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MCKAY TODAY  
SPRING 2018

DAVID O. MCKAY SCHOOL OF EDUCATION BRIGHAM YOUNG UNIVERSITY



## Teacher Well-Being

A Gentle Teacher  
1950s: Seems Like Yesterday  
Mountain Art School

# Message from the Dean's Office

## LET YOUR LOVE BE FELT

One of my favorite teachers is Charlene Taylor, my mother. Shortly after her baptism, she was called to be a Primary teacher. She was frightened because not only was she young and shy, but she felt as though she did not have the requisite gospel knowledge to teach. Over the years she increased in knowledge, testimony, and confidence as a teacher. Later she was called to be our Laurel class advisor. My mother loved each of us and was particularly in tune with those who were lonely, outcast, and otherwise in need.

Sister Taylor spent countless hours preparing her lessons as well as lace-trimmed handouts. As our ward's Young Women president, and later as stake Young Women president, she made home visits to each young woman. Then she returned with a special handout that matched the decor of the girl's bedroom as a reminder of her individual worth. To this day, when she is reunited with one of her young women, they often remark how they knew she loved them and how they loved her lessons. Many still have her handouts. One handout in particular spoke to me. On a piece of pink cardstock, she affixed a red heart—made of felt—and William Shakespeare's message "They do not love that do not show their love" (*The Two Gentlemen of Verona*, act 1, scene 2), followed by "Let your love be felt."



In this issue of *McKay Today* magazine you will read about a day in the life of one of our BYU–Public School Partnership teachers, Brooke Goff, who gently nurtures her first graders, assists other teachers, and collaborates with parents. She represents teachers around the world who love their students. You will also read of teacher well-being, of teaching as a calling, and of how commitment keeps teachers in the profession.

My mother, along with many other Church teachers, school teachers, and other education professionals, is one of those who lets their love be felt. We hope you will enjoy this issue of *McKay Today* as you reflect on the teachers who have loved and nurtured you, your friends, and your family.



*Tina Taylor Dyches*

TINA TAYLOR DYCHES

Associate Dean

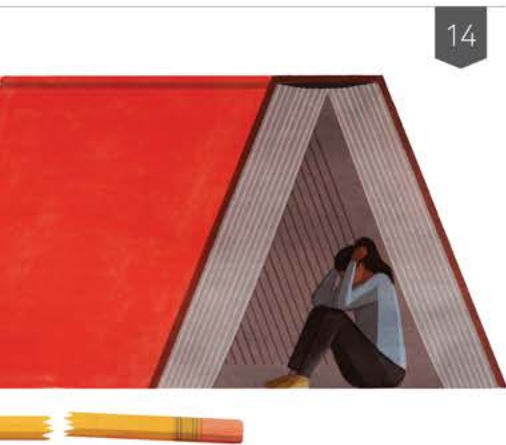


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## CONTENTS

MCKAY TODAY  
 SPRING 2018



14



10



6

### DEPARTMENTS ▼

2 SCHOOL NEWS

4 INSPIRING LEARNING

23 ALUMNI HAPPENINGS

### FEATURES ▼

6  
 A GENTLE TEACHER  
 MAKING THE WORLD  
 A LITTLE BETTER  
*Cynthia Glad*

14  
 ON TEACHER  
 WELL-BEING  
*Robert V. Bullough Jr.*  
*Kendra M. Hall-Kenyon*

20  
 SO WE ARE JUST  
 GOING ON A  
 WALK?  
*Jake Gulisane*

HIGHLIGHT ► 10 SEEMS LIKE YESTERDAY: 1950s at BYU

VOLUME 14  
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# School News

The McKay School is continuously producing outstanding research and events.  
For more school news, please visit [education.byu.edu/news](http://education.byu.edu/news).

**BYU IP&T**  
IS RANKED IN THE  
**TOP 6** PROGRAMS OF ITS KIND  
IN THE NATION FOR  
RESEARCH PRODUCTIVITY

**CONGRATULATIONS** to the McKay School  
Department of Instructional Psychology and Technology.

## Understanding and Healing from Sexual Trauma

In an effort to increase students' awareness of sexual trauma resources, the McKay School invited the College of Nursing to join in sponsoring a student event with BYU sexual assault survivor advocate Lisa M. Leavitt. Men and women faculty, staff, and students from various parts of campus filled the McKay School auditorium.

"The whole definition of sexual assault is without consent," Leavitt stated. "Consent is required by law."

Consent is described as a clear yes—enthusiastic, freely given, not assumed, and ongoing.

Consent is a vital part of any relationship, whether it is in dating, marriage, or any other type of committed relationship.

"When we talk about 'no means no,' we are putting the entire responsibility of whether a sexual act happens on the recipient," Leavitt remarked. "We are taking away any responsibility from the person who is asking for it."

Leavitt described the healing process in six steps:

1. Reframe what happened.
2. Prepare for flashbacks and upsetting memories.
3. Reconnect to your body and feelings.
4. Stay connected to family and friends.
5. Nurture yourself.
6. Seek professional help.



At BYU there are multiple avenues for survivors seeking help. There is the victim advocate office, law enforcement, Title IX, rape crisis centers/hotlines, BYU Counseling and Psychological Services, Women's Services and Resources, and Utah's Victims of Crime office.

Hope, healing, and help can be found in these campus resources. A knowledge of these available resources can make a difference.

## STAY CONNECTED!

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### SOCIAL MEDIA





## Loneliness Research Still Making Friends

The impact of loneliness research by counseling psychology professor Timothy B. Smith from the McKay School continues to grow. It has been influencing public policy and improving social lives at home and abroad.

Proving that loneliness has similar health effects to smoking 15 cigarettes a day and is worse for your health than alcoholism, high blood pressure, and obesity, the research of Smith and Julianne Holt-Lunstad, from BYU's Department of Psychology, was published in 2010 and 2015.

The research duo's testimony before the U.S. Senate Special Committee on Aging resulted in legislation to make

hearing aids more affordable for seniors, because hearing loss is a significant predictor of social decline among the elderly.

Vice Admiral Vivek H. Murthy, who served as the 19th surgeon general of the United States from 2014 to 2017, is also an advocate of this research. He referenced Smith and Holt-Lunstad's work in an article he wrote for *Harvard Business Review*.

The United Kingdom's recent establishment of the Ministry of Loneliness is notable, with their Campaign to End Loneliness mentioning Smith and Holt-Lunstad's study. The prime minister's office has often mentioned their work, including at a conference attended by the prime ministers of Northern Europe.



The research is currently mentioned on more than 18,000 websites and has been cited 2,800 times by scholars.

Until recently, health organizations have not included any social recommendations. But the research showing that "social relationships are more predictive of longevity" than diet and exercise is changing that.

What is Smith's prescription for this loneliness epidemic? He counsels that each of us must strengthen our familial ties. "The family is *the* enduring social institution. No other connection exists across the entire lifespan with such depth and power," Smith said.

### BCBA Certification Added to Master's Degree

McKay School special education master's degree students can now take the required course work to meet eligibility standards for the Board Certified Behavior Analyst (BCBA) exam.

The program has added a verified course sequence for the certification. Students can take the required

course work to meet one of the eligibility standards required to sit for the BCBA exam and thereby enter the growing field of applied behavior analysts (ABAs).



