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MCKAY TODAY
SPRING 2021

DAVID O. MCKAY SCHOOL OF EDUCATION BRIGHAM YOUNG UNIVERSITY

Mahalo Nui Loa to the McKay School's "Reluctant Dean"

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Seeking *Hózhó* Through Art Lessons p. 16

Playing the Game? Education Acronyms for the Win p. 8

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FROM THE DEAN



I have mixed emotions as I write my final dean's message for the *McKay Today* magazine. First and foremost, I am grateful for the 20 years I have spent at Brigham Young University. In many ways I feel the way I felt just a few years ago when I was moving across the Pacific Ocean back to my home state. I had been absent for 14 years, and much had changed, particularly the demographic composition of Utah Valley. When I first entered a neighborhood store, I heard three or four languages other than English. That felt more like the Honolulu I had left than the Utah where I had grown up. I was delighted!

Each life may be compared to a book with the individual as author and illustrator. As one's life changes directions, a new chapter begins. My BYU chapter has been long and rich. I so appreciate those who have contributed to its direction and development. Students have taught me faithfulness, diligence, and commitment to the Lord. Faculty and staff have been continual examples of discipleship, dedication, and service.

As I close the McKay School chapter, it is the people I will miss most. Many individuals have helped me bear the load while I have served as dean. I could never personally thank them all. But I want to thank the following colleagues who have supported me through their service in McKay School leadership positions: Tina Taylor, Lynnette Erickson, Al Merkle, Michael Leonard, Jeanna Nichols, Karen Strange, Gary Arnoldson, Steve Christensen, Charles Graham, Andy Gibbons, Sterling Hilton, Pam Hallam, Lane Fischer, Tim Smith, Mike Tunnell, Kendra Hall-Kenyon, Christopher Dromey, Martin Fujiki, Steven Baugh, Gary Seastrand, and Richard Sudweeks. What an admirable and impressive group of professionals who also strive to model the attributes of Jesus Christ.

As I begin to create a new chapter in my book of life, I look forward to a bright future, not only for myself but for each of you and for the McKay School of Education. Thank you for your support.

Mary Anne Prater

MARY ANNE PRATER
Dean



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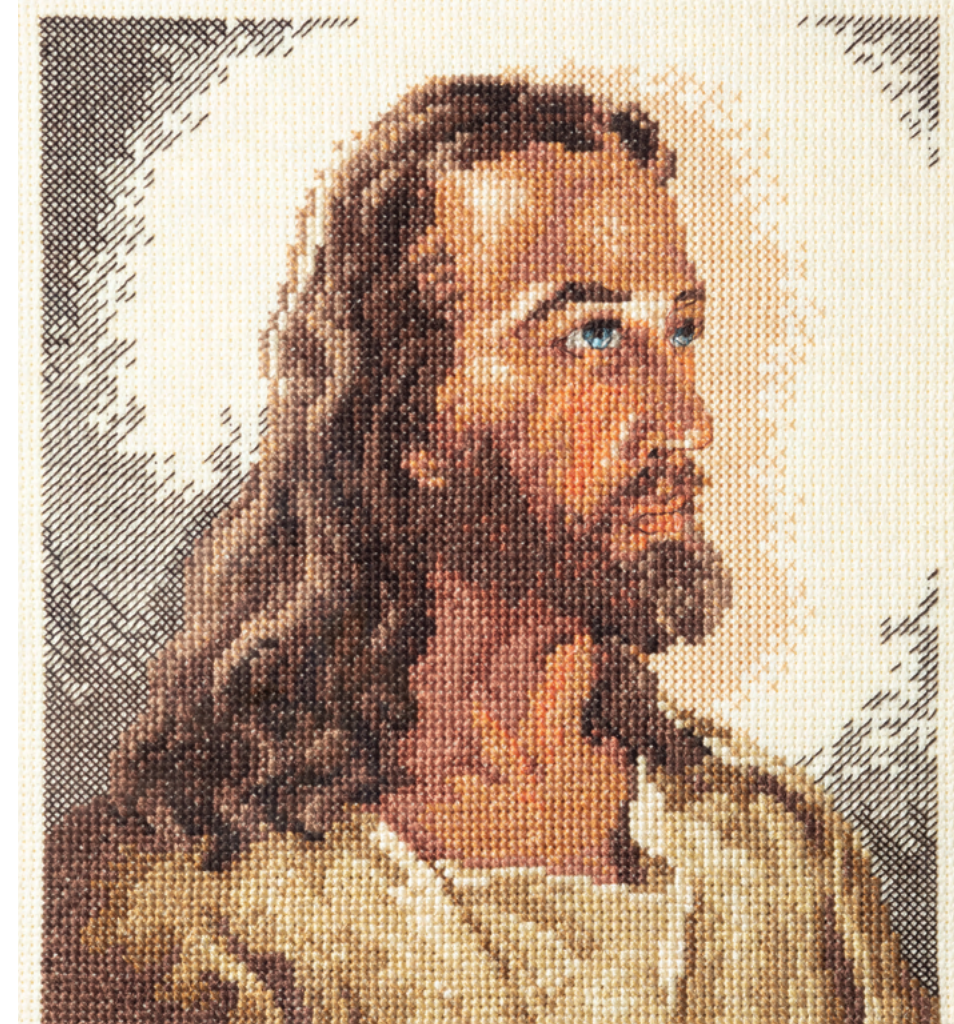
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School News

The McKay School is continually producing outstanding research and events. For more school news, please visit education.byu.edu/news.

Kristine Tanner Receives Two Awards Highlighting Her Research

Kristine Tanner, associate professor in the Department of Communication Disorders, recently received BYU's Early Career Scholarship Award and the Faculty Women's Association (FWA) 2020 Award for Scholarship. Both awards recognize Tanner's dedication to research and accomplishments in academia. Tanner does research on airway problems, teaches in the McKay School, chairs the American Board of Voice and Upper Airway Disorders, consults at Salt Lake City's Voice Disorders Center, and works with patients with voice problems.

The Early Career award was given to four faculty members who showed "outstanding promise and contributions in scholarship." Tanner said, "I think it's just such a tremendous honor, and I was really surprised."

The FWA award recognizes female faculty members who make important contributions to their universities, communities, and the world. The FWA said of Tanner, "She is an excellent role model to both the faculty and students."

Looking to the future, Tanner said, "I feel like there is so much work to be done in order for us to understand how to help people. The potential impact of this work is very far-reaching, which is very humbling."



TANNER: BRADLEY SLADE; ALLEN: COURTESY DOUG ALLEN



Artist's Award-Winning Career Sparks Creative Light in Students

Doug Allen was an artist long before he realized it. And he has made it his mission to help young people see creative potential in themselves.

Allen—educator, administrator, teacher of teachers, College Board reader who grades thousands of AP art portfolios, and professional artist himself—is also the latest recipient of the 2020 Sorenson Legacy Award in Arts Administration and of the Lifetime Achievement Award for 2020–21 from the Utah Art Education Association.

"I feel honored to be selected for that," Allen said. "I think I was recognized mainly because of the work I have done in the arts for such a long time."

