teaching positions than many of our peer districts across the country,” said Rick Nielsen (BS ’90, MEd ’95), Nebo School District

superintendent and chair of the Partnership’s governing board. “But everybody is struggling to find math and science teachers, speech-and-language pathologists, psychologists, and special education teachers. As beneficial as the Partnership is, we still struggle in those areas. BYU and Utah Valley University are simply not producing enough teacher education candidates in those areas.”

Even within these five districts, the effects of the shortage vary. Wasatch County School District has been fortunate enough to fill all positions so far but has noticed that both the number and experience level of applicants have been drastically reduced. Math and science teachers have been the hardest to find.

Only a few miles away, in the Alpine School District, the story is different. For the first time the district is offering interns a stipend on top of the yearlong contract. Some school counselors work under the direction of a school psychologist while completing their degrees, and some teachers are in the Alternative Route to Licensure program.

Provo City and Jordan districts also offer some signing bonuses in critical areas. Jordan encourages promising students and funds scholarships for graduates who pursue education degrees.

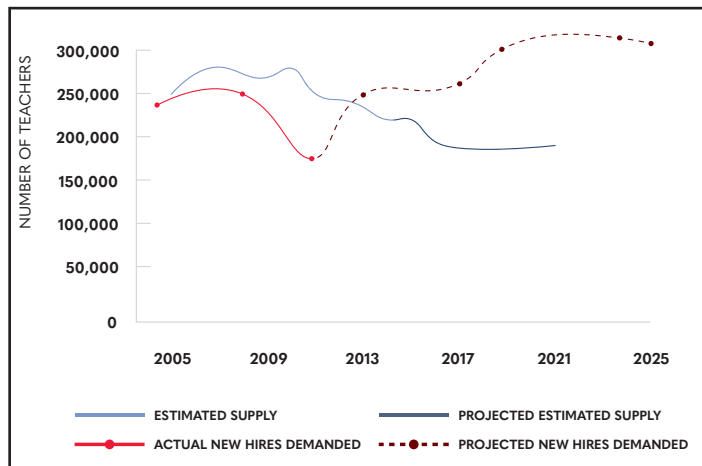


Figure 1. Source: Leib Satcher, Linda Darling-Hammond, and Desiree Carver-Thomas, “A Coming Crisis in Teaching? Teaching Supply, Demand, and Shortages in the U.S.,” Learning Policy Institute, Research Brief, September 2016, learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_BRIEF.pdf. The most recent data available was used, collected from 2011–12 and 2012–13.

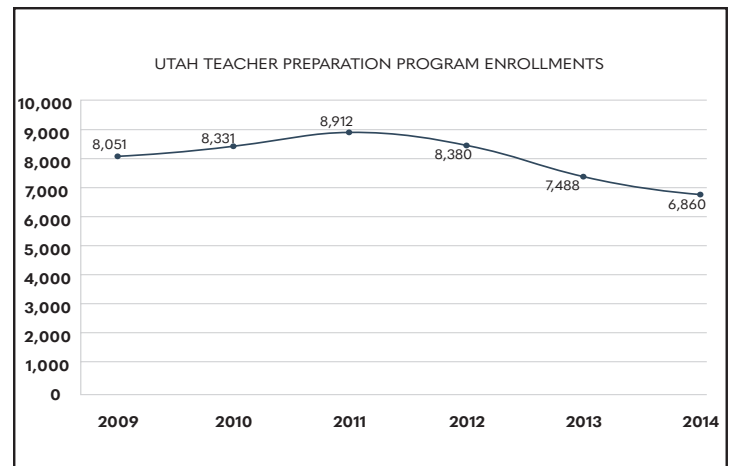


Figure 2. Source: “At First Glance: Teachers in Utah,” Utah Education Policy Center, University of Utah, Salt Lake City, Utah, uepc.utah.edu/_documents/uepc_teacher_shortages.pdf. The most recent data available was used.



PAT BAGLEY, SALT LAKE TRIBUNE

Alumni and the Shortage Across the Country

For a fresh graduate with one of those in-demand teaching licenses, there are some good things. Signing bonuses? Yes! Career adventures await in Alaska, Hawaii, and other exotic places. Need a flexible schedule? You might be able to find just what you are looking for.

Teacher fairs are busy places. Recruiters come from across the country to hire for their home districts, and McKay School students are interested—26.2 percent of June and August graduates accepted jobs outside of Utah.