This highly sought-after certification opens new doors for master's students with any bachelor's degree, but it is most beneficial for those with related degrees.

The degree program is specially designed for school professionals but can accommodate clinical professionals as well. During the school year the classes are held at night, and in the summer the classes are offered in the daytime. This means students can get ahead of the curve while they continue their regular work.

The sequence is completed over the course of the master's degree—it does not require any additional schooling.

With a BCBA certification, teachers

can make themselves more marketable to employers or engage in an independent consulting role. ABAs can work with families in a therapist role, provide services for adults with autism, or work with schools.

The range of possibilities with this certification is wide and flexible, providing a great opportunity for special education master's students to further their skill set.

For more information, contact Christian Sabey at christian\_sabey@byu.edu or call 801-422-8361.

Check out [mckayalumni.byu.edu](http://mckayalumni.byu.edu)

- McKay alumni spotlights
- Rediscover BYU
- Articles on leadership
- Thoughts on teaching

AND MUCH MORE





# Inspiring Learning

“I hope we inspire our students to learn. And I hope that learning leads to inspiration.”  
—BYU President Kevin J Worthen

## DEEP CONNECTIONS IN MEXICO

Three students from the McKay School were part of a six-student team that worked as research assistants in Mexico on a project for professors Eric Bybee and Bryant Jensen.

Jensen and Bybee put together the student team to perform spring fieldwork in Mexico. They have been studying the half a million U.S.-born students currently enrolled in schools throughout Mexico, a result of the tightening of U.S. policies on immigration.

McKay School students Victoria Savage, Emma Holdaway, and Amber Goulding joined Alisa Baker, Norma Palomo, and Angie Vega for a preparation semester before heading off to Mexico for the hands-on learning experience. For the five weeks in-country, the team spent time with their assigned students both in school and in their homes and were able to develop incredible relationships with them and their families. These deep connections were one of the most valuable outcomes that came from the fieldwork in Mexico.

Goulding especially loved the individualized attention she was able to give to her students. “I went and observed in

their classrooms during the day, and then after school I would go home with them and would participate with and observe them in the home. I was able to get to know each of them on a very different level than any teacher would normally be able to,” Goulding explained.

During their time in Mexico, the girls all learned important lessons, not just about conducting fieldwork but about teaching. “I gained a lot of valuable information, and there were experiences that I can apply in my own classroom on how to be more inclusive of students from other cultures and how to make sure those students feel heard in my classroom,” said Holdaway.

This experience was very different from experience gained from on-campus courses. “In the classroom I could have talked about how to collect data or watched other people do it on a video, but it would not have been the same thing as the learning curve of doing it myself,” shared Savage.



The David O. McKay School of Education Alumni Society  
OUR GOAL: TO KEEP MCKAY ALUMNI **INFORMED, INVOLVED, AND ENGAGED**

 Is your contact information up to date? (See insert!)





## The China Choice *By Kaitlin Heaton*



At the beginning of September 2017, I saw a poster in the McKay Building that read “Teach Internationally” with a map of China. I felt a little “something” and immediately covered it with thoughts of how Asia was the last place I wanted to visit! I attended the information meeting, but again I told myself I didn’t want to go to China.

The semester progressed. I loved my first-grade practicum and adored the students, the school, and all aspects of being a teacher. I was excited to have my own classroom, and I couldn’t wait. I wasn’t going to China.

During the Christmas break, I kept thinking about the China application due date. My list of negatives was higher than my positives, but I could not shake the thought and didn’t know why.

Back at BYU, I was printing my application for an internship when I suddenly changed the information and turned it in as an application to student teach in China. Sometimes God has His own plans for us.

By September I was in China, and I found myself falling in love with the Guangzhou skyline, Asians, Mandarin, the greenery, new experiences, and my students.

Clifford International School, my destination, was established in 1996 and has nearly 4,000 students. There is a bilingual school, an international program, and a small American history program.

I taught fifth grade in the international elementary school. I worked under the mentorship of a Canadian teacher who had taught in different countries. I

felt so lucky to be learning new things and experiencing different styles of education, all of which were building my chest of knowledge and skills.

The more I taught, the better the students responded, and I grew not only as a teacher but as a person. There were challenges and hard things to overcome, but I knew I had choices. I chose to work hard, learn from difficulties, be positive and strong, and become the best teacher possible.

At the end of my experience, I no longer questioned why I could not stop thinking about that poster. Going to China was the best choice I could have made, and I recommend it to future teachers.

*Kaitlin Heaton started teaching fifth grade in Utah’s Goshen Elementary in January, four days after returning from China.*

## Hurricane-Force Student Teaching

Violent wind and rainfall-triggered flooding provided additional training for several McKay School student teachers this year as Hurricane Harvey hit the Aldine Independent School District in Houston, Texas, four days into the school year.

became a category-three hurricane, the announcement was made that school would be canceled starting August 25 and would reopen once the damages were assessed, repaired, and deemed safe.

McKay School assistant dean Al Merkley was in contact with Ward and her fellow McKay School student teachers when they first tried to wait out the optional evacuation. They eventually moved to a relative’s recreational vehicle.

Ward claims the experience provided skills she could not have gained anywhere else. Prior to classes begin-



ning again, the teachers in her school were given training about how to handle the hardships their students might be facing as a result of the hurricane. When Ward’s school reopened on September 7, she was ready for her students, and she was ready to show that even a hurricane couldn’t stop students from learning.




Shelby Ward

Shelby Ward first heard about the storm two days before it hit. School had not been canceled yet, and her eighth-grade history students were worried. When the storm

# RISE

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# A gentle Teacher Making the World a Little Better

By Cynthia Glad

PHOTOGRAPHY BY BRADLEY SLADE

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Watching Brooke Goff (BS '13) with the students in her first-grade class would renew your hope in the future. Our public schools can be places where children are cared for and expertly instructed in the essentials for today's world. And in Goff's classroom, you can sense that those children are nurtured particularly through her gentle ways.

It is 9:00 a.m., and the second shift of extended-day students is arriving in classroom 109 just inside the entrance at Fox Hollow Elementary School in Lehi, Utah. But even though there are 15 new students entering the room, there is barely a disruption, and the learning doesn't seem to slow.

The Early Birds, Goff's first group of 13 students, have been here since 7:55 a.m. and are now quietly working independently on iPads secured through a grant their teacher arranged. As the 9:00 children enter the classroom, Goff's soft, soothing voice keeps the room surprisingly calm. Tall and slender with long blond hair, she bends to welcome the small pupils. The children slip into their desks, and, except for a few welcoming whispers, there is not much interruption.

The children respond quickly to the classroom cues they are clearly familiar with. Goff first calls the red triangle group to the "sit spots" at the front of the room and then calls the other groups. After they gather for a moment, they stand and repeat the Pledge of Allegiance. They move on to the calendar and weather. Today will be a classmate's birthday celebration. Together they recite a rhyme about the clock. There is counting by twos, fives, and tens, and then the students practice sounds and letters: "L, l, leaf. T, t, turtle."





