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MCKAY TODAY
SPRING 2020

DAVID O. MCKAY SCHOOL OF EDUCATION BRIGHAM YOUNG UNIVERSITY



**An Education Evolution:
Schools in a Pandemic
and Beyond p. 12**

A Homegrown Harvest of Rural School Psychologists p. 8

Fullan and Quinn: How to Achieve Deep Learning p. 16

Math and the Growth Mindset: Natural Allies p. 20

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CONTENTS

Message from the Dean

The first six months of 2020 have already defined this year as a time of uncertainty and change. Globally, COVID-19 has disrupted our sense of stability and safety. Economic and lifestyle changes affect where and how we go about working, interacting, using resources, and meeting our needs.

Since March 2020, BYU instruction and activities have been adapted to keep students, faculty, and staff safe and well. All individuals have demonstrated flexibility, determination, and resilience. In many ways the pandemic has been a huge stumbling block in our lives. But from Zoom classes to virtual graduation, we have found ways around that stumbling block as we move forward in meeting our individual and collective goals.

This issue of *McKay Today* represents the 2020 efforts and influence of the McKay School of Education. Some articles share how the students, faculty, and staff have responded to COVID-19 changes. We also include highlights of our activities and awards, including national and international recognition. We describe a successful conference for school personnel conducted by renowned global leaders and feature accomplishments from individual faculty and alumni.

Despite the COVID-19 pandemic, McKay School faculty and staff will continue the 2020–2021 academic year with the same mission statement and theme that guide our work. The mission statement, developed in 2014, grounds us: “We strive to model the attributes of Jesus Christ, the Master Teacher, as we prepare professionals who educate with an eternal perspective.” The theme, chosen in fall 2019, guides us in living with conditions we could not have predicted: “And the Lord called his people Zion, because they were of one heart and one mind, and dwelt in righteousness; and there was no poor among them” (Moses 7:18).

Please support us in these efforts wherever and however you are living with the challenges of 2020.



Mary Anne Prater

MARY ANNE PRATER
Dean



16

FEATURES ▼

12

EDUCATION: EVOLVING AND ENDURING
Staff Writers

16

SYSTEM COHERENCE AND DEEP LEARNING
Michael Fullan and Joanne Quinn

20

SUBTRACT ANXIETY, ADD GROWTH: CHANGING THE WAY WE THINK ABOUT MATH
Hannah Mortenson

KATE JEPSON



16

BRADLEY SLADE (2)



DEPARTMENTS ▼

- 2 SCHOOL NEWS
- 22 ALUMNI HAPPENINGS

HIGHLIGHTS ▼

- 8 LOCALLY SOURCED: GROWING SCHOOL PSYCHOLOGISTS IN RURAL UTAH
- 10 BYU ARTS PARTNERSHIP: THREE LESSON PLANS

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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.

BYU–Public School Partnership Honored



Partnerships between education colleges and public schools may be the key to revitalizing education systems, and no organization understands this better than the BYU–Public School Partnership. That may be why the partnership recently received the Award for Exemplary Professional Development School Achievement at the annual conference of the National Association for Professional Development Schools (NAPDS) held in February 2020.

NAPDS is a national organization that advocates for professional development and collaboration between schools, higher education, and the wider community. “The award itself reflects the tremendous growth and history of the partnership,” said Gary Seastrand, executive director of the partnership. “To receive this award is an indication that the partnership is atypical and stands out as stellar. This national recognition reflects the deep

commitment everyone in the partnership shares to elevate learning and to help all succeed.”

Formed in 1984, the BYU–Public School Partnership is a collaborative effort to improve public education systems between the David O. McKay School of Education, the arts and sciences colleges at BYU, and five Utah school districts.

According to the NAPDS, the BYU–Public School Partnership was chosen

for its proactive initiatives. These initiatives include

- the Associates Program, which connects educators to the moral purposes of education
- the Instructional Coaching Academy, which improves the professional development practices of educators through evidence-based teaching methods
- the BYU ARTS Partnership, which revitalizes learning through the arts in elementary schools with conferences such as ARTS Express and the Learning Edge

Number 19 in Educational Leadership Programs 2020

BYU’s EdLF program was ranked number 19 in the country by gradreports.com for Best Master’s in Educational Leadership Programs 2020. Rankings were based on median salary one year after graduation. Tuition, median salaries, and median debt were reported by the U.S. Department of Education.



Creative Works Award Winner: Stefinee Pinnegar

Stefinee Pinnegar, associate professor of teacher education, recently received BYU’s annual Creative Works Award, which honors faculty or staff who have demonstrated outstanding achievement in nationally or internationally impactful creative works. Pinnegar received the award for more than twenty years of work developing a video-anchored training course that prepares teachers to work with second-language learners.

The project began in the early 1990s, when the McKay School’s five partnership school districts (Alpine, Nebo, Wasatch County, Provo City, and Jordan) asked for courses to train teachers on working with bilingual learners. Early work on the courses was done by McKay School faculty member Winn Egan, now retired; Annela Teemant, now a faculty member at Indiana University–Purdue University Indianapolis; and Bob Patterson, a former McKay School dean.

The team worked jointly with the BYU School of Family Life and with the BYU Linguistics Department’s Teaching English to Students of Other Languages (TESOL) program to build on existing TESOL content.

In 1996, Pinnegar joined the team, and her background in research about the ways teachers think soon made the training of teacher mindsets a core part of the curriculum.

“There are two parts to teaching second-language learners,” said Pinnegar. “First, the sheer amount of content you have to teach them; second, the teacher’s practice has to adjust—it has to change drastically.”

In 2000 the team received 15 years of funding to train teachers in the McKay School’s five partnership school districts. By 2010, 4,000 teachers had completed the courses.

With help from Pinnegar and Patricia Draper, the Teaching English Language Learners (TELL) program practicum manager, the program is moving 100 percent online and being offered to English-speaking teachers throughout the world. The courses, now condensed from 10 to eight weeks, can be found on the McKay School website as the TELL program.