Jacqui Abbott ('13) is happy with her situation. She is teaching part-time, but only because her school got creative. She had been teaching history at Union Middle School in Sandy, Utah, but she was thinking about quitting to stay at home with her baby. Abbott had earned a reading endorsement, so she switched to teaching reading, and her schedule was arranged so she could come in every other day. "My principal created the perfect schedule for me to balance working part-time and spending more time at home," she said. "If there was not a lack of teachers, the administration might not have been so accommodating to keep me in the classroom, especially since it was only part-time."

California, where more than 4,000 McKay School alumni reside, has experienced a more than 70 percent drop in enrollment in educator preparation programs over the past 10 years, according to the Learning Policy Institute. As of 2016, the state's schools have not been producing enough graduates to meet the estimated need.

"In Napa Valley, it has led to more non-credentialed teachers in our classes, meaning that more new teachers are entering the classroom with very little to no student teaching experience," said Karen Strong. "They have little more than a bachelor's degree and a love of kids. While these are two critical prerequisites, they are often not enough to sustain new teachers through the challenges of managing, directing, and encouraging the learning of 30-plus students in one classroom at the same time!"

Jacqui Abbott sees the effects of inexperienced educators firsthand. "The hiring of unskilled teachers hurts the students," she said. "I hear them complain about these teachers often. There are more management and behavior conflicts within those classrooms, which often affect other classes. I have seen this as kids come agitated into my class because of a situation in the previous classroom."

Karen Strong also worries about the impact on curricula. “The teacher shortage has hindered the full development of some programs and opportunities for students. For example, many students and families would like even more access to dual-immersion programs, but there is a severe shortage of teachers who are fluent and credentialed in both Spanish and English to provide instruction. We have recruited as far away as Mexico and Spain and have several teachers working on special visas who are teaching in our classrooms so that we can continue to provide this dual-immersion experience for our students.”

So far in Jo Fudge’s (’82) Chalker Elementary School in Kennesaw, Georgia, school administrators have been able to fill the vacancies. “Our classes are larger,” she said, “but it is hard to know if that is because there are fewer teachers to hire or if it is because of budget cuts due to the recession ending in 2009. I have 25 kindergartners with a full-time paraprofessional.”

Concerns About the Complexity

“I believe these decreases are occurring because of the generally low salaries and high stresses of the job,” Prater said. “Another contributing factor is that the general public has over time devalued education as a profession. Many politicians and community members believe teaching is an easy job. They have no idea of how difficult it is and how important it is to have a qualified professional in the classroom.”

Why do you want to be a teacher?

- “I found out in high school that I was really good at mentoring other people, so it was a strength I thought I could use to help other people.” —Christa Balero (’17), Washington, elementary education
- “I am just really drawn to teaching. In high school I volunteered in the high school preschool and really enjoyed it. I like teaching. I like imparting knowledge and learning.” —Chelsea Ferrin (’17), Utah, elementary education
- “My dad is an educator, and my sister is also, but I had an experience in high school in which my choir class had a yearly fundraiser. There was a three-day workshop, so I taught choreography to third- to fifth-grade kids. I just loved it.” —Stephanie Buckhave (’18), California, elementary education
- “I have always wanted to be a teacher, and I really like science.” —Sarah Jardine (’18), New York, earth and space science education

Alumni agree that the answers aren’t easy. “This shortage is different because of the recession that preceded it, the years of teacher layoffs, and the slashing of district budgets across the state. In addition, teachers are expected now, more than ever, to do more with less,” Karen Strong said.

Jo Fudge feels like she is just holding on for the six more years until her retirement in the Georgia system. “This shortage seems to be caused by discouragement, disillusionment, or even despair,” she said. “Who wants to be a teacher these days? Not even the teachers! The mandates and regulations have been multiplying with great rapidity. Keeping up with them takes away from the more important task of helping our young learners. I am glad to hear that there are still young people willing to head off into education.”

Strategies for Recruiting

The McKay School works with the other colleges of education across Utah through the Utah Council of Education Deans. Together they tackle common educational issues, including the shortage. They coordinate joint advertising, promotional activities, and other efforts to improve the situation.

Dean Prater explained the school’s efforts. “The McKay School has initiated a recruitment committee charged with identifying and implementing ways to recruit students into the profession,” she said. “We have focused primarily on entering students at BYU, since they have already met the qualifications to be a student here.”