Growing up in Brigham City, Utah, Allen was drawn to creative pursuits—

he once hung a family Christmas tree upside down from the ceiling for the holidays. But he didn't consider becoming an artist until college, where he also trained to teach.

Allen began his career in Australia. He used a train pass to take his students to art museums and the zoo for live drawing sessions and enjoyed watching creativity spark in the diverse group. "So many in the classes spoke a different language, and they were so much fun," he said. "It was a two-year teaching contract, and I ended up staying four years."

Allen returned to the United States to teach for many years at Alta High School in Sandy, Utah. He earned a master's degree and an administrative certificate—the last for the salary bump.

"But then it just sat there because I loved teaching so much," he said.

Eventually, Allen served as a Jordan School District arts administrator and led an inventory of district-owned art during Canyons School District's split from Jordan. "Draper Elementary had a Norman Rockwell! I made sure it was appraised, protected, insured, and under camera."

After retiring, Allen began work at the Center for the Improvement of Teacher Education and Schooling (CITES), the operational arm of the BYU–Public School Partnership. None of it would have happened, Allen said, if he hadn't been willing to take chances. "Take those opportunities as they come! Those kinds of experiences never leave you," he said.

Continued on page 4

STAY CONNECTED!
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Comments or updates for the magazine?
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MCKAY SCHOOL ONLINE education.byu.edu
SCHOOL NEWS education.byu.edu/news

OUT NOW! A new podcast for McKay School alumni!

Sponsored by the **BYU Latter-day Saint Educators Society**, the *Seek Learning* podcast features interviews with McKay School faculty, focusing on the practical and gospel-based applications of their research. Look for *Seek Learning* in your podcast app.





A sampling of Doug Allen's work, from natural landscapes to hand-painted ties, shows the diversity of experience and perspective that has driven the career of this award-winning artist-educator who now exercises his talents for the benefit of students and teachers in the BYU ARTS Partnership.

Continued from page 3

Allen also still makes art. He has never limited himself in style, medium, or approach. "I've moved to something smaller-scale: wooden cigar boxes that I've been collecting. I make little paintings on them."

That synergy—between creator and concept, between teacher and student, and between one artist and another—drives all that Allen has achieved, all he continues to do, and all his future goals.

"I've always said that art is a language. With it you are able to transcend other cultures and other languages," he said. "You'll see different ideas develop, but sometimes it's without the spoken word in visual art. I've enjoyed it."

ART COURTESY DOUG ALLEN

Lee Robinson Elected President of BYU FWA

Lee Robinson, associate clinical professor and director of the BYU Speech and Language Clinic, is the newly elected president of the BYU Faculty Women's Association (FWA). Robinson will serve three years: first as president-elect, second as president, and third as past president.

The FWA, part of Robinson's career for most of her 21 years at BYU, works to improve the quality of professional life for faculty women and bring awareness to gender issues. Robinson has served on the FWA board twice and for several years has also been part

of the BYU Women Thrive initiative, which makes BYU more welcoming for women and people of color.

As president-elect, Robinson will plan FWA's retreat, set to take place remotely in spring 2021. She hopes to continue conversations on diversity, discuss how faculty can mentor students from different backgrounds, and, to make it a true retreat, hold some sort of yoga class. "We're trying to help women in various departments across campus feel like they have a community of women that they can go to and connect with," she said.



ROBINSON: BRADLEY SLADE; GALLERY: KAE'D DRUMRIGHT



GALLERY BRINGS CHILDREN'S WORK AND INSPIRATION TO THE MCKAY SCHOOL

Art museums rotate exhibits to show off collections and give patrons an engaging experience. But for the David O. McKay School of Education Children's Art Gallery, Doug Allen has more lofty goals—and he's meeting them even in challenging times.

Allen, program coordinator with the BYU ARTS Partnership, curates the gallery's exhibits to ensure that children's art is always displayed in the McKay Building. Featured works hail from schools in BYU–Public School Partnership districts: Alpine, Jordan, Nebo, Provo City, and Wasatch County.

In the rotating gallery—Allen's goal is to show new pieces from different partnership schools each year—art gives students recognition and validation and inspires aspiring teachers to integrate the arts into their curriculums.

The McKay School displays high school art selected each year from the statewide show in Springville, Utah. But children's art has been neglected, Allen said, though it's a rich vein of connection between college and community.

"We are about teaching teachers, and yet, in the building, there just really hasn't been a lot of elementary art," Allen said. "Last year, leaders in the McKay School put it in place."

The first display featured 18 fantastical food-themed pieces selected from

Provo's Lakeview Elementary. The partnership hosted a reception at which fans of the young artists could view the pieces.

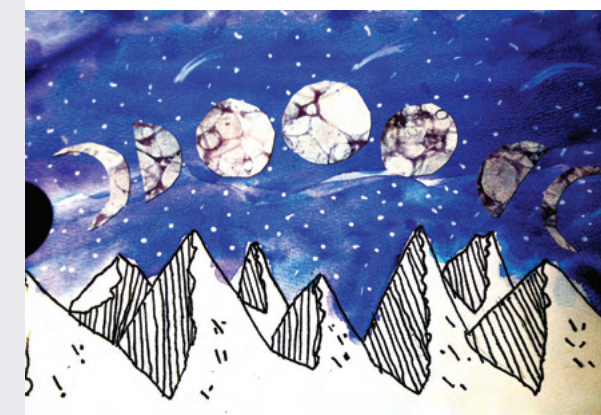
This year there could be no reception. But the display went up, this time from Jordan School District's Eastlake Elementary.

Eastlake students used paper to make Matisse-style collages, drew inspiration from Utah landforms and other habitats, created mandalas, and studied the works of Vincent van Gogh and the structure of sunflowers. Allen said they also sharpened perceptive skills, developed techniques, and applied creative thinking to core subjects.

In this way the exhibit goes beyond enjoying children's art to showing how schools can use art across curriculums. Education students walking through the McKay Building, Allen said, see vivid examples of arts-integrated learning.

"It was tough getting the work out and getting the parents to sign off on it" during a pandemic, Allen said. "But we want to show ideas about what schools are doing and what's going on in the different grade levels with all the integrative activities they are doing. We're just excited it is now part of the McKay School."

These details from works displayed at the McKay School's Children's Art Gallery reveal not only students' experiments with new art techniques but also the intersection of art with core curriculums in schools.



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!

BYU | CONNECT

JOIN BYU CONNECT
Mentor BYU students and post job opportunities. It is a great place to stay connected with fellow Cougars!
connect.byu.edu

Read Any Good Books Lately?

In addition to contributing dozens of articles to national publications, McKay School faculty members have also participated in the publication of several books over the past few years. Here is a look at some of the fruits of their labors, which reflect the breadth and depth of McKay School faculty contributions to worldwide developments in education.

Deepening Students' Mathematical Understanding with Children's Literature

Publication Year: 2018

Faculty Contributor: Terrell A. Young, Teacher Education

Classroom teachers in early childhood and elementary grades will find this book's extensive annotated bibliography, in development for years, to be a resource they can't live without. It offers a brief description of hundreds of literature titles that are grouped by grade spans and paired with related research and/or ways to use the literature in mathematics.