### Kind and Quiet from the Beginning

"I knew from the very first time I met Mrs. Goff that she cared deeply about her students," says Jennifer Rampton, whose fifth child was in Goff's class. "I feel that if the teacher really cares, no matter what happens academically, the child will have a successful year. If I had to choose two words to describe Mrs. Goff, they would be *kind* and *quiet*. She was always listening and responding to the students around her—and not just to what they were saying but to their body language and general mood as well."

"Just by being in the room and observing her, you can see she is very patient," agrees her principal, Darrin Johnson (BS '96, MS '01). "She has many activities going on with the kids at once, but she knows where they are at. She will get down on their level and read with them, listen to them, and give them a hug if they need it. She just loves the kids. She just loves being around them."

Goff has long known the value of a gentle teacher. In recent conversations with her mother, she has been remembering her own experience as a child in the grade she now teaches. "I actually had two first-grade teachers because we moved," Goff says. "The first one I hated. I hated going to school, and I started stuttering. When we moved, my mom gave the teacher a heads-up that I had been having a hard time. Within a week the teacher told my mom that she didn't have anything to worry about. This new teacher was so loving and kind. I still remember her long curly hair. This really showed me that one teacher could make a difference."

Fellow first-grade teacher Marlyce Andersen (BS '87) says Goff is frequently sharing ideas and volunteering. One place she serves is on the school's Teachers Assisting Teachers committee to help other teachers with classroom challenges. That team provides insights and ideas for helping children who fall behind or who might need help with emotional or behavior issues.

"One of my favorite ideas that she shared was she would talk to the class about what they were doing well and what they needed to work on," Andersen says. "They would write a weekly goal as a class and display







it on a board. They worked on it all week and checked in daily to see how they were doing. Including the students in this kind of decision-making helped build a strong class community.”

Now it is time for news with the small scholars. Hands are raised and stories are told of new shoes and play dates planned for after school. Then they stand up for a “brain break” video. While the kids get in some quick movements and jumping, Goff places papers on each desk—a spelling test and two large manila folders glued together.



As the students return to their desks, Goff reminds them to keep their eyes on their own papers and to keep their voices off. Then, at the “go,” they are to stand up the folders as shields to block wandering eyes.

“By: My friend lives by my house.”

“As: My hands are as cold as ice.”

Then there are harder words. “Tree: There is a tree just outside our classroom.”

Next, those words are combined, and the children write short sentences. The room is silent, the air is tense, and small fingers tightly grip pencils, but there is an obvious satisfaction when the exam is over. Goff congratulates them for completing the day’s only test.



### Support from Home

Back at the gathering spot, it is time for a talk about tackling tough things. Some students had a difficult time with learning about place values. It was a new and challenging concept, and some children gave up. “But we don’t give up and quit when we try hard things. When we try hard things, our brains get stronger, like muscles,” Goff says.

“I was talking to Mr. Goff,” she continued. “And he said that one of the most important things to learn in life is that we can ask for help when we are stuck.”

It is not surprising that Goff’s husband, Matt, has some helpful guidance for the kids. He holds bachelor’s and master’s degrees in education. The couple met while teaching at this school when she started in 2014; he was a sixth-grade teacher.

“When the principal interviewed me,” Goff says, “he had already hired someone else. But he had a strong feeling that he should hire me. He called Human Resources and canceled the first name.”

The Goffs were married at the end of that school year and continued teaching at Fox Hollow the next year. The following year Mr. Goff had a temporary administrative position. He is now teaching sixth grade 12 miles away at Sage Hills Elementary School in Saratoga Springs.

Goff admits that having a two-teacher household has its pros and cons. “A big plus is the understanding that we have for how hard our jobs are,” she says. “When one of us comes home tired or frustrated, we completely understand why. It is a lot easier to be empathetic. A lot of teachers that I know have spouses that just don’t understand how tiring and trying teaching can be, so it is really nice to have someone who does. We also can share ideas and help each other out with things. A downside is that teachers don’t make a lot of money, so it





probably is nicer for teachers who are married to someone who has a bit higher salary.”

### STEM Time with Art Integration

A bit later it is time for both math and a science project. The two tasks are explained.

The math assignment explores four ways to write a number—as a number, with words, expanded, and with a picture. Each student will use dice to select numbers; then they will fill out their worksheets.

Goff reminds them of an earlier science discussion about penguins. The emperor penguin is the tallest. While they are working on their math papers, each child will be measured to see if they are taller or shorter than an emperor penguin.

The children return to their desks and use their own dice to complete their papers. Now it is noisier. The dice clatter on desks, and quiet chatter about penguin sizes sometimes gets excited.

The red square group is chosen earliest because they were working quietly. The first child is taller than an emperor penguin, the next three are shorter, but the last is the same height. Each child places a square in a pocket chart to show their height relationship, resulting in a graph of the heights.

Goff takes time for some art integrated with the science project. Each child is to draw a picture of themselves with a penguin, making sure to have the proportions correct. And because penguins live in a cool climate, they should use only cool colors in their pictures.

“What are the cool colors?” Goff asks. The students decide their drawings should have lots of blue, purple, and black.

Art is something that Goff values. Although there is no room in the curriculum for official art instruction, she believes it is important.

“I really enjoy art. I want to make sure every child has a chance to experience it.”

Art skills are also developed as the students craft birthday cards. Sample text is on the board, but illustrators can get creative. Some do quick scribbles while others take their time. And there is one smiling birthday girl who glories in the day.

At 2:15 p.m. the Early Birds head home, and Goff is left with the 15 Later Gators. Goff thinks the extended-day structure serves the community well. It is flexible for families. She uses the beginning and ending parts of the day, when there are fewer students, for small reading groups, giving the students more one-on-one attention.

Reading is one time of the day when Goff remembers how her McKay School classes impacted her. “My favorite class was my children’s literature class,” she says. “I already had a love for reading, but it opened my eyes to the importance that books play in the lives of children, and I have definitely implemented books into my teaching.”

All through the long day Goff stays calm and is gentle, helping students through some rough spots and collaborating with her fellow teachers. Then there will be some downtime when she and Mr. Goff can talk things over and prepare for another day, helping more children learn.

“We face many issues in education, and we all do the best we can with what we are given,” sums up coteacher Marlyce Andersen. “Brooke in particular seems to always face the challenges with a smile and a positive attitude. She is always ready to see the bright and funny side and cheers the rest of us on.”

With teachers like Goff, students all around the country are carefully taught and loved through life’s little challenges. And that helps make the world a better place for children and the rest of us.







# *Seems Like Yesterday:*







# 1950s at BYU

**Shauna Valentine**

*Photos courtesy L. Tom Perry Special Collections,  
Harold B. Lee Library, Brigham Young University, Provo, Utah.*

Do you recall being greeted by President Ernest Wilkinson, lunching at the Cougareat in the basement of the Joseph Smith Building, dancing the Lindy, or going through registration in the Smith Fieldhouse? If you do, then you might have been at BYU in the 1950s.

Since then, campus space has been refigured and repurposed, new buildings have replaced older ones, and some old buildings have been given new life. But a constant has been the Spirit of the Y that continues to inspire, encourage, and support each new class and live on in the lives of McKay School and BYU alumni.

Looking back on our college experience can evoke all kinds of feelings and memories. Remembering the good times, the fun interactions, the great people, the challenging courses, the new vistas that were opening, and the future plans can be a source of happiness and gratitude for a lifetime.