School districts are getting creative with their recruitment strategies. Derek Jack, an associate director of BYU Career Services who handles McKay School career advancement, and Brandon Beerli, interim manager of the McKay School’s Education Student Services, learned that 76 percent of the recruiters coming to BYU fairs have made changes to their recruiting methods by

- recruiting teachers outside the state their school resides in, including internationally (22 percent).
- hiring teachers who have obtained a degree through alternative routes to licensure (15 percent).
- engaging in online outreach (15 percent).
- increasing pay (10 percent).
- lowering their standards (6 percent).
- starting earlier in the year to recruit (6 percent).

Hope for the Future

Derek Jack, who also serves as president of the American Association for Employment in Education, is concerned that the solution to the crisis is complex. He said, “The issues surrounding the shortage won’t become resolved until school systems,

state and federal entities, and universities across the nation utilize their resources to address the issues that have contributed to the shortage and put into action the solutions needed to improve the teacher education landscape.”

Prater feels that BYU will be able to sustain a strong group of young educators. “Given the value the Church places on education and teaching, we are hopeful that we can encourage more students to choose education as their career,” she said.

Walking through the halls of the McKay School helps one understand Prater’s optimism. There are many strong McKay School students who are excited about their selected fields.

“I love kids,” said early childhood education student Carlee Horan (’18). She credits her choice to a career exploration class. “I thought I wanted to be in education, but I wasn’t sure until I took that class and saw all my other options and realized that this is what would make me the happiest and would be the most fulfilling for me.”

Students like Horan offer hope for the future of education. They remind us that there will always be good people who feel called to the education profession.

Brandan Beerli and Derek Jack contributed research to this article.

What Can You Do?

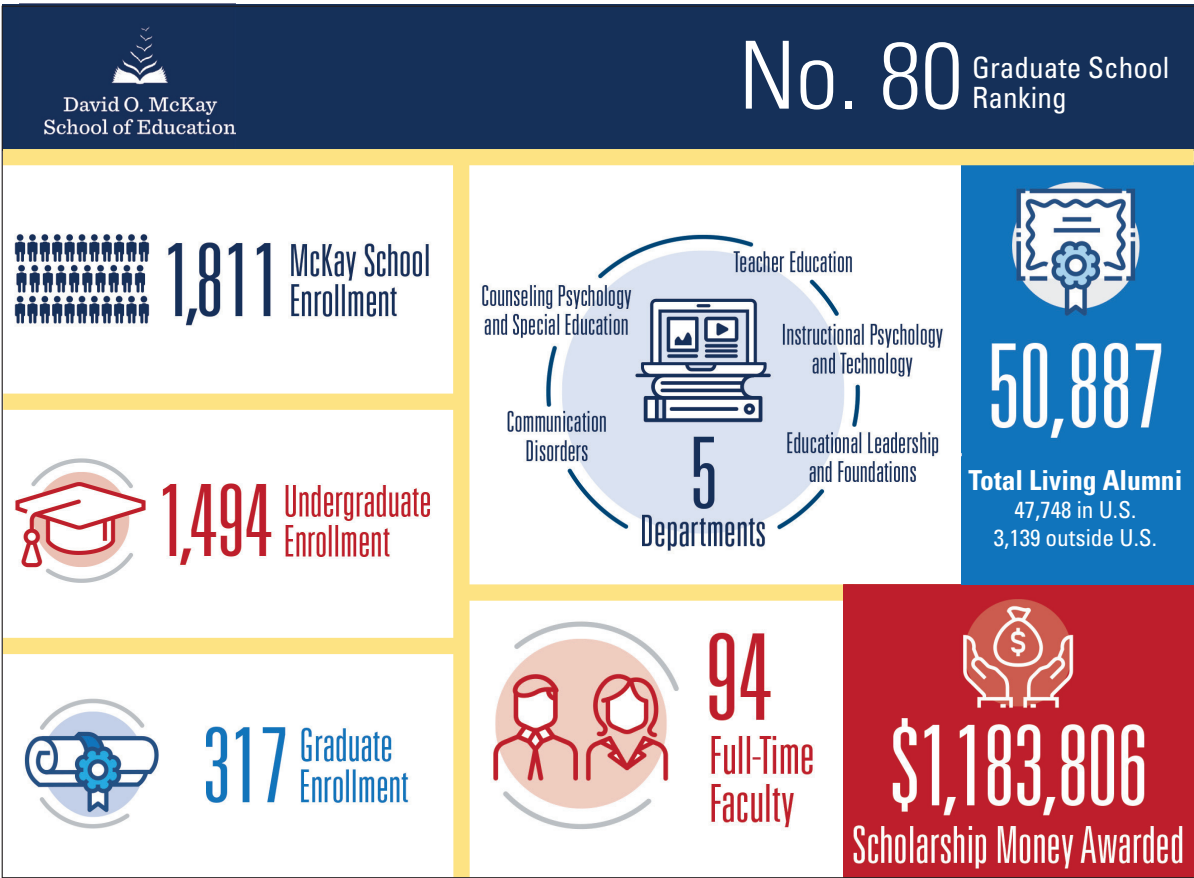
- Be positive.
- Help identify and encourage others who might feel the calling to teach.
- Pass along some of the cards included in the magazine.
- Encourage an educator and influence the future.