Stefinee Pinnegar

ANDREA RAKES PHOTOGRAPHY

BYU PHOTO

STAY CONNECTED!

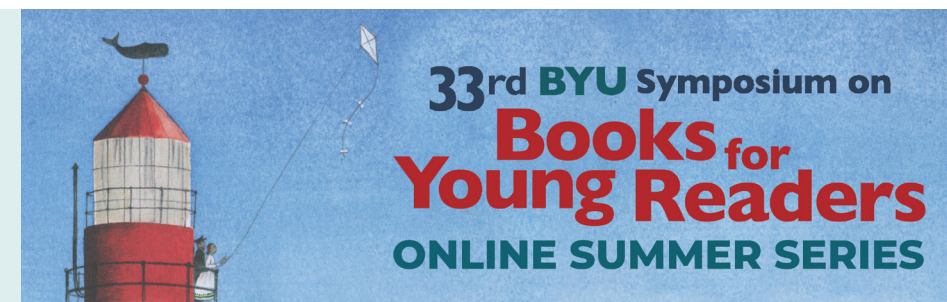
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Dolly Gray Award Promotes Books That Authentically Portray People with Developmental Disabilities

McKay School dean Mary Anne Prater presented the 2020 Dolly Gray Children's Literature Award on January 22, 2020, to Gill Lewis, author of the book *Scarlet Ibis*. The Dolly Gray Award, given biennially since 2000, recognizes authors, illustrators, and publishers who contribute books that authentically portray individuals with developmental disabilities. To create the award, Prater and associate dean Tina Taylor coordinated with Sharon Cramer, a professor at Buffalo State University as well as with the Division on Autism and Developmental Disabilities (DADD) of the Council for Exceptional Children (CEC).

"Our goal was to show the positive but authentic and realistic portrayals of these kids interacting with other kids—not just with those who have a similar disability," said Taylor.

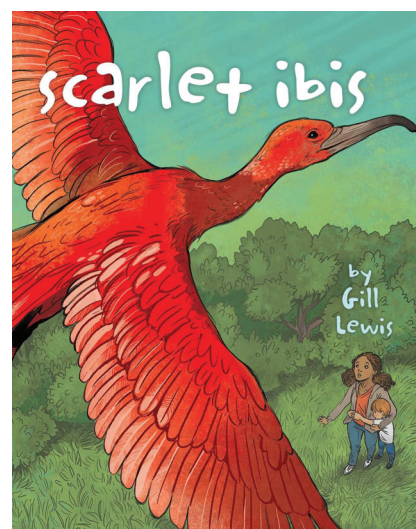
The book *Scarlet Ibis* certainly accomplishes that goal. The book tells the story of a girl named Scarlet and her little brother, Red, who has autism

spectrum disorder. Scarlet tries continually to keep her family together by caring for Red and for her troubled mother. Scarlet and Red—who loves birds—dream of visiting Trinidad to see thousands of scarlet ibis flying through the sky. But then a house fire separates the siblings into two different foster homes. Scarlet's life changes for the better, but she can't stop thinking about

her brother and planning ways to be reunited with him again.

The Dolly Gray Award, presented in Sarasota, Florida, this year and sponsored in part by the BYU McKay School of Education, has lofty goals: to increase the general public's recognition of positive contributions by

individuals with developmental disabilities, promote greater understanding and acceptance of students with developmental disabilities by teachers and peers, and encourage authors and illustrators to publish more literature that includes characters with developmental disabilities.



2020 Benjamin Cluff Jr. Annual Lecture: "Agency as a Tool to Fight Racism"

What does removing the personhood-subpersonhood line look like? It looks a lot like the following:

- ▶ Do people around us get to have these experiences? ▶ Do they get to talk to us? ▶ Do they get to share what they really think? ▶ Do they get to ask questions? ▶ Do they get to be their full selves? ▶ Do they get to choose what they are working on? ▶ Do they get to choose what they are learning about, how they learn about it, and how they present that information? ▶ Do they get to influence and make decisions about what they are learning and how they are learning it? And, really, what it comes down to is this:
- ▶ **Do people in our spheres, in our influence, get to expand their capabilities?**

—Jennifer Adair,
associate professor of early
childhood education, University
of Texas at Austin, and a '99 BYU
anthropology graduate

BYU PHOTO



Praising Students in a Classroom Setting Has a Big Impact on Their Behavior

Teachers who praise good behavior get good results, say the authors of a study of students' on-task behavior and teachers' habits of praising and reprimanding students.

Researchers from Brigham Young University, the University of Kansas, and Vanderbilt University have found that if teachers focus on praising their students for appropriate classroom behavior rather than reprimanding them for being disruptive, students' behavior in class improves. Or, in the words of the researchers, the higher the teachers' praise-to-reprimand ratio (PRR), the higher the students' on-task behavior percentage.

"Even if teachers praised as much as they reprimanded, students' on-task behavior reached 60 percent," said Paul Caldarella, a professor at BYU's McKay School of Education and lead author of the study. "However, if teachers could increase their praise-to-reprimand ratio to 2:1 or higher, they would see even more improvements in the classroom."

Researchers spent three years observing 2,536 students—from kindergarten through sixth grade (5 to 12 years of age).

The research team sat in 151 classes at 19 elementary schools in Missouri, Tennessee, and Utah.

The team observed the frequency with which teachers praised and reprimanded the students in each classroom.

The difference was so pronounced that children in classes in which the praise-to-reprimand ratio was highest spent 20 to 30 percent longer focusing on the teacher or task compared to those in classes in which the PRR was lowest.

The paper suggests teachers can use these findings to help improve students' behavior in the classroom and to keep kids focused on the task at hand.

"Behavior that is reinforced tends to increase, so if teachers are praising students for good behavior—such as attending to the teacher, asking for help appropriately, etc.—it stands to reason that this behavior will increase and learning will improve," Caldarella said.

The study was published in *Educational Psychology*. BYU assistant professor Ross Larsen, research staff member Leslie Williams, and graduate student Kade Downs coauthored the paper.