## The Booming 1950s

### BYU College of Education

In the 1950s, David O. McKay was president of The Church of Jesus Christ of Latter-day Saints; Harry S. Truman was president of the United States from 1945 to 1953, followed by Dwight D. Eisenhower from 1953 to 1961; and Ernest L. Wilkinson was president of BYU beginning in 1951.

The school we now know as the David O. McKay School of Education was called the BYU College of Education. Reuben D. Law and then Asahel D. Woodruff served as deans during that decade.

The departments in the college were reorganized during those years. One change involved the Department of Health, Physical Education, and Recreation, which was relocated from the College of Education in 1955 to a newly created university college: the College of Recreation, Health, Physical Education, and Athletics. In 2009 the Physical Education Teaching/Coaching program returned to the McKay School of Education.

At the end of the 1950s, the College of Education contained the following departments: Educational Administration, Educational Philosophy and Programs, Instruction, Laboratory Schools, and Educational Research and Services.

For those who don't remember the 1950s or weren't even born by then, here is a brief look at a time of change and growth in the United States.

Color TV was introduced in 1951 with the Tournament of Roses Parade, the first event nationally televised in color. With the *Brown v. Board of Education* case, the Supreme Court declared in 1954 that educational segregation was illegal in the United States. In 1955, Rosa Parks refused to give up her seat on a bus, inciting the Montgomery bus boycott. In 1955 the McDonald's Corporation was founded. Some additional events include

**THE KOREAN WAR STARTED – THE COLD WAR WAS ONGOING – PEANUTS, THE COMIC STRIP BY CHARLES M. SCHULZ, WAS FIRST PUBLISHED – JONAS SALK DEVELOPED THE POLIO VACCINE – DISNEYLAND OPENED IN ANAHEIM, CALIFORNIA – ELVIS PRESLEY MADE HIS FIRST APPEARANCE ON THE ED SULLIVAN SHOW – “IN GOD WE TRUST” WAS ADOPTED AS OUR NATIONAL MOTTO – THE RUSSIAN SPUTNIK, THE FIRST-EVER SATELLITE, WAS LAUNCHED – THE NATIONAL DEFENSE EDUCATION ACT WAS CREATED – ALASKA AND HAWAII BECAME THE 49TH AND 50TH U.S. STATES**



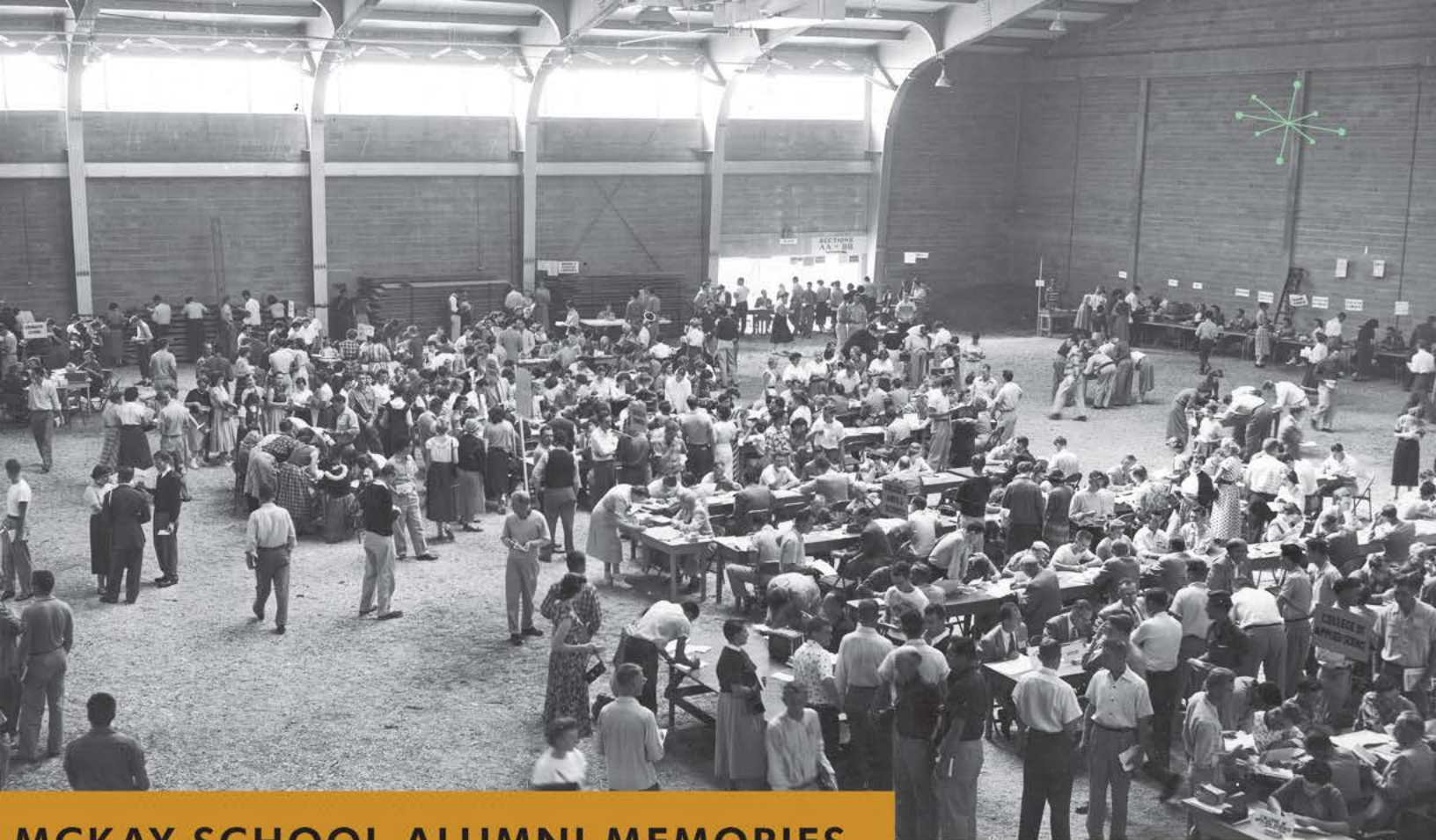
Brigham Young University students, left, and Utah State University students, right, struggle before a football game in 1953 for possession of the Old Wagon Wheel, the prominent symbol of football supremacy between the two schools.

“My memory involved having lunch in the downstairs of the Joseph Smith Building and noticing that Terry Tebbs bowed his head to bless his food. (Terry was a BYU basketball guard, a member of college basketball’s Associated Press Little All-America team in 1955 and 1956, and was inducted into the BYU Hall of Fame in 1981.) That impressed me. I was new to the Church, as I came from Montana in 1954 to attend the Y. **To find humility in an athlete was an inspiration to me.**”

— Gary Lane Carson  
Class of 1956

► **WE WOULD LOVE TO HEAR** your memories from the decade you were at BYU. Send them to [mckayalumni@byu.edu](mailto:mckayalumni@byu.edu).