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David O. McKay
School of Education

*“We need to educate more deeply and more powerfully than we have ever done before—more than **anyone** has ever done before.”*

—ELDER KIM B. CLARK
AUGUST 22, 2016

Let us help you do it.



PART 2

Teachers — and — the Law: *Basic Rights and Duties of Educators*

BY SCOTT ELLIS FERRIN, JD, EDD



PHOTO ILLUSTRATIONS
BY BRADLEY SLADE

What are my responsibilities to report suspected child abuse?

State statutes on who is a mandated reporter of child abuse vary. There are states in which only select classes of individuals are mandated with the duty to report suspected child abuse. Such classes often include law enforcement officials, medical personnel, and educators. In other states, such as Utah, all adults are mandated reporters of child abuse. This imposes the duty on mandated reporters to report suspected conditions likely to lead to child abuse or neglect, which can also include psychological abuse.

Teachers should not wait to find clear evidence of physical injury before asking themselves whether they should visit with child welfare services or other agencies. The intent of these statutes is to encourage reporting and then let agencies determine whether the report has merit or not. Reporting in good faith, even if erroneously, is almost always protected by statute from legal repercussions for the reporting educator or person, even if the report is mistaken but made in good faith.

Failure to report suspected child abuse may invoke criminal penalties on mandated reporters. Most such statutes require that to be protected as a mandated reporter, a teacher must report to the nearest office of law enforcement or official agency of child protective services in the state. These agencies go by various names in different states. When deciding whether to report to the police or to a state agency, it may be preferable to report to the agency charged with protecting children because these agencies are often given a statutory duty to investigate such reports, whereas it may be discretionary for law enforcement agencies to pursue an investigation.

Reporting to the school counselor or to the principal alone usually does not protect the mandated reporter. It is wise to counsel with such professionals while developing your own suspicion of child abuse. However, protection from failure to report and its attendant legal penalties is usually only provided when reporting to law enforcement or the child protective services agency of the state.

There are some statutes that require suspicions that a school employee is abusing a child be reported to the school principal. The attendant penalty for failure to report focuses on the potential for professional discipline, not criminal penalties. Best practice is probably to counsel with the principal, and then if your suspicions continue after that report or conversation, also report to law enforcement or child protective services.



As a teacher, how do I protect myself from false accusations of child abuse or pedophilia?

Really, an attendant question would be “What are the behaviors that can sometimes be associated with pedophilia?” It is possible that during an educational career a colleague’s behavior may give you pause. From my experience, which covers some years, the associated behaviors of those who are accused of sexual impropriety with students fall into at least three major categories discussed briefly below. Avoiding these behaviors, in my opinion, offers the best defense against a false accusation being leveled against an innocent educator, and noting such behaviors in a colleague may invoke a duty on you to report if you suspect conditions likely to lead to child abuse.

- Avoid regular and extended privacy with minor students, especially one-on-one. This is why we often have windows in doors of classrooms: to deny this privacy while allowing for some confidentiality and a quiet learning environment. Meet with students and spend time with them in the light of day and in open settings. I personally never have my office door completely closed at the university when I am with someone of the opposite sex or if I am ever with a minor. Let your colleagues know that this and/or other open practices are your constant habit and professional practice.

- Maintain adult boundaries. Do not discuss dating or the student’s private life too extensively nor give too sympathetic an ear in such discussions, including relatively open discussions of their families and their relationships with their parents.

- Don’t be misunderstood in terms of physical boundaries. While it is true that just receiving a hug from a young student isn’t necessarily problematic, especially if it is in group settings, it is good to recognize that pedophiles are known to “groom” victims. This usually entails beginning with apparently inoffensive and appropriate touching that grows in frequency and intensity. Ensure that it is clear to all that your behavior does not mirror such behavior. Also, making sure that you are not alone regularly with students in a setting that affords privacy will help reinforce the positive message you wish to convey.