The David O. McKay School of Education Alumni Society

OUR GOAL: TO KEEP MCKAY ALUMNI INFORMED, INVOLVED, AND ENGAGED



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CHILLIN'

WITH FIRST-GENS



Navigating college can be overwhelming for anyone. For first-generation students—those whose parents have no bachelor's degree—it is even tougher.

The McKay School offers support to these students in many ways, including providing a “chill day” during finals week, complete with therapy dogs and snack bags. Here, first-gens—including one who has become a mentor—share perspectives in their own words.



Photography by Bradley Slade



NAME: JOCELIN MEZA, '20
MAJOR: ELEMENTARY EDUCATION
FROM: DENTON, TEXAS

FIRST-GEN

I remember going to elementary school and being so confused because I didn't speak any English.

They [my parents] never encouraged me to take the ACT because they had no idea what that entailed or what it meant. Also, I think that was hard when it came to college applications. You think they are just something super easy to fill out, but, in reality, you have to get letters of recommendation, and there is so much that goes into applying to a university.



NAME: ASHLEY AMIOTT, '23
MAJOR: ELEMENTARY EDUCATION
FROM: FRESNO, CALIFORNIA

FIRST-GEN

My mom stopped going [to school] when she was in fifth grade. And after that she just worked her entire life. My dad graduated from high school and, as soon as he graduated, worked in Mexico for a little bit and then came to the United States. So that was it for them. They don't have any higher education or anything. My dad wanted to come to BYU but couldn't, so I came here for him.



NAME: MICHAEL OWENS
POSITION: ASSOCIATE PROFESSOR,
EDUCATIONAL LEADERSHIP AND
FOUNDATIONS DEPARTMENT

FIRST-GEN

Although I was strongly encouraged by my parents to attend college, they let me know that if I was going to go, I would need to pay for it. Fortunately I also had friends who invited me to take the PSAT/National Merit Scholarship Qualifying Test. In large part, based on earning a National Merit Scholarship, I got noticed and recruited by BYU. Along the way, though, I didn't quite understand how other facets of college besides my classes were supposed to prepare me for a career. I definitely see the hand of Providence in “falling up” the career path, and I am extremely grateful for kind mentors who saw and encouraged my potential. I hope to help other students who are unsure what to make of themselves in college to find their own upward path.



LOCALLY SOURCED: GROWING SCHOOL PSYCHOLOGISTS IN RURAL UTAH



COURTESY SAN JUAN SCHOOL DISTRICT

The McKay School's Department of Counseling Psychology and Special Education is helping Utah rural school districts *hire and retain* school psychologists—from the inside.

By Anessa Pennington

Kari Pugh and Sheryl Vernon are on their way to completing their education specialist degrees (EdS) to become school psychologists. These women can tell you a lot about counseling students and about diagnosing learning disabilities, but there is one thing they can't tell you: where their classes are. That is because they are part of the McKay School's remote rural school psychology program.

THE NEED

The goal of the department's rural school psychology program is to address the shortage of school psychologists (SPs) in rural Utah, areas that often fail to retain SPs despite attractive salaries. Kari Pugh, a second-year student in the program, will become the third school psychologist working in San Juan School District in Blanding. Geographically, San Juan is the largest school district in the state and serves more than 3,000 students—half of whom identify as members of

“KIDS IN RURAL AREAS REALLY ARE AT A DISADVANTAGE. THEY ARE NOT GETTING THE SERVICES THAT THEY NEED BECAUSE THERE JUST ARE NOT ENOUGH PEOPLE.”

one of the Ute tribes or as Navajo. In her counseling work, Pugh sees how the SP shortage affects students. Even when her district does fill an SP position, that person often leaves as soon as a job opens up in a bigger city. “Kids in rural areas really are at a disadvantage. They are not getting the services that they need because there just are not enough people,” Pugh said.

Second-year student Sheryl Vernon is also familiar with this shortage. As a diagnostician doing reading interventions, she covers 49 schools in three school districts across Juab, Nephi, and Wayne Counties in central Utah. But fewer people spread over a greater area is not the only challenge rural schools face. Rural schools need SPs for the same reasons other schools do—such as the need for school psychologists to offer mental health support. “We have had some suicides and some things that are starting to wake people up. They realize that mental health is an important part of what we do,” said Vernon. “And we have to do some preventative stuff, not just intervention.”

THE PROGRAM

The McKay School's remote EdS program is funded by a state grant that covers the first two years of tuition. The third year of the program is an internship, which requires fewer credits. For Pugh and Vernon, uprooting their families to pursue a graduate degree is out of the question, so the remote aspect of the program is key. Students come to the BYU campus one day each month, but they attend most of their classes virtually via Zoom, a video conferencing software.

Quitting their jobs is also a deal breaker—and counterintuitive, given that they work in districts that are already understaffed. So the McKay School works with school districts to let EdS students cut down to 30 hours a week, allowing them to both retain their benefits and income and make time for their coursework. And while the program offers plenty of support to ensure students are successful, the benefits flow in both directions. Because of these students, professors in the BYU Department of Counseling Psychology and Special Education have gained insight into challenges specific to rural schools—insight that will inform how they educate all future school psychologists.

THE IMPACT

Pugh and Vernon are excited to implement what they have learned from their EdS coursework. Pugh did her thesis on autism in rural school districts; she has conducted assessments of stakeholders (teachers, principals, etc.) on what autism interventions are working and what changes can be made. She is going to suggest a beginning-of-the-year training for parents and teachers that involves autism-specific information.

Vernon is looking forward to being an advocate not only for students but for teachers. She said, “I have a lot of respect for the students who are coming in with the problems that they have, but I feel it is the teachers who really need support. They need to be

“I HAVE A LOT OF RESPECT FOR THE STUDENTS WHO ARE COMING IN WITH THE PROBLEMS THAT THEY HAVE, BUT I FEEL IT IS THE TEACHERS WHO REALLY NEED SUPPORT. THEY NEED TO BE TOLD [THEY ARE] DOING A GREAT JOB.”

told [they are] doing a great job. . . . And we cannot afford to lose them, because they are too hard to replace.”