K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration

Publication Year: 2019

Faculty Contributor: Charles R. Graham, Instructional Psychology and Technology

This is a free, open educational text that focuses on helping teachers develop key competencies for blended teaching. A foundation of technology skills and dispositions helps teachers strengthen competency in online integration, data practices, personalization, and online interaction.

Children's Literature, Briefly

Publication Year: 2020

Faculty Contributor: Terrell A. Young, Teacher Education

This introduction to children's literature genres leaves time to actually read children's books. Written on the assumption that the focus of a children's literature course should be on actual books that children read, the authors first wrote this book in 1996 as a "textbook for people who don't like children's literature textbooks." Today, the updated version serves as an overview to shed light on essentials of children's literature and how to use the literature effectively with young readers from pre-K to eighth grade.

Designing Surveys for Evaluations and Research

Publication Year: 2020

Faculty Contributor: Randall S. Davies, Instructional Psychology and Technology

In conducting survey research, it is essential to "recognize, attend to, and address threats to validity by designing and creating good surveys," author Randall Davies wrote in this manual for creating effective surveys and using them in

research. *Designing Surveys for Evaluations and Research* is available as an online open educational resource at edtechbooks.org.

Design for Learning: Principles, Processes, and Praxis

Publication Year: 2020

Faculty Contributors: Jason K. McDonald and Richard E. West, Instructional Psychology and Technology

Big changes have swept through the fields of

instructional design and learning technology since many of the classic texts on those subjects were written. This new work, while respecting the traditions of instructional design, offers an update in how instructional design is taught—accommodating thinking as a way of investigating learning problems, designing effective learning solutions, and testing them so that they fit into the correct contexts.

Blended Learning: Research Perspectives, Volume 3 (cover not yet available)

Publication Year: Fall 2021

Faculty Contributor: Charles R. Graham, Instructional Psychology and Technology

This edited research volume shares research related to the advantages, opportunities, and challenges of blended teaching and learning, with participation from more than 50 researchers. Book sections include, among

others, student and faculty issues, K-12 blended teaching, and adaptive learning.

Blended Learning for Inclusive and Quality Higher Education in Asia

Publication Year: 2021

Faculty Contributor: Charles R. Graham, Instructional Psychology and Technology

This edited research volume focuses specifically on blended learning efforts in Asian universities. Chapters

highlight research examining disciplinary blended practices in the arts, humanities, language, science, engineering, social sciences, and education.

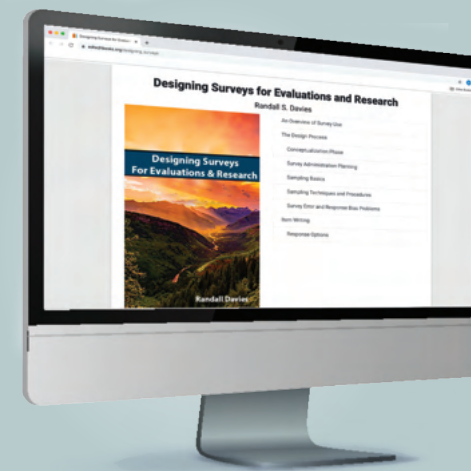
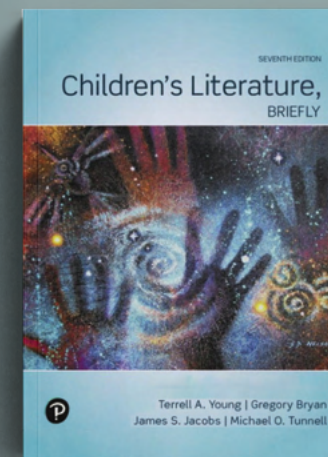
The Students We Share: Preparing U.S. and Mexican Educators for Our Transnational Future

Publication Year: 2021

Faculty Contributor: Bryant Jensen, Teacher Education

Chapters in this volume aim to help educators on both

sides of the United States-Mexico border understand the strengths and needs of transnational students. With recommendations for policymakers, administrators, professors, teachers, and researchers, *The Students We Share* shows how preparing teachers is our shared responsibility and opportunity. The book also describes ongoing partnerships across borders to prepare teachers who will help our shared students thrive.





Digesting the

ALPHABET SOUP

Acronyms are everywhere in education. Know these?

Education Is Full of Acronyms, and They Never Stop Coming

BY STACEY KRATZ

During her last year at BYU, Christiana Forbush, '08, felt prepared to achieve her lifelong goal of becoming a teacher. She had studied English, history, and secondary education at the McKay School; was completing a yearlong internship at Dixon Middle School in Provo; and was ready for the feast of challenges and joys that teaching brings.

What she didn't expect was to be immediately served a gigantic helping of acronyms, a confusing alphabet soup of letters in constant use at school. Forbush wrote IEPs and committed herself to CRT. She shared ideas on PD and MTSS with her BLT. She enjoyed her PLC; spent time preparing a PGP; worked under the guidance of NCLB, ESSA, IDEA, FERPA, and the USBE; and did her best to help with DTL, ELL, DDI, and her school's CSIP.

Not sure what all that means? Neither was Forbush, at first.

"If you don't include my internship year, I learned very few [acronyms] across all of my college experience," said Forbush, who now teaches at Brighton High School in Cottonwood Heights, Utah. "I think the only one I learned was IEP."

Once she began teaching, she said, acronyms "were thrown at me left and right. It's part of the language and culture of education, and it's everywhere you go. You start getting them from your state and your district. Schools have their own acronyms, and you're always having to learn them."

McKay School assistant professor Brandon McMillan, himself a former middle school teacher, had a tongue-in-cheek take on the endless stream of acronyms in education: "We like to have acronyms to show, 'Hey, this is really important here!'"

Acronyms are verbal shorthand that can communicate big ideas in one small word, but McMillan said the sheer numbers of them flooding into schools can defeat that purpose. "They're trying to make it easier to understand, but everybody's always sharing their acronyms from all sides," he said.

An open secret of education, Forbush said, is that teachers often use acronyms without knowing exactly what they stand for. As a provisional teacher in Utah's Jordan

Continued on page 10

1

This landmark federal law, passed in 1965 and reauthorized by Congress every five years, ensures equal access to education and funds efforts to reduce achievement gaps, establish standards and accountability, and provide funding for professional development and other education-boosting resources.

- A EASA
- B ESEA
- C ESSEA
- D ESA

2

What does **LAND Trust**—a term used in Utah to signify public lands and other resources set aside to be used for the benefit of Utah students—stand for?

- A It doesn't actually stand for anything; the capitalization signifies that this is a larger statewide program, as opposed to a private land trust.
- B **Legislated Access to New Development**
- C **Land and Non-Use Designation**
- D **Learning and Nurturing Development**

3

FAPE is now a fundamental concept in American education. What does it stand for?