## MCKAY SCHOOL ALUMNI MEMORIES

One use of the Smith Fieldhouse was for university registration, which was done by class level and alphabetically by last name. The system was used well into the 1970s. Sharon Zimmerman DePaula (Class of 1967) remembers as a freshman arriving at her assigned time at 4:00 p.m. and finding only one registrar still on duty. **Sharon picked up discarded IBM registration cards that were covering the track** and created her schedule according to the classes that were listed as still open. She recalled, "At one point the only classes left were in far-flung areas of campus with only 10 minutes to get from the old Page School (where the football stadium now stands) to the Women's Gym on lower campus. No car. No bike. Just howling wind and snow." It provided for some fascinating semesters.

"I married my high school sweetheart, Dallin Gardner, at the beginning of my sophomore year, but I still went on to school because my husband was called on a mission to New Zealand. (Yes, they were calling married young men on missions back then!) I graduated in the summer of 1955 and taught third grade at Ashman Elementary in Richfield, Utah, for a year before my husband came home. We then returned to BYU and were head residents in Heritage Halls for two years. Our first daughter, Lori, was born while we were there. We had five more children. My education experience proved helpful when I taught first grade at South Elementary in Cedar City, Utah, and Salk Elementary in Mesa, Arizona. Thanks for all you did! **I was an effective, creative teacher because of the BYU College of Education.**"

— Beverly Scott  
Class of 1955

"I was a student at BYU in the 1950s, and **whitewashing the block Y** was a yearly event. Students would pass buckets of whitewash from person to person, and a select crew would throw it on the Y. Hundreds of students were involved."

— David Squires  
Class of 1958







# On Teacher Well-Being

By Robert V. Bullough Jr.  
and Kendra M. Hall-Kenyon

**CONCERNED** about the precipitous decline in enrollments in teacher education some years ago, we began studying teacher motivation to teach. According to the 2012 MetLife Survey of the American Teacher, there was a steep decline in teacher morale. Interest in teaching as a career had plummeted.

ILLUSTRATIONS BY ELENI KALORKOTI

Of high school students who took the ACT for college admission in 2014, only 5 percent expressed interest in majoring in education—a huge drop from years past. Between 2008 and 2012, enrollments in teacher education dropped 53 percent in California, which was worrisome. Declines in Utah were not as high, but they were continuing and have not recovered. So we wondered, what draws teachers to teaching? More specifically, what draws BYU students to teaching? And what keeps teachers teaching?

### Teaching as a Calling

In 2011 we published a study, “The Call to Teach and Teacher Hopefulness,” that involved gathering survey data from 175 preservice teachers—mostly at BYU but including two other institutions—and 44 in-service teachers. We knew from previous studies and experience that, on the whole, teachers have a lively service ethic, and many are drawn to teaching as an expression of an inner drive—something often expressed as a “calling to teach” and often found in teachers who as children played teacher.

The results of this inquiry proved a bit surprising. Other studies had found that upward of half of in-service teachers felt called to teach. Our figure was higher—much higher. On a one-to-eight-point scale, for both groups of teachers, the mean rating was seven (“mostly true”). Measured levels of hope were similarly very high. To experience a call to teach likely would be highly motivating. But we also wondered how sustainable a sense of being called to teach is.



### Teacher Motivation

Motivation is often understood to be strongly connected to teacher commitment. When teachers’ motivation is consistently frustrated and when they are discouraged from doing what they think is right and best for children, teachers sometimes burn out and quit the classroom. High teacher turnover undermines student learning. It takes years of persistent work to become highly skilled, and when a teacher who is just hitting their stride leaves teaching and is replaced by a new teacher, even a highly dedicated new teacher, something of real value is lost and not easily replaced. But the wider issue has less to do with teachers staying in teaching; teachers should enjoy what they do and remain engaged in the improvement of their practice while doing it.

### Teacher Commitment

Studies of teaching that draw on the Three-Component Model of Commitment proved helpful in nudging along our thinking. There are multiple reasons for teachers to stay in teaching as well as combinations of reasons. Having different emotional loadings, commitment—as a “binding force”—is experienced differently: some teachers stay in teaching because they are trapped and have no other means for generating an income (“continuance commitment”); some stay because they are normatively invested in what schools do or attempt to do; and some display an “affective commitment” and cannot imagine



anything else providing as much personal meaning and deep satisfaction. The latter teachers, we concluded—those whose commitment to teaching is affective and normative—are those for whom teaching is experienced as a calling.

### NCLB: Punishing Policy

Our explorations into teacher calling, motivation, and commitment were also informed by a critical inquiry into the educational policies of the past few decades that culminated in the passage of the No Child Left Behind Act (NCLB), signed by President George W. Bush on January 8, 2002. These policies fundamentally changed the nature and experience of teaching and opened the door to the marketization of public education by corporate America. While provisions of the NCLB act generally were not well known outside of educators, many parents quickly came to understand its effects on children from its unbridled emphasis on standardized test scores. At the time of passage, the law's aim that every child, whatever their life circumstances or capacity, would become (or rather, test) proficient by 2014 was widely recognized by educators—who generally are not opposed to evaluation—as fanciful, even potentially harmful to children. Tested adequate yearly progress of groups, year after year, rather than individual student growth, set the educational standard, and teachers did their very best to respond. Driven by a punishing psychology through the Obama years, testing pressures increased dramatically even as the human and institutional costs of compliance accelerated.

As has been convincingly demonstrated by multiple studies, one result was a dramatic narrowing of the elementary school curriculum, especially for struggling students: no art, no theater or dance, no social studies, little science, and shortened PE and sometimes even recess. Under heightened and increasingly aggressive attack, the public aims of public education often were forgotten. For teachers, the test fetish bore with it a conception of teaching as the transmission of

to-be-tested content and of good teaching as test-result proven, the standard of being value-added. Such conceptions ran and run counter to the conception of teaching as a pedagogical and very personal relationship that is the source of the greatest pleasure of teaching for teachers. As teachers often say, nothing brings joy like watching “the lights go on in a child’s mind,” of witnessing the “ah-ha experience of learning,” or of seeing a child do what he or she thought could not be done just because of what a teacher did or said. It is such moments and moments of feeling cared for that teachers live for; these are the moments that produce hugs and laughter in theaters when a young person recognizes a former teacher across the aisle and that result in the occasional thank-you card that teachers tuck away. By 2013, recognizing inevitable failure, then Secretary of Education Arne Duncan switched course and began extending state compliance waivers.

### “TCM”

## A THREE-COMPONENT MODEL of Commitment

Commitment, as a psychological state, has at least three separable components reflecting

1. a desire (affective commitment)
2. a need (continuance commitment)
3. an obligation (normative commitment)

Each component develops from different conditions and has different implications.