These women were great candidates for the program not just because they have experience working in rural schools but also because they are connected to where they live. “I grew up on [the Navajo reservation in Tuba City, Arizona,] a lot of my life, and so this is kind of home to me,” said Pugh. “I get enough of the city when I drive up for a weekend.” And that is one of the program's goals: for rural school districts to look inward and grow their workforces with staff whose roots are deep in country soil.



Learning Through the Arts

Three Lesson Plans to Inspire Creativity

By Emma Smith
Photography by James Huston

The BYU ARTS Partnership is building a library of lesson plans that combine core subjects with the arts.

Creating an engaging lesson plan is hard. Teaching core standard subjects while finding time for the arts is exhausting. But what if the two were combined? The BYU ARTS Partnership is building a lesson library that blends core subjects with different art forms. From exploring plot structure through drama to identifying weather patterns through music, these lessons help children in grades K–6 learn in diverse and memorable ways.

The ARTS Partnership was born in 2005, when deans from several BYU colleges noticed a problem: as state core standards became more rigorous and standardized tests more challenging, the arts were disappearing from elementary schools. The ARTS program provides arts instruction to public elementary school teachers through lesson plans and events. The partnership also fosters relationships with Utah’s indigenous people through the BYU ARTS Partnership Native American Curriculum Initiative, offering lesson plans that celebrate cultural art forms. These and other lessons are available for free on education.byu.edu/arts/lessons.



A Funny Thing Happened on the Way to School

Grades: 4, 5, 6
Subjects: drama, English, language arts
Duration: 55 minutes
Author: Haley Flanders

Students explore language arts by creating and performing their own plays.

Theater combines many art forms. In this lesson, students explore language arts by creating their own small productions using this prompt: a funny thing happened on the way to school. While going over the elements of a plotline, students write their own stories with an exposition, inciting incident, rising action, climax, and falling action. Using a script template, students create a play to perform for the class, providing opportunities for team building and creative expression.



Why the Moon Paints Her Face Black

Grades: 2, 3, 4, 5, 6
Subjects: English, language arts, science, social studies, visual arts
Duration: 45 minutes
Authors: Brenda Beyal and Chris Roberts

Using a Paiute story, students combine myths, art, and natural phenomena.

Part of the Native American Curriculum Initiative, this lesson uses Eleanor Tom’s book *Why the Moon Paints Her Face Black*—a Paiute story about the creation of the sky—to explore how myths explain natural phenomena and pass on cultural values. During the lesson, students close their eyes and listen to the story, letting images float into their minds. Afterward, students make art depicting those images and then reread the story, seeing it in new ways through one another’s eyes. Variations of this lesson have students tell their own family stories, write creation myths, or observe the pattern of the lunar phases.

Weather in the Seasons

Grades: K, 1, 2
Subjects: dance, English, language arts, music, science
Duration: 60 minutes
Authors: Emily Soderborg and Miriam Bowen

Music becomes weather forecasts, dances, and poetry in students’ imaginations.

Students learn to identify weather patterns and the corresponding seasons using music, dance, and poetry. While listening to sections of Antonio Vivaldi’s *The Four Seasons*, students sort pictures of different weather patterns into the seasons they represent. Harsh violins capture a building summer lightning storm while sweeping notes represent a gentle winter snowfall. By listening for changes—high to low, fast to slow—students create a musical forecast. Students then create dances for each type of weather. A language arts option involves reading the four sonnets Vivaldi wrote to complement his composition.

EDUCATION: EVOLVING AND ENDURING

In a pandemic, schools are emptied, but education goes on—and pushes into new frontiers.

Photography by Bradley Slade



Melly Gary, '22, and Lindsey Clark, '21, teachers at the BYU Child and Family Studies Lab, pretend to be fish washing their hair as they perform a song for preschool students—not in person, but remotely.

When the World Went Viral

By
Hannah Mortenson
and Megan Palmer

I was right in the middle of my practicum experience in a sixth-grade classroom. During the last day I was there, I was informed that we wouldn't be able to return. The class was so much fun to be with, help, and teach. I felt like I was being ripped away from the students.

—Taylor Mann, '21,
elementary education

On Thursday, March 12, I remember driving to campus early in the morning and listening to the news. We had already started hearing announcements of college commencements being canceled and the possibility of transitioning to online learning. I prepared a short PowerPoint presentation regarding COVID-19 to present to my 8:00 a.m. class. By the time my next class . . . ended at 10:50, I remember looking at my students and saying that if we were not able to meet together again, we would continue to learn, grow, and adapt to whatever was recommended.

—Julie Schow, '92, '93, assistant clinical professor, communication disorders

Luckily I have recently taken college courses in which we learned how to teach using technology. I created a website for my mentor teacher that would be user friendly for both her and the students. We spent hours recording lessons and making packets to send home.

—Alyssa Lou Haslam, '20, elementary education

The immediate impact on my work was isolation. I love coming to campus to interact with my students and colleagues. I felt frustrated that I didn't have anyone to run ideas by.

—Sarah Clark, associate professor, teacher education

For thesis/dissertation defenses, my students and colleagues didn't miss a beat in utilizing the new Zoom resources. I have participated in a half-dozen defenses during the shutdown, and they have all worked out well. We use a breakout room to have the faculty "step out" to discuss the student's thesis/dissertation/project in private and then all come back to the main room when ready. We have also been able to approve the student's progress by signing electronically.

—Peter Rich, associate professor, instructional psychology and technology

COVID-19 completely changed my work and my education. When BYU went online, . . . I packed up my apartment and drove 19 hours to Texas. Adjusting to online classes has been difficult. Assignments that were supposed to take place in the school had to be cut, and papers were added. . . . I have experienced many heart-wrenching emotions during this time, but I have tried to rely on the Savior. Even with these constant changes, the Savior remains the same, and He will never leave my side or anyone else's.