- A **Framing and Performance in Education:** the data-based concept now governing most lesson planning.
- B **Federal Action for Physical Education:** establishing government funding to preserve PE programs in underfunded schools.
- C **Free and Appropriate Public Education:** boosting the right to education for people with disabilities that is equal to that of non-disabled students.
- D **Familiarize, Acclimate, Pace, Extend:** an established order in which new academic and behavioral concepts are introduced, taught, and expanded.

5

Which of these similar acronyms is the imposter?

- A **STEM:** The idea of boosting interest in and funding for **Science, Technology, Engineering, and Math** in an effort to improve U.S. performance in these fields.
- B **STEAM:** A response to **STEM**, this concept holds that a foundation in liberal **Arts** boosts creativity, flexibility, and critical thinking in scientific and technical fields.
- C **STEMM:** This adaptation of **STEM** acknowledges the research-established link between high performance in math and a lifelong education in **Music**.
- D They're all real!

FUN FACT

It could be hard to figure out what **CASE** stands for through context clues because it has multiple meanings in education and even more in the wider world. Among them are **Content Area Special Education, Council for Administrators of Special Education, Core Academic Skills for Educators, Center for Advanced Study in Education**, and even that common practice for educators passing along great ideas: **Copy and Steal Everything!**



Which of these high-concept educational practices is not real?

4

- A **ECAL:** The Japanese-originated idea behind **Every Child a Leader** is that classrooms can build leadership skills through rotating student responsibilities.
- B **SMART:** A goal-setting method used in many educational settings, it reminds us to set goals that are **Specific, Measurable, Achievable, Realistic, and Timely**.
- C **SEL: Social and Emotional Learning** helps students gain skills to manage feelings, express empathy, build healthy relationships, and make good decisions.
- D **CCR: College and Career Readiness** is the concept of helping students achieve the type of education that will help them professionally in the future.

ANSWERS: 1 • B: Elementary and Secondary Education Act. 2 • D. 3 • C. 4 • A. 5 • C.

ILLUSTRATIONS BY ABIGAIL WHITE, '23

Continued from page 8

School District, she was evaluated under JPAS for several years without ever knowing that it stands for Jordan Performance Appraisal System. “A skill that teachers have is knowing what an acronym is without actually knowing what it means,” Forbush said, laughing. “That’s not a normal skill the average human has. There are just so many, and they keep coming, and they change all the time. We’ve learned a bunch of new acronyms to deal with COVID, and not just PPE.”

Forbush said teaching is a highly complex job with tons of moving parts and accountability to myriad groups.

Some acronyms happen in efforts to ease communication across many stakeholders: educators, students, administrators, politicians, parents, bureaucrats, business-people, and the community.

Most teachers pick up enough acronyms “through osmosis” to get along, she said, without necessarily knowing exactly what every acronym stands for. “When I’m talking to other teachers about CTESS or IPOP, they just need to know it’s about evaluations,” she said. “When newer teachers ask me about some district-specific one, I just say, ‘You don’t need to know. This is what it’s about.’

First-year teachers have so much on their plates without worrying about memorizing acronyms; they’ll pick it up or hear it enough that they’ll understand it.”

McMillan said experienced teachers like Forbush are a lifeline to help rookies absorb acronyms slowly—like one spoonful of hot soup at a time. “Find other teachers who can help you,” he said. “It’s too much to talk about everything at once. You’ll have mentor teachers to guide you through. What’s most important is how you engage in the classroom and work with your students. You can learn a lot of the rest of those things as you go.”

Do you know your education acronyms?

Match these acronyms found throughout our story with their meanings (not what each letter stands for but what it’s about!).



QUIZ!

- 1 IEP
- 2 CRT
- 3 PD
- 4 MTSS
- 5 BLT
- 6 PLC
- 7 PGP
- 8 NCLB
- 9 ESSA
- 10 IDEA
- 11 FERPA
- 12 USBE
- 13 DTL
- 14 ELL
- 15 DDI
- 16 CSIP
- 17 COVID
- 18 PPE
- 19 CTESS
- 20 IPOP



A Unless you’ve spent the last year or so in Ittoqqortoormiit, which looks like an acronym but is the most isolated village in Greenland, you are likely familiar with the global pandemic, now in its second year. This refers to that virus.

B This group of faculty, staff, and administrators represents their fellow school workers and helps write school improvement plans.

C This 2015 reauthorization of ESEA replaced NCLB and moved responsibility for setting standards to states, decreasing the federal role.

D This federal law guarantees the privacy of students’ educational records and gives parents and students the right to access those records.

E This is a group of educators who collaborate to improve teaching skills and student academic performance.

F This is the governing and licensing body for schools and educators in Utah. Other states might have similar acronyms for similar organizations.

G This research-based learning approach endeavors to make connections between students’ school

subjects and their cultures, languages, and life experiences.

H This highly local acronym refers to the educator evaluation system used by Utah’s Canyons School District (use context clues in the story!).

I This umbrella term covers a variety of efforts aimed at effectively using technology in student learning.

J Teachers regularly create this legal document for a child needing special education services, which include gifted and advanced-learner programs.

K This method for renewing a professional educator license compiles a record of a teacher’s professional growth and development.

L This federal law sets standards regarding accountability, equity, and access for the education of children with disabilities.

M This acronym refers to any type of continuing education for teachers.

N Used in multiple states, this refers to the practice of writing measurable, actionable annual plans to improve student learning. In Utah, it’s tied to schools’ spending of trust lands money.

O This acronym refers to a framework that helps schools support students who are struggling academically, behaviorally, and emotionally or in multiple areas.

P If, during a pandemic, you teach in person or provide health care services, you’re going to need a lot of this.

Q This controversial act was the 2001 reauthorization of ESEA and established a relationship between school funding and academic progress.

R The students represented by this acronym are unable to communicate fluently or learn effectively in English (yet!).

S This approach to improving student learning includes assessment, analysis, and data-based action and is a framework for schoolwide support of student success.

T This second highly local acronym is a component of CTESS that governs how teachers are observed during their evaluations. Fun fact: it can also refer to increasing inclusion and quality of education for preschoolers with IEPs.

Family Trees

One acronym has the power to spawn many. Here’s one “family tree” of related acronyms representing laws, programs, and ideas that, used together, can result in a fruitful harvest of student learning and progress.





*Dean Prater Retires After a Career
Dedicated to Special Needs Children*

Photography by Bradley Slade

A well-made cross-stitch

is a work of art. Each piece is based on a detailed and carefully followed plan for each thread and stitch that takes many hours to complete. The freedom of cross-stitch lies in the possibilities: what colors to use, what patterns to follow, and what images to create. As in life, there are infinite ways for the small choices made from moment to moment—the stitches, if you will—to grow into a beautiful, finished piece.

McKay School dean Mary Anne Prater is retiring. Her career has been a tapestry of service to special needs children, their families, and their educators. Her work with children's literature has made a true difference in how the world views people with disabilities. Her administrative service, overseeing one of the largest teacher preparation programs in the nation, has provided guidance and leadership.