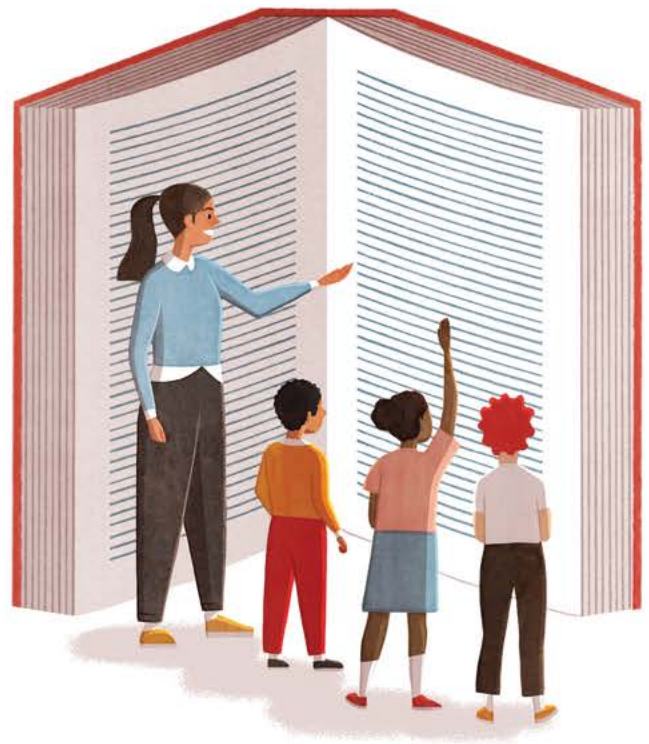
See John P. Meyer and Natalie J. Allen, “A Three-Component Conceptualization of Organizational Commitment,” *Human Resources Management Review* 1, no. 1 (Spring 1991): 61.

## Studies of Young Children and Their Teachers

Although we were relative latecomers, we recognized that the policies of NCLB were being pushed down into publicly funded early-childhood education, resulting in what some have called “schoolarization” or “schoolification.” We were concerned with and wanted to better understand the effects of these policies on teachers of young children who commonly report feeling called to teach. These studies form the bulk of our recently published book, *Preschool Teachers’ Lives and Work: Stories and Studies from the Field*. Over a four-year period, we conducted several dozen interviews with teachers, program administrators, parents, and others involved in the work of caring for and teaching young children. We observed in classrooms across multiple counties in the state of Utah and learned as we went along. We got to know teachers well who taught in a chronic homeless facility as well as in programs in urban and rural areas. We witnessed a lot of very good teaching and met a lot of very good people. Like the teachers in our first study, these teachers reported a strong sense of calling evident in a deep service ethic expressive of their love of and for children. Drawing on TCM Commitment categories, we found that most, but not all, of these teachers were both affectively and normatively committed to teaching.

## Self-Determination Theory and Teacher Flourishing

Given our interest in the origins of the call to teach and with its maintenance as a source of motivation for teacher improvement, we turned our attention to the Self-Determination Theory, developed by two researchers, Edward Deci and Richard Ryan. In this theory, which is nicely linked to TCM, Deci and Ryan argue that there are three basic psychological needs—autonomy, competence, and relatedness—that, when fulfilled, lead to psychological growth and well-being. When fulfilled, a person—a teacher—feels congruent, whole, and vital (at least much of the time). On this view, central to teacher well-being is being able to pursue goals that are valued and meaningful and to do so with others who one enjoys, has fun with, understands, and is understood by. Research on the importance of competence and well-being to teacher commitment is robust. Without competence and growth in competence, confidence and well-being suffer. Taken together, these three needs, when satisfied, strengthen positive commitment, elevate performance, encourage positive adjustment, and enhance engagement.



“SDT”

## SELF-DETERMINATION THEORY—Theory of Motivation

The self-determination theory states that autonomy, competence, and relatedness are necessary components for psychological growth and well-being.

See Richard M. Ryan and Edward L. Deci, “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being,” *American Psychologist* 55, no. 1 (January 2000): 68–78.



# We ought to be **DEEPLY CONCERNED** that the teachers of our children are **HAPPY, ENGAGED, AND HIGHLY COMMITTED** to their work and to the children they serve.

Representing a very different psychology than that embedded in NCLB, we found that SDT helpfully framed the challenges we noted for early-childhood education teachers in our studies and proved useful for identifying and then exploring promising opportunities for enhancing teacher learning.

A key, we concluded, is the design of policies and practices that set teacher well-being as a high priority. We reviewed the research literature on teacher well-being and were struck by how little there actually is. In contrast, and rightfully so, abundant attention has been given to the well-being of children. But it should be obvious that if we care about children, we ought to be very concerned with the quality *and* well-being of those who care for and have responsibility for formally educating them. We ought to be deeply concerned that the teachers of our children are happy, engaged, and highly committed to their work and to the children they serve. John Goodlad once remarked that the best indication of the quality of a school is that children are happy when they are there. We think he was right. Because teaching is a relationship, flourishing teachers are required for children to flourish.

Recent research by the Institute for Educational Sciences in 2015 concluded that increased teacher pay and quality mentoring are crucial factors for encouraging teachers to stay in teaching. Both have important effects on teachers feeling valued and, for mentoring, supported. However, our studies suggest a higher standard is needed. If we care about our nation and value our children, then we need to cherish education and invest generously in support of the teachers who provide that education. We can and must engage in efforts to reshape educational policies to better focus on teacher well-being and take fulfilling the three SDT needs of teachers seriously. To do so will be very good for our children as well as for the cultures of the schools they attend. The commitment to quality teaching born of a call to teach can wear down and be lost, and that is very sad indeed. But a teacher's call to teach and to teach well can be sustained and even strengthened. This is where parents of school children, teacher colleagues, and school administrators, among many others, can make a tremendous and positive difference.

## SIX PROPOSITIONS ON EDUCATION TO CONSIDER

- 1 To be energizing and positively productive, educational policies and supporting practices must get motivation right.
- 2 Public education is not like a business enterprise.
- 3 For the young to flourish, those who seek to educate them also must flourish.
- 4 Students witness a lot of teaching, and from their observations they draw conclusions about education and educators, and these conclusions endure.
- 5 The early-20th-century conception of teaching as primarily content transferral is deeply embedded into the consciousness of Americans and even teachers but at the same time deeply misrepresents what educators do and enjoy and what young people and their parents most value.
- 6 Times may be tough, but we educators know what to do to build renewing and powerful institutional cultures, the sort of places where teaching can be life affirming and at times even joyous.

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Robert V. Bullough Jr., "Thinking About Access: Six Propositions," CITES Occasional Papers, 11 January 2018, BYU–Public School Partnership/Leaders Associates presentation, St. George, Utah.



# SO WE ARE JUST GOING FOR A WALK?

Art education master's student **Priscilla Stewart** is helping her students learn *outside* of the classroom.

*Jake Gulisane*

PHOTOGRAPHY BY  
PRISCILLA STEWART

If you had visited Utah's Ensign Peak during the summer of 2017, you might have witnessed something truly rare: teenagers without smartphones in their hands.

"Kids these days are spending more time in front of a screen. It used to be the weird kids who would stay inside and play video games, and now it seems like it is the weird kids who are going outside and playing," says Priscilla Stewart, who cocreated the Mountain Art School with her BYU professor, Mark Graham.

## Nature Is a Classroom

When she is not rock climbing, Stewart is focused on bringing middle-school students out of the classroom and into Utah's natural environment. The Mountain Art School, a weeklong art camp held in the summer, is the vehicle for her art education master's thesis.

"I see so many students who are so sick of being stuck at a desk," says Stewart. "I think it is possible to learn when you are not sitting at a desk—when you are outside, asking questions and experiencing things."