What about student speech? How far can students' speech be regulated? Do I have to put up with uncivil, indecent, or angry speech in order to protect students' speech rights and my own rights as a teacher, balanced with the school's right or duty to operate effectively?

Student speech is protected and regulated a bit differently from employee speech. Again, merely as a general overview, students do have the right of free speech in a public-school setting under the First Amendment. This was established back in the 1960s in this Supreme Court statement: "It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." As a result of this decision, and in harmony with subsequent decisions, courts have generally held that you can't restrict student speech based on an "undifferentiated fear" of disruption or problems from the speech. There must be an actual material and substantial disruption of the educational day and process, or there must be a robust reason to predict that there will be a material and substantial disruption.

However, in the 1980s, as a gloss on this reasoning, the Supreme Court held that a school can require that speech in the school setting fit the norms of civility for public discourse, and schools and teachers can insist that student speech not be hostile, uncivil, suggestive, or indecent. In other words, teachers do not have to put up with bad language in their classrooms and in other parts of the school setting and process. The court found that this was part of the educational function of the school: to teach and model civility and appropriate communication standards that students will encounter in the adult world. Such discipline and enforcement does not violate minors' First Amendment rights in public school K-12 settings as long as no particular political or other appropriately stated—and age-appropriately discussed—viewpoint is repressed merely because of its viewpoint.

Another step that teachers and those engaged in proscribing student conduct must engage in is determining if a communication by a student is an "actual threat." Regularly, students affirm that their speech—perceived as threatening, bullying, or hateful—was meant to be humorous. This can be a significant challenge when one considers the edgy types of "humorous" speech students are exposed to in media outlets,

in presidential campaigns, and on TV programs. Generally, because of concerns regarding terroristic threats and state and district policies regarding bullying and cyberbullying, schools and teachers tend to err on the side of caution and take very seriously any speech that can reasonably be seen as threatening, bullying, or inciting violence.

Unfortunately, in the cyber world speech is often stripped of context, vocal inflection, or other cues that help those receiving messages in person to detect humor. Parents and students will need to learn to be careful with forms of humor and settings for humor that could reasonably be misunderstood, because teachers and educators have wide latitude to discipline for such speech.

In 1988 the U.S. Supreme Court held that the school can disallow, censor, or edit speech that could reasonably be seen as "bearing the imprimatur" of the school (giving official approval/representing the school) as long as such speech regulation or suppression is based on a legitimate pedagogical purpose. Thus teachers and schools in most states can censor, disallow, limit, or edit student speech in the school newspaper, with the notable exception of at least Arkansas, California, Colorado, Iowa, Kansas, Massachusetts, and North Dakota—states that have provided additional protections for high school newspapers from administrative censorship.

In most states, however, school newspapers, the choice of drama productions, and—I would submit—even posters hung in visible places in the school can be censored or regulated if there is a legitimate pedagogical purpose and the speech could reasonably be seen as bearing the imprimatur of the school. The speech need only be likely to be perceived as speech of the school itself. It would clearly be a legitimate pedagogical purpose to censor speech that is indecent, that refers in a positive way to illegal drugs or alcohol consumption by minors, or that could be perceived—or misperceived—as racially discriminatory.

What are the limits of my speech rights as a teacher? Can I give my opinion regarding evolution, my favorite sports team, the next general election, or rap music?

Teachers are state employees, but they are also generally U.S. citizens, and if such employees are not citizens, their speech rights are still probably protected under the Fourteenth Amendment since they are still “persons” within the jurisdiction of the United States.

What are the limits of that protected speech? There is something known as the Pickering Balance from a 1968 United States Supreme Court case. This basically says that as an employee of the state, you have not totally lost your right to speak without fear of employment retaliation when speaking on a matter of public concern. However, the other side of the balance is that not all things you might wish to say about your public employer are matters of public concern. Even though your employer is a public school—and public schools are important in our democracy—you are not free to speak directly or rudely about individuals or matters germane only to the operation of the school unless you can tie it to a matter of public concern upon which any citizen ought to be allowed to comment.