"I still call myself a reluctant dean," she said. "I have never sought leadership positions, but they keep getting placed in my lap. I don't mind leading out, but out of necessity your personal needs and goals change to the

needs and goals of and for the organization you are leading. It is a sacrifice faculty make when asked to serve in administration."

Threading a Career

The first pattern Prater chose for her life was becoming a music teacher. She graduated with a bachelor's degree in music education from the University of Utah, where her mother was a faculty member. Soon, however, a master's degree in special education and a newfound appreciation for children's literature emerged in the design. After earning that second degree, Prater taught in Utah's Jordan School District for several years. The desire for more education took her first to Arizona State University and then to Utah State University, where she earned her PhD in special education with an emphasis in instructional technology and educational administration.

"I learned to cross-stitch from a fellow doctoral student who used it to relax from studying," Prater said. "I found it relaxed me, as well





“We strive to model the attributes of Jesus Christ, the Master Teacher, as we prepare professionals who educate with an eternal perspective.”

Dean Prater led the envisioning of the school’s mission statement with the emphasis on Christ, the Master Teacher.

as drew my attention away from studying all the time!” In many of Prater’s pieces, the color purple, about which she is famously passionate, appears prominently. This art became mixed with her love of academics, and soon her office boasted a collection of cross-stitched seals of the universities with which she has been associated.

Her first academic position was at Southern Illinois University at Carbondale. After three years, she moved to the University of Hawai’i at Mānoa. Much of her research and publishing focused on improving behavior and self-management techniques for children and adolescents with disabilities. She also published on better involvement of parents in the special education process. She spent 11 years on Oahu, becoming a full professor. After achieving that distinguished rank, Prater’s pattern switched again as she began to be pulled into administrative roles. She served as department chair of special education for four years and as an associate dean for two years.

Wearing Inclusion

During her years in Hawai’i, Prater began to do more work with children’s literature, adding significant color and vibrancy to the pattern of her life. At a conference there in 1999, she presented an analysis of the portrayal of intellectual disabilities in children’s and young adult literature. That started a conversation with Tina Taylor, who would later serve as an associate dean with her in the McKay School, and Sharon Cramer of Buffalo State

University. The three women agreed that people with special needs are underrepresented, and sometimes misrepresented, in children’s literature. They began coordinating with the Division on Autism and Developmental Disabilities of the Council for Exceptional Children to create an award for accurate and constructive portrayal of people with disabilities.

Today, the international Dolly Gray Children’s Literature Award acknowledges authors, illustrators, and publishers for authentic portrayal of individuals with developmental disabilities. Awards have been given biennially for English-language books since 2000 to encourage publication of more literature that includes characters with developmental disabilities.

Beautiful new sections were emerging in Prater’s pattern, but further shifts were on the way—including a move from Mānoa to Y Mountain. “While I was a department chair in Hawai’i, I needed someone to teach a summer course,” Prater remembered. “I thought of Richard Young, who had been one of my professors at Utah State. While he was there in Hawai’i, he spoke with me about the possibility of my coming to BYU. This conversation led to many more conversations, and, before I knew it, I was back in Utah. The timing was right, given that I was anxious to return to my family, particularly to my aging parents.”

Stitching BYU Blue

Leaving the Aloha State, Prater joined the McKay School’s Counseling Psychology and Special Education Department in 2001. Once there, she continued with intensive research and publishing academic papers and books, many done with McKay School colleagues. She began service as department chair in 2002 and continued until 2011.

Prater was asked to serve on the search committee to replace outgoing dean Richard Young. It wasn’t long before the

committee realized they already had who they needed in her. She began her tenure as dean on July 1, 2013.

“Never in a million years did I see myself as a faculty member at BYU, let alone a dean here,” Prater recalled.

Waiting in the dean’s office were many heavy issues. Prater helped organize a new office to conduct campus-wide accreditation of teacher-preparation programs. Her work often centered around establishing standards, processes, and fairness. A fan of a strong meeting agenda, she shared her favorite formats. She tackled the nationwide teacher shortage and worked to get good people of diverse backgrounds involved in the McKay School as students, faculty, and staff. She oversaw student experiences in China and other locales. She built unity in the McKay School with yearly themes and an emphasis on communication.

Yet amidst the exacting expectations of this new pattern in her life, Prater still took a bit of time for her own research. Her highly productive academic career has included writing or cowriting eight books and 112 refereed journal articles, to date. She has also delivered more than 100 scholarly presentations.

In 2014, Prater began curating an online database of children’s books that portray characters with disabilities. It is housed in the IRIS Center at Vanderbilt University. “I add about 50 to 60 books every year. In 2020, however, I had more time to read, so I submitted 100 books. So I think there are about 400 on the list,” she said. This list was accessed more than 10,000 times in 2020.

Among many other honors, Prater was selected by BYU’s Harold B. Lee Library for the distinction of delivering the 2014 Alice Louise Reynolds Women-in-Scholarship Lecture for her contributions to improving the portrayal of people with disabilities. She served as the 2015 national president of the Teacher Education Division of the Council for Exceptional Children. More than 2,300 members strong, the organization sets standards and supports the preparation of special education teachers across the country.

Recently, adding a significant change to her life’s pattern, Prater tied the knot. “The way she announced her engagement was pretty fun,” recalled assistant to the dean Jeanna Nichols. “Everyone in the dean’s office was awaiting her arrival for a



BOOKS WRITTEN OR COWITTEN

- Developmental Disability in Children’s Literature: Issues and Bibliography (2000)*
- Teaching Strategies for Students with Mild to Moderate Disabilities (2007)*
- Teaching About Disabilities Through Children’s Literature (2008)*
- What Every Teacher Should Know About Making Accommodations and Adaptations for Students with Mild to Moderate Disabilities (2009)*
- Working with Families of Children with Special Needs (2011)*
- A Teacher’s Guide to Communicating with Parents (2011)*
- Classroom Bullying Prevention (2013)*
- Teaching Students with High Incidence Disabilities (2017)*

Monday morning meeting when we all received a picture of Mary Anne in a wedding dress. The email said something like, “We can talk about this at our meeting if you’d like.” Surprised colleagues peeked out of offices, and Nichols officially added that item of business to the agenda.

Prater married Bill Doty on September 23, 2017. Celebrating with her favorite color at the reception, the bride wore a purple sash and the groom had a purple-striped tie. The two-tiered cake had dark purple frosting roses and silver beads. Prater became an instant stepmother to five children and step-grandmother to nine (now going on 12).

It is this new tapestry, now complete with family, that excites Prater most about the coming years. She is eager to spend more time with her family and to serve a mission with her husband. Dean Prater will be missed in the McKay School, but those in her circle are certain to see a new work of art emerge as she continues to joyfully stitch at the cloth of her life.

Prater once planned to retire in the summer of 2020. But willing to lend stability to the McKay School during the chaos of the pandemic, she graciously offered to extend for another year. We send her off with much gratitude for her service.



TRIBAL VOICES SPEAK THROUGH ARTS LESSONS

The BYU ARTS Partnership's Native American Curriculum Initiative Provides Tribe-Approved Ways to Explore Indigenous Cultures

BY STACEY KRATZ

One of the most powerful ideals of the Navajo Nation is *hózhó*, a way of living in which one is ordered, in balance, and “walking in beauty.”