Stewart put her theories to the test and hiked around Big Cottonwood Canyon and the surrounding area with two groups of middle-school-aged students last summer. Students at the two sessions of Mountain Art School traded in their textbooks for sketch pads and set out to discover the wonders of Utah's natural landscape.

One trip took Stewart and the students to the top of Ensign Peak. Instead of pulling out their phones to snap selfies, the kids sat in silence and drew what they saw. Their work might not have the resolution of a smartphone picture, but the memories from the experience were far more valuable.

"When you sit down and draw something, that place is always in your memory, and the details of the place are always in your memory," says Stewart. "You learn to appreciate the place even more as you spend that silent time sitting there."



### Nature Is a Home

The Mountain Art School is a way for students to learn about much more than art—it is a way for them to learn about nature and their connection to it.

Stewart continues, “When you spend time with a place and observe it, you build a relationship with nature, and you feel more inclined to want to help it and protect it. My main goal is to get students from Utah out into Utah to see the natural environment in Utah.”

The school isn’t meant to make artists; it is meant to inspire students to ask questions and be excited about learning things. “I wanted students to think critically about issues taking place in Utah that are taken for granted or seen as the ‘normal,’” says Stewart.

The students learned the basics of Utah’s climate from an expert, talked about both sides of the argument on Bears Ears National Monument and other national landmarks in Utah, and discussed the impact on Utah of Rio Tinto’s Kennecott copper mine.

Graham explains, “Art education informed by a critical place-based pedagogy emphasizes the activist, restorative possibilities of artmaking and affirms the need for students to become involved in learning outside the school.”

Nature is a more effective classroom than some might think. “I can teach atmospheric perspective in the classroom on the projector, but it makes it real when you can go outside and see that atmosphere and talk about atmospheric perspective while looking at it,” says Stewart.

### Nature Is Fun

Utah’s natural environment is an informative place, but perhaps more important, it is a fun place to learn—and that is just how Stewart believes school should be.

A highlight for the students was the boat-making competition. Boats were crafted entirely from natural materials and then given awards based on their strengths. For example, the boat that functioned the best received recognition as “the most boatlike.”





### Nature Is a Necessity

Spending time outside is more than a fun idea. According to Stewart, it is a necessary part of students' development. "Students need to be outside," Stewart says. "It is not something that is an option—they need that." This place-based experiential learning has proven benefits and is a step toward truly holistic education.

Stewart's research led her to appreciate this definition approved by the Association for Experiential Education in 1994: "Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences."\* As Stewart says, perhaps experiencing nature is much more memorable than reading about it in a book.

### Nature Is the Future

Stewart's vision for the future of the Mountain Art School is to see it become as permanent as the mountains themselves. She has already secured a place teaching an art and ecology class at the Summit Academy in Draper, where she works now. She is currently working to get grant money for an outdoor facility there as well.

With memories of the students singing the Utah state song on the van rides fresh in her mind, Stewart is looking ahead to what the school can become. Her vision is to partner the Mountain Art School with a school district and have students come to the camp for a week at a time during the school year.

Long walks, camping in the mountains, and time for meditation and reflection hardly seem like elements of normal curriculum. Perhaps they should be part of the way kids learn in school—or rather, *out of school*.

\*Definition approved on November 3, 1994; quoted in Charles Luckmann, "Defining Experiential Education," *Journal of Experiential Education* 19, no. 1 (May/June 1996): 7.





# Alumni Happenings

McKay Today helps connect you to your former classmates and teachers. To read more, visit [education.byu.edu/news/category/alumni](http://education.byu.edu/news/category/alumni).



## ► DELAINA TONKS

*Classes of 1993, 2018*

During DeLaina Tonks's 26 years in education, she has seen classrooms transition from having overhead projectors to having collaborative digital whiteboards that students can now post on remotely.

Tonks graduated from BYU in 1993 with a bachelor's degree in French and Spanish teaching. She later received a master's degree in second-language acquisition from Ohio State University. In 2006 Tonks moved back to Utah, where she has had the opportunity to be involved with education on many different levels. She has served as the Draper City Youth Council advisor, a State Charter School Board member, an Association of American Educators board member, and a legislative district chair, among other roles.

Tonks is currently the principal at Mountain Heights Academy, a public, online charter school that she helped

design. Mountain Heights Academy is the most highly rated accredited online charter school in Utah. It offers an alternative to the traditional brick-and-mortar school for grades 7–12 and allows students to customize their education according to their needs. Tonks is also currently earning a doctorate in instructional psychology and technology from the McKay School and will graduate in 2018.

Tonks did a teaching internship and had her own classroom in 1991. Of that experience she said, "I would come home with overhead marker smears on my forearms and chalk prints on my back."

Rather than giving teachers textbooks and videotapes at the beginning of the school year, Tonks now gives her teachers laptops, access to a learning-management system, and an open educational resource curriculum that they can adapt to meet individual student needs.

"Know your tech! Today's teachers, whether online or in a brick-and-mortar school, will be better teachers if they can leverage technology for curriculum, data, and student engagement," says Tonks.

Tonks also suggests that online teaching positions are flexible and can be a great "best of both worlds" for those who are interested in having a profession and raising a family.

For those going into education, Tonks recommends cross-certification in two subjects to be more marketable. She also suggests staying up to date on the positions that are suffering from a critical shortage, such as guidance counselors, special education teachers, and STEM

teachers. Adding one of those certifications to a major can increase your versatility and marketability.

The last bit of advice that Tonks shares is to keep "home" in your sights. "The reason we are here is to return to our heavenly parents and to help others find their way home too," she says. "This can be accomplished in our families, in our professions, and in our communities."



## ► W. DALE HEYLAND

*Classes of 1974, 1987*

It is safe to say W. Dale Heyland, EdD, loves to serve those around him as best as he can. He attributes this to his time at the McKay School. "BYU lit my fire to make a difference in people's lives, the community, and wherever I was called to serve," says Heyland. "BYU's School of Education was the catalyst for me to see opportunities to be of service to others and to my community."

Heyland earned his master's degree in community education from BYU after





receiving his bachelor's degree in business education from the University of Alberta. In 1987 he earned his doctorate from BYU.

The opportunity for service and personal growth are two of the reasons Heyland loves education—it gives him a chance to give back to the world. “It provides a lifestyle in which an individual is constantly experiencing new opportunities,” says Heyland. “The opportunities for personal growth and development are great.”

Heyland said that BYU made him realize how much of an impact faculty have by caring for their students and how valuable that care is in the learning process. When he was writing his comprehensive exams for his doctorate, he was overwhelmed. Of this experience, he says, “My advisor took me into his office, and we knelt in prayer, and he prayed for my success—it was a life-changer for me.”

To those seeking a degree in education or those who have been teaching for years, Heyland offers this advice: “Life is what you make it. Set goals, develop specific action plans, and observe the changes that can be made as you follow them. It will amaze you what impact that will have on you as well as on others.”

While at Lethbridge Community College in Alberta, Canada, Heyland was chosen as vice president over community education. During that time he developed the college's first strategic plan. He received an award for the best community education division in a community college in Canada, which resulted in him being promoted to academic vice president.