—Emily Hunter, '22,
special education



What the Twitterverse Teaches Us

By
Anessa Pennington

In the midst of colleges transitioning to remote learning, instructional psychology and technology assistant professor Royce Kimmons and his coauthor, George Veletsianos, scraped thousands of public tweets that used the wording "my professor" to gauge how college students are adjusting to online learning. "We have seen many articles about faculty experiences in this transition," they wrote, "but to date we have heard little from students." Here are some of their tweet-based takeaways.

PERSPECTIVE

Students appreciated when professors were calm, empathetic, and flexible. Professors can send positive vibes in a variety of ways, from sharing their own experiences with the adjustment, tweaking coursework and class times, or accommodating students who have been acutely affected by COVID-19. "If a student is being forcibly evicted," they wrote, "it should be okay for that student to pack while listening to a faculty lecture—or not join the live lecture at all."

PROFESSIONALISM

Shirtless students, professors yelling at their kids, students falling asleep on Zoom calls—

none of these help create a comfortable, safe learning environment. "Faculty and students need to structure their learning environments while participating in remote educational efforts." Professors should explicitly state expectations for dress, communication, and behavior.

TECHNOLOGY

Professors should practice using new technology before they use it in the classroom or should consider other options that would limit real-time technical difficulties (e.g., recording a lecture instead of holding a live one). That being said, professors should not assume that all students are tech savvy and should find ways to accommodate students of all digital literacies. Navigating the online classroom is new for a lot of people, and both professors and students are bound to make mistakes. But by tweaking a few things, virtual learning can be an engaging and rewarding experience.

From George Veletsianos and Royce Kimmons, "What (Some) Students Are Saying About the Switch to Remote Teaching and Learning," Data Bytes (blog), EDUCAUSE Review, er.educause.edu/blogs/2020/4/what-some-students-are-saying-about-the-switch-to-remote-teaching-and-learning.



How Our Children Bounce Back

By Stacey Kratz and Emma Smith

“Be honest, but also be hopeful. This is a short while, but we’re not going to be here forever. It’s like being underwater: you hold your breath, but you come back up for air. That’s where we are now, and we will come back up.”

MELISSA HEATH,
McKay School CPSE professor

Melissa Heath knows that resilience is a skill that can be learned—even for a child going through a challenging time.

“As a child I cried really easily,” said Heath, a professor in the McKay School’s Counseling Psychology and Special Education Department (CPSE). “My parents helped me become a resilient person, . . . but I didn’t start out that way.”

The importance of building resilience in kids takes on new urgency when upheaval—say, a worldwide pandemic—occurs.

“Resiliency is moving forward through diversity with choices that improve the situation,” said Cally Flox, director of the BYU ARTS Partnership. “When a person is aware of how they feel and aware of their surroundings so [that] they can make reasonable choices for themselves, they are responding with resiliency.”

Building that awareness is possible for anyone. Here are some ideas to help.

BE SOCIAL

Making video calls drives face-to-face connection, Heath said. Or meet in groups online, said Flox: “The chorus that I sing with is holding rehearsal via Zoom each week. I feel uplifted and less isolated each time we meet.”

BE ACTIVE

Change the scenery and get some exercise, said Heath. Take a drive. Work or play in the

backyard. “Have fun in the house: reposition the furniture and have exercise time.”

BE PURPOSEFUL

Take time every day for activities that help kids “know [they] can do hard things,” Heath said. These can be anything that helps a child feel challenged, gain confidence, work through problems, or achieve a result: cooking, chores, learning new skills, creating art, and more.

BE MINDFUL OF MEDIA

Heath recommended rationing news intake while Flox suggested extending mindfulness to all media: “Choose uplifting music, movies, books. Turn up the music and dance!”

BE ROUTINE

Make routines but make them manageable. Many kids are not up to working steadily at schoolwork for hours, Heath said. “You can encourage, but put a time limit on it. . . . Let them have a break and then come back to it. It gives them a feeling of completion even if they’re not done with the whole task.”

BE PLAYFUL

Heath recommended finding ways to have fun: play cards, do a puzzle, build a fort. “Any of those escapes are good right now so [that] this [pandemic] isn’t staring [kids] straight in the face all the time.”

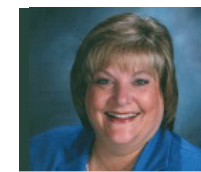
Kids might express themselves by drawing, writing, playacting, or dancing, Flox said. “The arts access emotions—some that we are aware of and others we are not aware of. . . . Art-making invites people to be fully present in the moment to feel and express emotions and ideas.”

Above all, Heath said, reassure kids that their emotions are valid and help them look ahead to a bright tomorrow. “It will be okay. Believe that, and repeat it to the kids, especially when they’re going to bed at night. That’s the time some anxiety might come out if they’ve been holding it in all day. Tell them it’s going to be fine, and tomorrow we’re going to find something fun to do.”

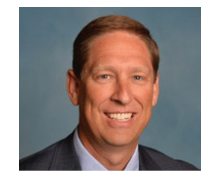


What Corona Did for the Classroom

By Stacey Kratz



Becky Gerber



Tim Logan

Becky Gerber and Tim Logan, McKay School alumni and district administrators, helped education remake itself on the fly after nationwide school dismissals. But as the unexpected has become routine, these educators have found their thoughts turning to the future.

Gerber, '90, administrator of schools for Utah’s Jordan School District, said, “Teachers who were really wanting to run with new ideas, who we were holding back, are now able to do those things. . . . It’s going to propel education forward in ways we can’t even imagine.”

Logan, '00, deputy superintendent of Nevada’s Lyon County School District, said teachers’ approaches are evolving. “[Kids] have different levels of accessibility to education. . . . I like how teachers are having to adapt and teach to every kid rather than [having] just one broad sweep of the brush.”

Logan and Gerber aren’t the only ones thinking this way. Peter Rich, associate professor of instructional psychology and technology

at BYU, said the following about his experience: “This shutdown has made me consider how I can make better instructional videos for my different classes so that I can spend synchronous time attending more to students’ specific project needs.”