The spirit of *hózhó* also guides the Native American Curriculum Initiative of the BYU ARTS Partnership. The initiative's lessons amplify tribal voices and meet teachers' needs for meaningful, culturally accurate materials. Check them out at education.byu.edu/arts/lessons.

“We were propelled into it by teachers and their desire to make sure they were being culturally responsible,” said the initiative's coordinator, Brenda Beyal, who is herself Diné, or Navajo. “That's what made us decide to go to the tribes.”

Talk to the Tribes and the Teachers

While its partnership with the Utah Division of Arts and Museums is essential, the initiative's foundation is the eight tribal nations of the Ute, Paiute, Goshute, Shoshone, and Diné.

“We just ask, what would you like people to know?” Beyal said. “We are giving power back and a bit of reconciliation.”

Even well-intentioned teachers can make mistakes, she said. For example, schools have performed the Bear Dance, which should be performed only by Utes.

“We felt it was important to get that seal of approval from a tribe that said, ‘We like this lesson. This is what we want,’” she said. The initiative also respects the needs of teachers, many of whom want to amplify indigenous voices in class but aren't sure how best to do it.

“We don't consider ourselves the police; we want to share what we learn so teachers feel confident,” Beyal said. “We give enough background information that, however teachers adapt it, they are still being true to what the tribe wants.”

Put in the Work and “Honor the No”

The Diné wanted children to learn about *hózhó* and the tribe's Long Walk, in which the Diné were forcibly removed from their Four Corners homeland, Dinétah, to a resource-starved reservation hundreds of miles to the east. Thousands of Diné—a quarter of all tribal members—died. Four years later, tribal leaders Barboncito and Manuelito negotiated the people's return to Dinétah.

How to make that story an arts lesson? “The wonderful thing about indigenous art is that if you dig beyond the artifact, you are able to learn about the culture,” Beyal said. “They allowed us to share the song ‘Shí naashá’ that helps tell the story.”

Using the tribe's ideas, Beyal and her team discuss how best to present a lesson: with music? Drama? Visual arts? They write the lessons. Then it's the tribe's turn.

“We go through line by line with them,” Beyal said. What happens if a tribe doesn't like part of a lesson? It's out, Beyal said. No questions asked.

“One of our guidelines is that we ‘honor the no.’ If a tribe says no, the answer is no,” she said. “That is another thing that surprises tribes: ‘Wow! You're accepting our no!’ . . . Honoring that no gives us more yeses than we ever thought possible.”

Make Art a Bridge

That trust leads to lessons that extend beyond their content to show tribal culture and values. “We're working on a lesson on tipis,” Beyal said. “In most classrooms, kids make a cone out of paper and draw their own tipi. That misses out on teaching students that a tipi took between 15 to 25 hides and that everyone worked on those hides, from acquiring them to tanning, sewing, and decorating.”

The initiative's lesson groups students to make tipis together. This collaboration reflects tribal culture and is a natural part of art making.

Beyal's team is working with the Northwestern Band of Shoshone Nation, the Paiute Tribe of Utah, the Navajo Nation, and the Confederated Tribes of the Goshute Reservation, with the Skull Valley Band of the Goshute up next. The initiative also offers professional development and a school assembly featuring both student-created dances and indigenous dances performed by tribal members.

Balancing education and culture, tribal input and teachers' needs, as well as history's wounds and reconciliation's healing, it is delicate work but, like *hózhó* itself, well worth the effort.

“To have a true partnership, both entities need to be able to glean something,” Beyal said. “We get content approved by the tribes that teachers can feel confident teaching. For the tribes, I hope they feel a sense of reclamation—reclaiming that native voice and bringing it into classrooms.”

Shí naashá

“Shí naashá” expresses the joy of the Diné returning to Dinétah and can be performed by non-Diné. *Hey ya hey ney ya* marks verse endings and is a vocable—a chanted phrase with no specific meaning.

Shí naashá, shí naashá, shí naashá biké hózhó lá
I am going, I am going, I am following the path;
the way of beauty is around me.

hey ya hey ney ya

Ahala ahalágó naashá, ahala ahalágó naashá
Freedom, I am going in freedom.
Freedom, I am going in freedom.

Shí naashá, shí naashá, shí naashá biké hózhó
I am going, I am going, I am following the path;
the way of beauty is around me.

hey ya hey ney ya



ANONYMOUS—NORTH AMERICA, NAVAJO TWO GREY HILLS RUG, NO DATE, WOOL, 70 X 48 INCHES, BRIGHAM YOUNG UNIVERSITY MUSEUM OF ART, GIFT OF THE ESTATE OF HAROLD M. AND MARY V. JOHNSON, 2012



BARBARA MORGAN GARDNER

Truths Regarding **EFFORT**

We have a prophet who, perhaps more than any other prophet recently, has emphasized effort. He not only talks about effort but absolutely has demonstrated effort throughout his life. Today I want to talk about a few truths regarding effort.

EFFORTS REQUIRE FOCUS

The first truth was spoken by Bonnie H. Cordon, the Church's Young Women general president, who in the April 2020 general conference told the story of when she was 10 years old and didn't want to go feed the chickens while Elder L. Tom Perry was visiting in her home. But Elder Perry asked if he could come along:

My dancing light did not help him see the ditch. Without a steady light to see, he stepped directly in the water and let out a loud groan. Panicked, I turned to see my new friend remove his soaking wet foot from the ditch and shaking the water from his heavy leather shoe.

With a soaked and sloshing shoe, Elder Perry helped me feed the chickens. When we were through, he lovingly instructed, "Bonnie, I need to see the path. I need the light to shine where I am walking."

I was shining my light but not in the way that would help Elder Perry. Now, knowing that he needed my light to safely navigate the path, I focused the flashlight just ahead of his steps and we were able to return home with confidence.

... The Lord's invitation to let our light so shine is not just about randomly waving a beam of light and making the world generally brighter. It is about focusing our light so others may see the way to Christ.¹

*Illustrated by
Tallulah Fontaine*

It takes great effort to simplify, but the results are deeper and more poignant. . . . The simplicity beyond complexity is worth putting every effort we possibly can put into it.

No matter the effort we put into our teaching or our learning, if it's not in the direction that is going to help someone come unto Christ, it is not the effort necessary to receive the Lord's promises. Efforts require focus.

EFFORTS TO SIMPLIFY

The next truth is that it takes great effort to simplify, but the results are deeper and more poignant. I love a talk shared by President Henry B. Eyring in the late 1990s, in which he said that he tries to simplify when he speaks for two reasons: (1) because he wants to make sure that he is not misunderstood, and (2) so he can be corrected.² There's a deep level of learning for us as we simplify in our efforts to teach.

Oliver Wendell Holmes Jr. said, "The only simplicity for which I would give a straw is that which is on the other side of the complex—not that which never has divined it."³

President Eyring was literally trying to be simple; he was putting forth every effort he could to be a simple speaker so that all people could understand. The simplicity beyond complexity is worth putting every effort we possibly can put into it.