In 1991 Heyland left Lethbridge to create Heyland and Associates Consulting Services Inc., which provides leadership training, team-building training, employee assessments, and more for businesses, industries, education, and health care. He has also volunteered on various boards and served

a Church Educational System mission in Toronto, Canada, with his wife, Renee. The Heylands currently reside in Lethbridge, Alberta, Canada.



## ▶ YVONNE LLOYD ETHERINGTON

*Class of 1972*

Yvonne Lloyd Etherington has been an advocate for technology in the classroom since graduating in 1972 from BYU's College of Education, now the McKay School of Education.

When she graduated, the technological age was in its prenatal stage. Though the world didn't know it, huge surges of innovation were gearing up that have greatly affected education. As a result, Etherington spent the majority of her career in the Title I program, implementing computer-assisted learning programs.

“I was fortunate to be part of cutting-edge technology,” Etherington says. “There is nothing better than seeing children working independently on computers or iPads as they learn at their own speed.”

Etherington has witnessed many technological advances within education since she began her career. She has seen how many children can struggle

with basic reading and math skills and how the implementation of different technologies has helped teach children to learn on their own.

Another benefit Etherington has seen with technology in the classroom is how much easier it is for teachers and parents to monitor the individual needs of each student.

“Programs such as Skyward let parents know where their child stands in class requirements, concept mastery, and performance,” says Etherington. “Many of the programs include printouts that show exactly where each student should be working. Teachers love reports!”

She didn't always know what she wanted to do, but Etherington found her niche in education. “As a freshman, I had no idea what I wanted to become. I signed up for a class in elementary literature just because it would fit with my schedule,” Etherington says. “On the first day of class, the professor shared her favorite books. I decided right then to become a teacher.”

Etherington attributes her success and confidence as a teacher and a reading specialist to her time at the Y.

To those considering a career in education, Etherington offers this advice: “Don't get discouraged. Don't be afraid to ask for help. Search for class activities on the internet. You do not need to reinvent the wheel!” Finally, she says, “Enjoy the journey and take care of yourself.”

In addition to a successful career in the Title I program, Etherington has spent 17 years as a grant reviewer for the U.S. Department of Education, reviewing and ranking proposals for new and innovative ideas. She and her husband currently live in Herriman, Utah, and love it.



# A Teacher's Heart

BY  
MICHAEL  
SACKLEY

Being an art student is more difficult than it sounds. The major requires students to purchase supplies that many other majors simply don't have to deal with. But when you pair art with education—with its unpaid student teaching and additional classroom supplies—the expenses only grow more daunting, especially without the prospect of a substantial financial reward when you graduate.

"As a teacher, obviously you are not going into that profession to make a lot of money," says Brianna Hedquist, an art education student at the McKay School. "So it is important to do something you are passionate about."

Brianna has always worked to pay her own way at BYU because her family isn't in a position to help her financially. Though she loves art, she had been a dance teacher when she was in high school in Boise, Idaho, and she also loves teaching. When she was accepted into the art education major, she was overjoyed but also a little uncertain how she would pay for the additional expenses.

"I was starting to get into art classes and needed to purchase art materials," she says. "And being a full-time student and working a

lot of hours can be super stressful. Almost all art classes take three hours, and the homework takes a lot of time."

Fortunately for Brianna, she received a helping hand from a McKay School alumna. Debbie Lamb, to her core, is an educator with what she calls "a teacher's heart." She understands the plight of young teachers because she once was one herself. "Nobody who is a good teacher does it for the money," Debbie says. "It is not just a profession; it is a calling."

After graduating from BYU, Debbie worked as a teacher in Orem while her husband finished his degree. He graduated, they started a family, and his career took them on an odyssey through seven states over the ensuing years. Though Debbie did most of her teaching in the home with their own children, she also got her "teaching fix" through early-morning seminars, and she maintained a current teaching certificate wherever she moved.

While they were living in Anchorage, Alaska, Debbie's husband started a BYU alumni chapter, and they started donating to their alma mater. Then, a few years ago, they were approached by their contact at LDS Philanthropies about creating a Signature Scholarship—a named scholarship that helps a specific student whom they would have the opportunity to meet at a luncheon once a year. The Lambs soon after created a scholarship in Debbie's mother's name.

"I was fortunate that my parents helped put me through my undergraduate degree," Debbie says. "I can't imagine having to work and student teach. And if you incur some

kind of student loan, you might not be able to afford to pay it back on a teacher's salary. So we found another reason to give."

Last year, for the first time since she and her husband started sponsoring their Signature Scholarship, Debbie came to Provo for the luncheon and met her student recipient. "It made it even more special," she says, "to have a personal encounter and put a face with the name."

For Brianna it was a chance to express her gratitude in person and to learn from another educator. "Getting that scholarship was super helpful, and I am so grateful for how it has helped me," Brianna says. "Debbie impressed me with how kind she was and how much knowledge she has."

Brianna isn't finished with her course work yet, and then there is always the matter of student teaching. But thanks to a little help from a fellow teacher, her path to the classroom will be a little easier to travel.





**rose\_blamires**  
McKay School of Education



**rose\_blamires** Shout out to all the teachers who taught before the internet!  
#educationweek #BeATeacher



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# McKay School Events



2018

## **Kaha Nui Summit**

*September 2018*

Empowering BYU students from the Pacific Islands is the purpose of this summit. It is accomplished by sharing the interdisciplinary expertise, academic work, professional knowledge, and personal journeys of Pacific Islanders.

## **Alumni Achievement Award Lecture**

*October 11, 2018*

115 McKay Building

One alumnus from each BYU college is selected and honored at the university and college level during Homecoming Week. As part of the event, awardees are asked to present a lecture in their college.

## **McKay Homecoming Gathering**

*October 13, 2018*

BYU Conference Center Patio

Homecoming is a time to return home to BYU and the McKay School and to renew old friendships and make new ones. For several years the gathering has been held on the patio of the BYU Conference Center, where alumni and their families reconnect, mingle, and eat before the Homecoming football game.

## **The Learning Edge Conference**

*November 6, 2018*

Provo Marriott Hotel

Organized to meet the needs of school administrators, this conference is held every fall. The focus alternates every other year between integrating the arts in education and meeting the needs of gifted learners.

# STAY CONNECTED!

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## ALUMNI UPDATE

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STREET ADDRESS \_\_\_\_\_ CITY/STATE/ZIP \_\_\_\_\_

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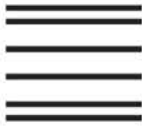
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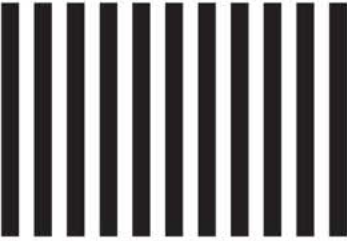
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# "HE CALLS TO US

at various times in our lives, both when we are living worthily and when we sin, make mistakes, or are fearful. As we learn in Romans 11:29, 'For the gifts and calling of God are without repentance.' Indeed, His calls to us at such times may be particularly important, as they often prompt us to get back on the path that leads to true happiness, joy, and peace."

—Paul Caldarella



**PAUL CALDARELLA** is an associate professor in the Center for the Improvement of Teacher Education and Schooling and is the director of the Positive Behavior Support Initiative. On July 25, 2017, he delivered "The Call of the Lord," a BYU devotional address.

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