Logan said future students may need more distance learning, and Gerber agreed. She pictured counselors holding Skype calls with absent students or a sick child “attending” school via teleconference. Students may spend half the day in high school and half “in class” at home, and perhaps schedules and calendars will adapt to students’ needs rather than the other way around.

“We need to keep asking what we’ve always asked,” Gerber said. “Are we meeting individual needs? Is there equity in access? Are the kids mastering the standards? We also have to look at grading. . . . Those are issues that we need to work through. The whole country’s going to work through it together!”

COURTESY TIM LOGAN AND BECKY GERBER

System Coherence and Deep Learning

By Michael Fullan and Joanne Quinn

PHOTOGRAPHY BY BRADLEY SLADE

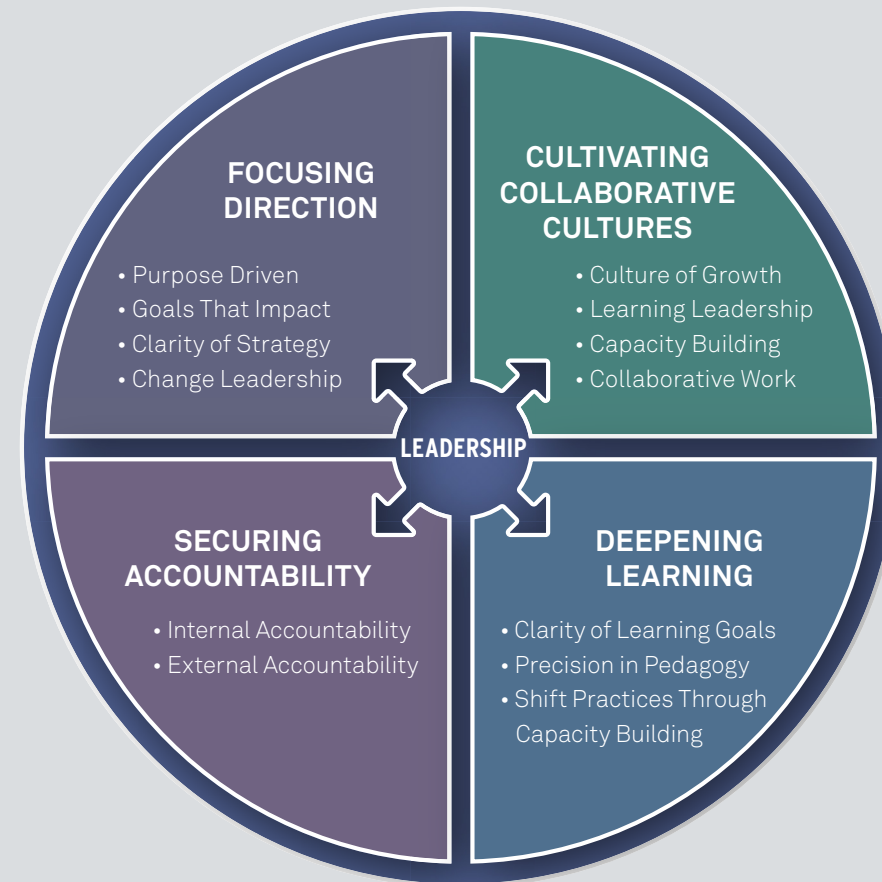


FIGURE 1. Coherence Model (Fullan and Quinn, 2016)

READ MORE

Titles from These Authors

Michael Fullan and Joanne Quinn, *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* (Thousand Oaks, CA: Corwin, 2016).

Michael Fullan and Mary Jean Gallagher, *The Devil Is in the Details: System Solutions for Equity, Excellence, and Student Well-Being* (Thousand Oaks, CA: Corwin, 2020).

Michael Fullan, Joanne Quinn, and Eleanor Adam, *The Taking Action Guide to Building Coherence in Schools, Districts, and Systems* (Thousand Oaks, CA: Corwin, 2016).

Michael Fullan, Joanne Quinn, and Joanne McEachen, *Deep Learning: Engage the World, Change the World* (Thousand Oaks, CA: Corwin, 2018).

Joanne Quinn, Joanne McEachen, Michael Fullan, Mag Gardner, and Max Drummy, *Dive into Deep Learning: Tools for Engagement* (Thousand Oaks, CA: Corwin, 2020).

Michael Fullan and Joanne Quinn pack the house. Together they lead New Pedagogies for Deep Learning and are worldwide authorities on educational reform—rock stars both. That is why their recent visit as guests of the BYU–Public School Partnership drew many attendees from each school district. In a daylong event, they electrified the room, presenting research-backed approaches to help schools transform learning and bring success to every student. Fullan and Quinn’s approach—aligning vision across districts, making schools relevant and engaging in a changing world, and empowering states, districts, and schools to do what they do best in education—has been years in the making in terms of research and modeling. Schools across the globe have adopted Fullan–Quinn’s methods, which continue to adapt to changing world conditions in practical, realistic ways that deepen learning and improve outcomes for all students.

Fullan and Quinn graciously shared this article with McKay Today.

We are thrilled to be working with the BYU–Public School Partnership in 2020 to help build coherence and deep learning across the state. For the past two years we have been working with parts of the system, and we now see that the system is poised to proceed more comprehensively to improve learning within and across schools and districts and in relation to state policy for achieving equity, excellence, and well-being for all students.

We will work together with educators, students, and communities to develop and integrate three themes that are critical for system success: coherence, deep learning, and tri-level coordination (school, district, and state). We have been working on all three of these themes with education jurisdictions around the world in a process that we characterize as “bottom up and middle out.” We have found that 80 percent of our best ideas come from “leading practitioners,” and we have leveraged these best ideas to build strong theories about what works best.

Coherence Making

After working with schools and districts for some 20 years, we began to formulate and test what we called “coherence”—something that distinguished the most effective school systems from others. Most districts seemed to work on vision, alignment, and aspirations for all students but did not have a systematic way of going about making it happen. What was missing, we said, was coherence, defined as “the shared depth of understanding about the nature of the work.” We asked ourselves what was the smallest number of key components that would be needed for success and that could serve to focus and leverage what

would be needed for system-wide success, whether there were five, 50, or several hundred schools. We then developed the model and presented it in our book *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* (2016). The core model is presented in figure 1.