EFFORTS PERCEIVED

Worthwhile effort is often only perceptible to those who have put forth similar effort. This is true for any topic, whether it be calculus, home economics, or whatever the work is. People who put forth significant effort recognize somebody else who has put forth that effort. As we are teachers, and especially as we are trying to become more like our Savior as teachers, it is critical that we understand that we do not need to listen to naysayers. It is those who have put forth the effort, those who



understand the prophetic priority, that we listen to, that we follow, that we talk with, that we learn from, and that we mentor on the path.

EFFORTS COMPOUNDED

In addition, there is the truth that the positive results of our righteous efforts are compounded by the Lord. One scripture I love is Doctrine and Covenants 76:69: "These are they who are just men made perfect through Jesus the mediator of the new covenant, who wrought out this perfect atonement through the shedding of his own blood." We are perfected through Jesus Christ. None of us goes from grace to grace on our own. All of us depend on the Savior. None of us is able to become what we want to become in teaching, in life, as parents, or as siblings—anything we set our mind to—except with the compounding blessings of Jesus Christ.

When I was a BYU student, I was trying to decide what I wanted to be. I kept feeling that I wanted to be a religion instructor, and it kept hitting me and hitting me, but I thought that women couldn't teach religion full-time. I also didn't recognize that I had the ability to do so. But the feeling got stronger and stronger. One day I walked to the Joseph Smith Building after praying about what I should do. In the relief sculpture on the north side of the building is this scripture: "Teach ye diligently and my grace shall attend you."⁴ I remember standing



in front of that sculpture and weeping and saying to the Lord, "I will teach diligently. But I have to have Thy grace to attend me."

His grace has attended me. When I pray, I often say, "I need Thee; please help me to be an instrument in Thy hands and please bless me with Thy grace." I believe that is a prayer being given by teachers all throughout the world. But the Lord does require diligent effort on our part.

As religion professors, we often talk about saving souls. But the topic of our teaching is not what matters most. Instead, what matters most is the individual sitting before us. All of us are in the occupation of saving souls. All of us are in the occupation of being a light to other people. All of us are in an occupation that requires us to simplify and focus on the things that are most important. All of us must understand that when we put forth the effort, those who also put forth

the effort will understand, and it is Jesus Christ who saved or held nothing back. One of the great principles of the Atonement of Jesus Christ is that He gave His all for every one of us. I know as we go forward, putting forth that effort, that Jesus Christ, through His grace, will help us as we hold nothing back. The Lord really does love effort, and He has proven Himself to us as the one who gives His all.

I challenge us as we continue to work through these difficult times—trying to balance our situations and trying to be effective in deep learning and in deep teaching—that we can follow the example of Jesus Christ, that we can give our all but also recognize that God is there to bring us home. And He will bring along those we love in the process. I say these things with that invitation in the name of Jesus Christ, amen.



Barbara Morgan Gardner, BA '99, MEd '02, is a lifelong educator who holds a PhD from Utah State University with postdoctoral work at Harvard University. She has gained a different viewpoint on the impact of teachers after she and her husband adopted two children.

This is a condensed version of an address given at the 2020 BYU LDS Educators Society Conference. Listen to the full speech on our new BYU Latter-day Saint Educator's Society Seek Learning podcast, found in most podcast platforms.

Notes

1. Bonnie H. Cordon, "That They May See," *Ensign*, May 2020.
2. See Henry B. Eyring, "Feed My Lambs," *Ensign*, November 1997.
3. Oliver Wendell Holmes Jr., letter to Lady Pollock, 24 October 1902, in *Holmes-Pollock Letters: The Correspondence of Mr. Justice Holmes and Sir Frederick Pollock, 1874–1932*, ed. Mark DeWolfe Howe (Cambridge, Massachusetts: Harvard University Press, 1942), 109.
4. D&C 88:78.



Alumni Happenings

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

“The Pandemic Made Me Homeschool”

GRETCHEN KILLINGBECK, '02, had always said she would “never homeschool in a million years” because she has always seen the many advantages a classroom environment can provide children. Her children are in Williamson County School District in Tennessee—a district that is known for high-quality education. However, with the uncertainty surrounding public education during the pandemic, Killingbeck decided to homeschool her two children for the fall 2020 term.

Luckily, she has had plenty of experience. While completing her bachelor’s degree in elementary education from the McKay School, Killingbeck student-taught at Provo’s Franklin Elementary School. She and her husband, Seth, then moved to Atlanta, where she taught a second-grade inclusion class—made up of students in special education and students in general education—for three years while her husband attended law school. When they moved to their current home in Franklin, Tennessee, she taught first grade for three years. No longer working full-time, she “stays a

part of that environment” by serving as a substitute teacher.

Since starting home school, Killingbeck said she has come to understand its benefits. For one, there is much less “downtime” waiting for everyone to be on the same level of understanding or even to open books to the right page. Plus, homeschooling provides enhanced opportunities to tailor children’s lessons and learning to their personal interests.



Of course Killingbeck was not alone in embarking on a homeschooling journey this year. Friends in the Williamson community now frequently request

her advice on education. Multiple parents have asked, “What are some of the things you’re doing?” or “Tell me how you’re breaking down your day.” She often shares the schedule she created for her children as well as the online resources she uses. “I still have big, huge Rubbermaid tubs in our basement of all my teaching resources, so I lent out a few things,” Killingbeck added. She has also taken advantage of learning opportunities and landmarks nearby during weekly field trips.

While her experience with homeschooling has been helpful and eye-opening, Killingbeck’s children plan on returning to in-person schooling. “This semester has been a really good experience for me, learning how to homeschool and realizing that I can do it if I need to,” Killingbeck said. “And being able to kind of dust off some of those teaching resources . . . [I’m] just extremely grateful that I had that background in the first place.”

Squirrels and Crickets Build Flexibility

SHERI HINCKLEY, '87, earned her elementary education degree at the McKay School. Obtaining that degree taught her to be flexible in lesson plans, a skill she still uses. Her students have taken an interest in the squirrels that play in the oak trees on the playground and



COURTESY SHERI HINCKLEY

the crickets that often make their way into the building. “When our students really take an interest in something, we try to delve into that subject a bit. Maybe we learn how crickets chirp instead of completing an activity listed in my lesson plans. And that’s just great,” Hinckley said.

After graduation, she taught first grade in Pleasant Grove, Utah, for five years. Once her husband had finished his degree at BYU, the Hinckleys moved to Columbus, Indiana, where she took a break to stay at home with her children. Her prior experience teaching first grade helped her as she raised her own children. “Just like teachers need to get to know their students and identify how best to teach each one, I have found the same to be true with my own children. What works best with one doesn’t usually work best with the others,” she said.

Hinckley is now in her 18th year teaching preschool. She teaches a pre-K class four mornings a week and a super-science class one morning a week at First Presbyterian Preschool.