The other side of the Pickering Balance, though, is that the school, as a public entity, gets to run reasonably efficiently as a business entity, even though it is a state entity, and does not have to allow all types of speech from employees without any consequence. So, in general, you can speak in the papers and in the lunchroom, and to some extent in the classroom, on your belief that the school board should seek a bond to build a new school or should not close a neighborhood school, etc. You can speak in public venues on whether you think the county should develop a park trail system, etc. These are clearly matters of public concern. However, aggressively telling your principal that you believe she or he is a bad person because you have not been provided with a preparation period at a certain time is not necessarily a protected matter of public concern, even if spoken in public.



What about “zero-tolerance laws” used to discipline students in public schools? Do I have to be a part of expelling a student whose parent unknowingly leaves a butter knife in the child’s lunch brought from home?

So-called “zero-tolerance laws” are intended to remove discretion from educators in dealing with some narrow areas of student conduct. Such laws became widespread in the 1990s because of a federal law that required all schools to suspend for one year any student who, for example, brought a gun to school. If the law is applied as intended, educators may have to help administrators apply these laws when a student possesses on school grounds, for whatever reason, an object fitting the definitions of the statute, often included in school district regulations with benign names, such as the district Safe School Policy. Teachers should become familiar with their district’s policy and definitions within the policy of items and behaviors that *may* be punished with a lengthy expulsion and those that *must*, mandatorily, be punished with a lengthy expulsion.

My experience is that most of the educators I deal with are loath to strictly apply the law to unreasonably punish a child or burden a child’s future by applying zero tolerance in instances that do not fit with their own discretionary ideas and values. It is hard not to applaud such shielding of kids from the impact of a relatively rigid and procrustean law or policy. However, teachers and administrators who feel it is a good idea to take the butter knife (actual case) or the tiny charm bracelet pistol (another actual case) or who remind the student who had been duck hunting and had left a shotgun in the gun rack of his pickup in the parking lot not to do it again (yet another actual case) rather than see the student expelled for an inordinately long time are the ones bearing the risk should such a student actually do harm with the object or weapon, or facsimile of a weapon, later. This is part of the reason that the American Bar Association has called for the repeal of zero-tolerance laws in schools, to return discretion to educators based on the facts of the case and the nature of the student’s culpability or danger to the school environment. So far, legislators have not responded by changing zero-tolerance statutes fundamentally in most instances.

At the very least you should know your district policy and know that a shielding educator—if a student does violence with the item that should have caused heavy penalties or does act violently after the behavior you let slide—may be in some legal jeopardy, especially if it becomes known that the educator was aware of the item or behavior. Educators who do not agree

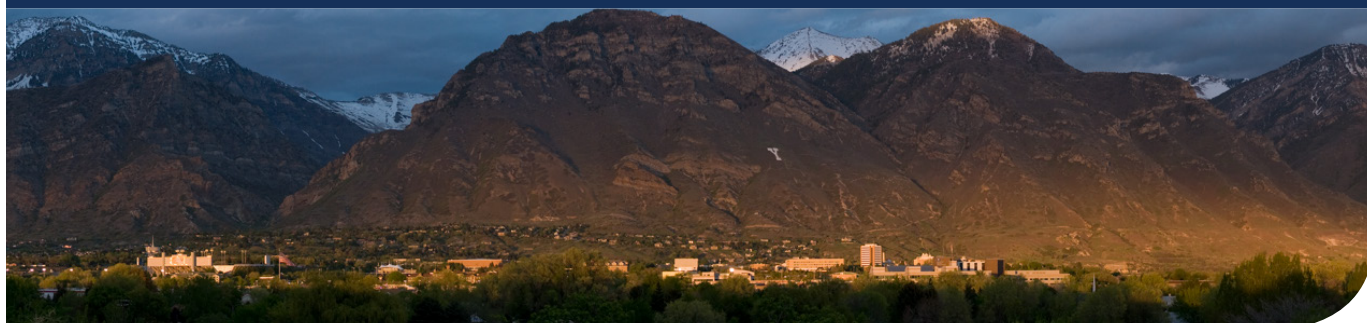
with these zero-tolerance laws and who do not wish to incur any risk to protect students would do well to obey such laws strictly for the present while focusing their energy on having such laws repealed, limited, or clarified.

For additional information, check out the BYU Education and Law Journal at digitalcommons.law.byu.edu/elj. This is a peer-reviewed law review that is a joint production of the Department of Educational Leadership and Foundations in the McKay School of Education and the J. Reuben Clark Law School. It is a highly respected journal with regular submissions from the most notable experts in the field. In many ways it is for specialists, but many articles are reasonably accessible to a teacher audience. If there are questions regarding the journal or submissions, Scott Ferrin is the faculty advisor to the journal.