We showed that there were four key components of successful systems: (1) focusing direction, (2) developing collaborative cultures, (3) having strong pedagogy that we called “deep learning,” and (4) securing accountability. We provided many examples from successful schools and districts and showed that they did not follow the model in a linear fashion but rather chunked elements in cohesion. For example, focusing moral purpose and collaboration often went together; so did collaboration and pedagogy. And securing accountability was typically in relation to focus, teamwork, and use of data.

We have to say that the book became wildly popular. Study groups became ubiquitous. People told us that the idea and components of coherence were “right on” and provided the answer. Before long, however, people began to say that coherence was perhaps the solution but asked, “How in the world do you obtain it in practice?” We began to refine the ideas: first with a *Taking Action Guide* (2016), which contained 33 practical protocols to help schools and districts take action, and then by refining our workshops to focus on coherence making—noting that it required a process that was never-ending (people came and went, policies changed, others got new ideas, and so on). Above all, it called for new leadership—formal and informal—in which lead learners modeled self-learning and helped

others learn. More districts began to succeed.

We noticed, however, that people were not going “deep enough” in either learning goals or pedagogy. This led in 2015 to our foray into “new pedagogies for deep learning” (NPDL).

Deep Learning

As we worked on coherence in 2014, it was becoming more and more clear that something was happening that was calling into question the relevance and nature of traditional schooling in relation to the evolution of schooling. More and more students were finding schooling boring or alienating. Various studies that we viewed showed only about one-quarter of students viewed school as worthwhile. More telling was the change in environment or context that showed the growing deterioration of climate and rapidly developing inequality gaps between the rich and the poor. The world and society itself were deteriorating at faster and faster rates. Schools were not to blame, but the question of what should be the role of schools in

failing societies came to the fore.

It is beyond the scope of this article to analyze in detail the emergent questions, but we saw a small but growing interest in redefining the purpose of schools. As usual, we wanted to work with practitioners to flesh out and help develop new solutions. The form it took was to identify the Six Global Competencies (the Six Cs, to be precise) and the corresponding pedagogical and organizational attributes for supporting the development of a new form of learning. We partnered with sets of schools in eight countries to codevelop the details.

We can say that the whole enterprise has moved quickly at an increasing rate from 2015 to the present. We have documented and published the nature of this work in two books: *Deep Learning: Engage the World, Change the World* (2018) and *Dive into Deep Learning: Tools for Engagement* (2020).

Our model for deep learning is relatively succinct, given the comprehensiveness and depth of the solution. The focus on deep learning, per se, is the Six Global Competencies that prepare learners to be good at learning and good at life (see figure 2).

Four of the Cs (collaboration, communication, creativity, and critical thinking) had been known as 21st-century skills but had not been advanced on any scale. When we added character and citizenship, the Six Cs in concert were seen as an essential set. To support the Six Cs, we developed a model to design deep learning that consists of four elements (pedagogy, partnerships, environment, and leveraging digital) and three components of the infrastructure (school, district, and system conditions). The entire model is displayed in figure 3.

The model in action, and some of the results obtained so far, are contained in our two books. One of the districts that has joined the global partnership and that is implementing the deep-learning model is Alpine School District, Utah's largest district.

Leadership from the Middle

The third component of our system model is “tri-level coordination,” involving school and community, district/region, and state levels. We know this model as “leadership from the

DEFINING THE SIX GLOBAL COMPETENCIES FOR DEEP LEARNING



Character

- Proactive stance toward life and learning to learn
- Grit, tenacity, perseverance, and resilience
- Empathy, compassion, and integrity in action



Citizenship

- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and worldviews
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens



Collaboration

- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges



Communication

- Communication design for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity



Creativity

- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action



Critical Thinking

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- Experimenting, reflecting, and taking action on ideas in the real world

Source: Copyright 2019 by Education in Motion (New Pedagogies for Deep Learning™)

FIGURE 2. Defining the Six Global Competencies (Fullan, Quinn, and McEachen, 2018)

HOW IT WORKS

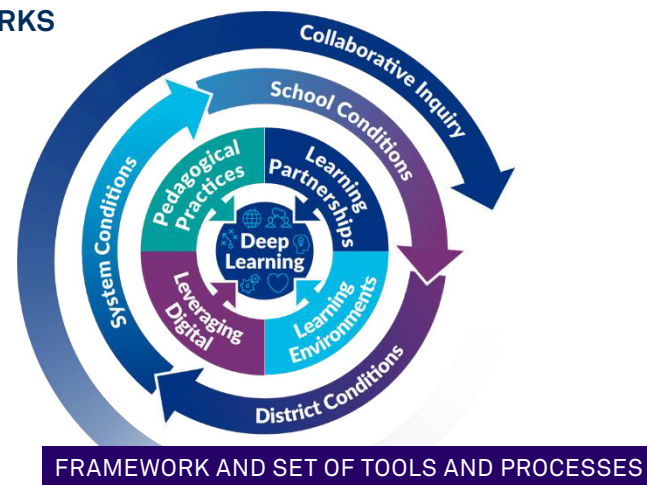


FIGURE 3. Deep-Learning Framework (Fullan, Quinn, and McEachen, 2018)

middle” (district and region), which views system change depending to a large extent on leadership from districts (and, in the case of Utah, from the partnership with Brigham Young University), whereby districts become stronger and take action within and across districts and become more proactive partners upward with the state and downward with schools. The model is displayed in figure 4 and is based on these principles: exploit (in the best sense of that word) upward, liberate downward, and partner laterally and vertically.