Flexibility helps now with some children learning from home. Class sizes are smaller, allowing the children to socially distance where and when they can. In addition to handwashing breaks, Hinckley sanitizes the toys. She said, “The

COURTESY GRETCHEN KILLINGBECK

kids are amazing! They understand that things are different right now, but they are doing such a great job adjusting to this new normal and different way of learning. They pitch in and are happy and willing to help keep our room clean and each other healthy.” Being flexible in lesson plans and in life helped her become the teacher and mother she is today.

Fueling the Fire of Learning

The spirit of the Y has carried **CORT MONROE, '99**, far. As a McKay School elementary education graduate, Monroe has had the opportunity to work as a bilingual teaching aide, a teacher, a high school coach, a student council director, an assistant principal, a principal, and an assistant superintendent. On January 1, 2021, he began a new position as the superintendent of the Cave Creek School District in Arizona.

Monroe’s desire to teach and work with children was first inspired by his missionary service in Argentina. After returning home, Monroe realized that he wanted to do something that would influence people for good, and studying at BYU helped build that foundation.

After teaching for a few years, Monroe pursued a master’s degree at Arizona State University and later an EdD at Northern Arizona University. This allowed him to pursue work as a principal and later as an assistant superintendent—a choice that felt

like a natural extension of his work as a teacher. “You are part of these great programs and systems that are going to benefit people and families and then the greater community,” he said. “That’s what motivates me to do it.”

People—both the children he serves and his fellow educators—make the difference for Monroe, and his connections with fellow McKay School graduates are particularly important. Monroe helped establish the McKay School alumni chapter in the greater Phoenix metropolitan area a few years ago. “Whether you’re talking about singing in the tunnel, LaVell’s Vanilla ice cream, being a freshman in the dorms, or the ‘rabbit hutches’ or whatever,” Monroe said, “whenever you meet someone who went to the Y . . .

that is always an extra bonus.”

Monroe is “optimistic that education will go forward,” even despite a year of challenges. With a desire to help children gain “wings to fly,” Monroe will push Cave Creek School District into the future with flexibility and vision. Amid the pandemic, the district has worked to provide options for all students, both

at home and in person. Monroe firmly believes that the pandemic has provided an opportunity for the system to evolve into a better “normal” for students coming out on the other end.

With new possibilities on the horizon and a determination to give all he has, Monroe is confident that “there are better days ahead” for his school district and for the state of Arizona.



QUOTABLES

McKay School faculty and staff learned from teachers too. A few have said this about some of their favorites.



NEDRA SPROUL, '81, English teacher
West Jordan High School, UT

“No teacher inspired me more than Nedra Sproul. She was known as tough but worth it. She taught me to fully love literature. I learned to analyze important works and understand them much more deeply. I started to read books at least twice to more clearly detect foreshadowing and gain more insights. Her assignments helped me gain confidence in my writing, which later became a major focus of my career.”

Many of Nedra’s “formers” are her friends in the community and on social media. Discussions about great literature and life continue through those platforms.”

Cindy Glad
Public Relations and
Communications Manager

“All of my school life I struggled with reading. I read slowly and didn’t comprehend well. I tried to avoid literature classes in high school. The alternative was a writing class with Chuck Lettes. He had us each write an essay for a contest. I did the assignment and didn’t think much about it, because doing well in school was not my thing. I won the contest and was invited to share my essay with the local Rotary Club. For the first time I realized I might have something to contribute. My ideas were worthwhile, and I could share them with some impact. Chuck changed the way I saw myself and how I saw school just by teaching the way he always taught.”

Christian Sabey
Assistant Professor of Special Education



CHUCK LETTES, English teacher
Heritage High School, CO



MS. GUTKIND, German teacher
Royal Grammar School, UK

“One word best describes my very traditional English boys school (founded in the year 1509)—Hogwarts. Some of the teachers were harsh, inflexible, and far from inspiring. Ms. Gutkind was soft-spoken and genuine, showing us how much there was to love about the language and culture of her native Germany.”

Ms. Gutkind had high expectations, which motivated our best efforts with gentle encouragement. German was the one subject that stayed with me. I studied German in my first year at university after immigrating to Canada and then continued on a study abroad program in Freiburg. After a mission in Germany, I transferred to BYU and graduated with a bachelor’s degree in German. I still enjoy German podcasts. My lifelong interest in all things Germanic stems from one very kind and effective teacher.”

Christopher Dromey
Department Chair of
Communication Disorders

Leaving a Legacy of Education

What would you do if you received an inheritance from your late father? For BYU alum Carol Johnson,* the decision was clear: make a memorial donation to the McKay School, where both she and her father learned the art of teaching.

Johnson’s father started as a dairy farmer, but “dairy farming was really hard at that time unless you had a huge herd of cows and a very modernized farm,” she explained. “And he didn’t have [that].” So he decided to pivot to education—an interest that was inspired, in part, by his aunts, who were teachers.

After earning a master’s degree in special education from the McKay School, Johnson’s father began his teaching career at Layton High School in northern Utah. “He loved it,” said Johnson. “He thought he was making a difference. He worked with kids who had some disabilities and was able to help them learn to read. Together they ran a canteen that sold school supplies and candy, which taught them all kinds of skills. He had a lot of success doing that.”

Johnson herself wanted to be a teacher from the time she was a little girl, having been inspired by her father and by the great-aunts who had inspired him. “They were good examples to me, and I always loved books and loved school.”

At BYU she chose to study elementary education because she wanted to teach every subject. Since earning her bachelor’s degree, she has used her training in many ways: as an elementary school teacher, a seminary teacher, a parent volunteer at her kids’ schools, and a mother of eight children.

“They always say that when you go to BYU, you should ‘enter to learn; go forth to serve,’” said Johnson, who had received scholarships when she was a student and wants to help the next generation of teachers.

When Johnson’s father passed away and left her money, she decided to pass on that legacy to help others. “My dad always was a big donor, so I thought he would like that,” she said. While considering where to make her donations, she remembered the McKay School and its formative influence on her life and on the life of her father.

“They always say that when you go to BYU, you should ‘enter to learn; go forth to serve,’” said Johnson, who had received scholarships when she was a student and wants to help the next generation of teachers. “It feels good to give back to the school where I did my teacher training. And I did it in my father’s name because he gave me the money. I thought that would honor him.”

In addition to her donation, the service to education that Johnson’s family started long ago continues with one of her children who has embarked on a teaching career. That is four generations of teachers influencing generations to come.

Are you searching for somewhere meaningful to give?
education.byu.edu/alumni/giving

*This name has been changed because the donor, like some others, has chosen to remain anonymous. This quiet service is still very welcome by the grateful student recipients.





The topic of our teaching is not what matters most. Instead, what matters most is the individual sitting before us. All of us are in the occupation of saving souls. All of us are in the occupation of being a light to other people.

—*Barbara Morgan Gardner, BA '99, MEd '02*

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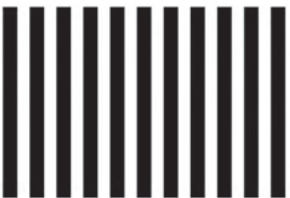
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