SCOTT FERRIN, a professor in the McKay School of Education, teaches educational leadership and is an adjunct professor of law at the J. Reuben Clark Law School. He earned his BA and JD from BYU and his MEd and EdD degrees from Harvard University.

REDISCOVER BYU



BRADLEY SLADE

Whether it has been five years or 50 years since you have been on campus, you will find things have changed!



▲ CAMPUS DRIVE REDESIGN

Phase three of the Campus Drive redesign included the intersection between the Hinckley Center and the Jesse Knight Building parking lot. The road was moved to the east, and a tree-lined median was added. Other features include a walkway and drop-off zone.



▼ EDUCATION IN ZION

On the third floor of the Joseph F. Smith Building is the Education in Zion Gallery. Through the stories of men and women who sacrificed much to create and pass on the educational heritage that has shaped the LDS Church and BYU, the exhibitions examine the importance of educating the whole soul.



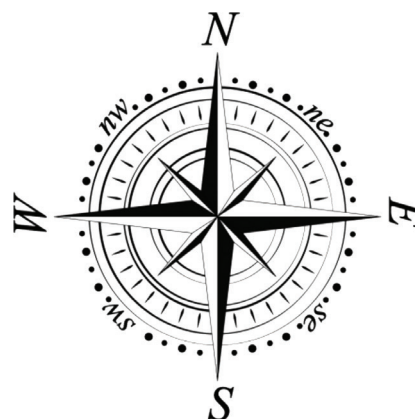
◀ SOUTH CAMPUS RIVER AND TRAIL

A half-mile stream and a trail run along the south and southwest parts of campus. Along the peaceful trail are lawns, picnic tables, benches, waterfalls, and plants of all kinds that are identified, just in case you wonder what they are.



▲ BYU GUEST HOUSE

The new university guest house, completed in 2014, is located next door to the Former President's Home. It accommodates university guests and gives them a better sense of campus life and closer access to students.



This guide moves around campus from west, to south, to east, and to north.



A recognizable landmark for BYU alumni since 1975, the Tree of Wisdom symbolizes “both the planting of spiritual roots and the blossoming towards godliness.”

▲ TREE OF WISDOM

The sculpture *Tree of Wisdom* was “uprooted” from its site south of the Spencer W. Kimball Tower and moved to just south of the David O. McKay Building. This is the third time it has been replanted. It was originally erected north of the Harold B. Lee Library in 1975 as a gift from the student body officers commemorating the university’s centennial anniversary.



▲ EAST CAMPUS DRIVE

East Campus Drive, the once busy thoroughfare that ran between the J. Reuben Clark Law School Building and the Wilkinson Student Center, is now a pedestrian plaza. Completed in 2013, this was phase one of the Campus Drive redesign. “The goal is to create a safe and pedestrian-friendly environment on campus with ample green space,” said university spokesperson Carri Jenkins.

▼ LIFE SCIENCES BUILDING

This impressive building, completed in 2014, is the south-end gateway to the BYU campus. The five-story, 265,000-square-foot building also includes a three-level parking structure. It houses 16 teaching labs, three auditoriums, four conference rooms, and more than 70 academic offices.



▼ THE WALL

The Wall is an on-campus venue where students gather for fun, refreshments, live performances, and relaxation. It opened in 2013 and is located on the first floor of the Wilkinson Center near the bowling alley.



▲ NEW ENGINEERING BUILDING

Currently under construction, this building will be state of the art. Among its many features will be special laboratories for student innovation projects and a floor dedicated to students collaborating on prototype projects. Construction of the building is funded entirely by donations.



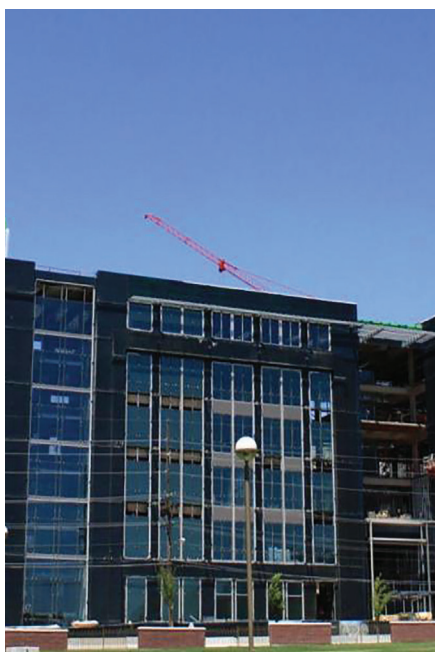
▲ HERITAGE HALLS

Apartment-style on-campus housing is provided by the new Heritage Halls complex. The living spaces are larger than in the old halls and provide more conveniences for both technology and socializing. There is also an increase in the green space around the halls.



▲ WHAT'S NEW AT THE MOA?

Artist Gabriel Dawe's *Plexus No. 29* shows how 80 miles of thread can become a stunning and beautiful art piece. Dawe's piece will be on display through 2018. Exhibitions change constantly at the MOA, so check to see what is currently on display.



▲ MTC EXPANSION

The Provo Missionary Training Center will be able to accommodate 3,500 missionaries when it is completed this year. The buildings will house offices and classrooms for personal study and small-group activities.

▼ MARRIOTT CENTER ANNEX

Located on the east side of the Marriott Center, the Annex will house the BYU basketball practice facility for men's and women's basketball. It was completed in 2016.



▼ MUSEUM OF PEOPLES AND CULTURES

The museum was relocated to the corner of Canyon Road and 2230 North in Provo, next to BYU's Outdoors Unlimited. The museum offers free admission. With collections from around the world, the museum provides opportunities for education and research.



▲ MONTE L. BEAN LIFE SCIENCE MUSEUM

Experience a fascinating learning experience at the Bean Museum. The aim of the museum is to enhance the belief that nature is divine, organized by God for the benefit of His children. Live animal shows, exotic displays, and inspiring artwork renew and expand the offerings of the remodeled building.



▲ BYU LAUNDRY

When the MTC was expanded, the BYU Auxiliary Services Maintenance and Laundry Buildings were rebuilt and relocated to an area south of Wymount Terrace. Completed in 2015, the laundry is now two and a half times larger.

From Swim Team Captain to Student Teacher

Do you remember when you heard the call to teach—when you realized your purpose on this earth was to help others become their best?

For Allie Fellows, that moment came when she was waist deep in rippling blue pool water in the Texas heat with a trusting child cradled in her hands. As she was teaching swimming lessons to young children every summer, she realized she belonged in the elementary school classroom. Although she had swimming scholarships waiting at a number of prestigious colleges, she based her college decision on where she could become the best teacher she could be—the David O. McKay School of Education at BYU.

Allie met her husband on the swim team and found triumph in the pool and in the classroom. But as she wrapped up her course work and as her swimming eligibility—and scholarship—came to an end, she still needed a semester of student teaching.

“When you are student teaching from 8:00 a.m. to 3:30 p.m. every day, it is pretty hard to also have a job that will pay the bills.”

As a fifth-year student, Allie was ineligible for many undergraduate scholarships, so she put in an application for a donor-funded scholarship. When she discovered she had been awarded the scholarship, she was overcome with emotion.

“It made a huge difference in my life and in my family’s life, and it helped me focus on pursuing my education.”

With financial worries behind her, Allie concentrated on what was most important: making a difference for the young people in her classroom.

“I have grown so much this past year through my final classes and through student teaching,” Allie says. “It has been such a huge blessing for me, and I am going to give back too.”

Student teaching is an important part of an education in pedagogy; it is a necessity that helps students become teachers. When generous donors give to the McKay School, they help students complete the journey and achieve their goals.



When you donate to BYU, you are helping to create future leaders and teachers who will then go and change others' lives.

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ALUMNI UPDATE

Please fill out this form if your address or name has changed, or send changes to mckayalumni@byu.edu.

NAME (FIRST, MIDDLE, LAST) _____ (MAIDEN NAME, IF APPLICABLE) _____ DATE OF BIRTH (MM/DD/YY) _____

SPOUSE _____ TELEPHONE _____ EMAIL _____

STREET ADDRESS _____ CITY/STATE/ZIP _____

GRADUATION DATE (MM/YY) _____

Are you currently employed in education? ☐ Yes ☐ No City/State/Country: _____

Your position (check all that apply): ☐ Teacher Length of time: _____
☐ Administrator ☐ Counselor ☐ Media Specialist
☐ Resource Specialist ☐ Other _____

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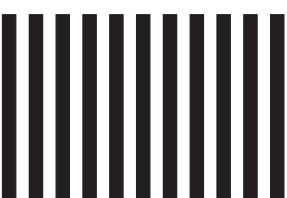
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