GENERAL PRINCIPLES

EXPLOIT UPWARD, LIBERATE DOWNWARD, LATERALIZE EVERYWHERE

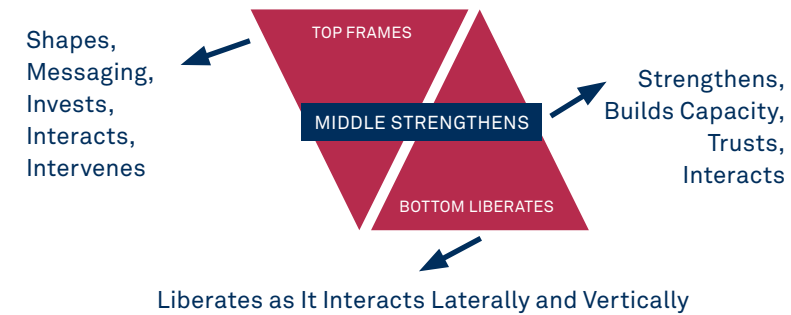


FIGURE 4. General Principles of System Change (Fullan and Gallagher, 2020)

Conclusion

In this brief article we have only outlined the main components of the model. In early 2020 we are just beginning the action part, in which we will help lay out the way forward for system coherence within Utah, across districts, and vertically across levels. The theory of action is based on the notion of “connected autonomy,” in which each level and unit has degrees of autonomy and is expected to work in partnership with others vertically and horizontally. There is a strong emphasis on outcomes in terms of engagement by all groups, strengthening of leadership, improvement of the teaching profession, and learning by all students.

In a world of vulnerability and growing problems, it is essential that education be mobilized as a positive force for individual and societal improvement.



MICHAEL FULLAN, OC, is the former dean of the Ontario Institute for Studies in Education and professor emeritus of the University of Toronto. He is the coleader of the New Pedagogies for Deep Learning global initiative. Recognized as a worldwide authority on educational reform, he advises policymakers and local leaders in helping to achieve the moral purpose of all children learning. Fullan received the Order of Canada in December 2012. He holds honorary doctorates from several universities around the world.

JOANNE QUINN is an international consultant and author on system change, leadership, and learning. As cofounder and global director at New Pedagogies for Deep Learning, she leads a global innovation partnership focused on transforming learning. Quinn has provided leadership at all levels of education as a superintendent, implementation advisor on education reform to the Ontario Ministry of Education, and director of Continuing Education at the University of Toronto.

ONE SCHOOL'S DEEP-LEARNING EXPERIENCE

Lindon Elementary is three years into its deep-learning journey. The mission of our school is to seek ways for our students to have relevant learning experiences that incorporate elements of lesson design and expand the knowledge, skills, and dispositions needed for success in the 21st century. Our focus has shifted from learning projects to learning processes, with an emphasis on the Six Global Competencies (Six Cs). Grade-level content has become the vehicle by which students engage with and learn the Six Cs. The results have been extraordinary. Our students are not only learning essential standards but are also learning how to create, engage, and contribute. Our students launched a student-led service initiative called Lindon Gives; so far, we have gathered and donated thousands of pounds of food, 1,500 pairs of shoes, 150 pounds of socks, 600 filled Christmas stockings, and woven grocery bag mats. These items were distributed to those in need in our school, in our community, and in the world. In the Lindon “Garage,” students completed 327 passion projects, leveraging digital technologies to showcase their learning in new and powerful ways. Most important, our students believe in making a difference—and they are!

Kate Ross, principal, **LINDON ELEMENTARY, Lindon, Utah**



Subtract Anxiety, Add Growth

Changing the Way We Think About Math



The BYU Math Education Department is helping future teachers change their perspectives on how to teach math.

By Hannah Mortenson

Derivatives, variables, theorems—these words have been known to strike fear into the hearts of students. That feeling is what some refer to as “math anxiety,” or feelings of tension and stress related to one’s performance in mathematics.

Blake Peterson, chair of the Math Education Department at Brigham Young University, has noticed something interesting about math anxiety. He has observed that most people who express their discomfort with or question their ability to learn mathematics also report having a growth mindset—a belief that people can increase their intelligence.

Because of this apparent disconnect, the Math Education Department is striving to help future math teachers understand how to support the growth mindset and reduce math anxiety in students. They are doing this by discussing and encouraging the belief that all students are capable of learning mathematics.

+ THROWING AWAY THE FORMULA

Why do so many learners have such strong negative feelings toward math? Perhaps it is because math has traditionally been taught as something to be memorized.

The problem with this view is that many people struggle to memorize things that feel like a random set of rules. In Peterson’s mind, “people see and do math differently.” Just as people hold widely diverse political and religious views, people approach school subjects in diverse ways. Not to mention the fact that everyone learns in a different way—be it visually, with music, using emotions, or by employing logic.

Understanding this means that a shift in math education and thinking is necessary.

+ CREATING NEW VARIABLES

Change starts with teacher mindset. After all, “the teacher is the number-one factor in learning mathematics,” according to Peterson.

Teachers need to foster the fundamental belief that all students can learn mathematics within themselves, and they need to communicate that to their students. One way they can do this is by having individual and group discussions with their students about the growth mindset. Those with a growth mindset embrace failure as an opportunity to learn. Communication about the issue helps every student see the benefits of trying.

Peterson acknowledges the difficulty of developing a growth mindset. “Learning math is about taking risks, trying things, and messing up,” he said. It may be hard for students to develop a willingness to make mistakes in order to learn math.

Future teachers must understand outside challenges their students may face that affect learning. For example, some students may struggle to see themselves as capable because they lack role models in mathematics. Others may struggle to relate to the way content is taught, based on cultural and societal differences.

+ ADAPTING THE EQUATION

To handle these challenges, teachers must change the definition of “being good at math” to include failure. Success in math

is not about churning out perfect computation; rather, it requires confidence to try new ideas and a willingness to persist while solving problems. This means that teachers must provide both time in the classroom for students to struggle and the tools they need to push through obstacles.

Peterson has personal experience with this. His son struggled to memorize the multiplication tables. He was an outstanding problem solver, but he needed teachers who perceived that he needed to understand the “why” behind equations and teachers who would give him the time and understanding he needed to succeed. “It’s not all about speed,” said Peterson.

Teachers can support their students’ diverse learning styles by providing more individual “think time” in class. Peterson explains that because some students need more time to work through a problem than others, it can be detrimental to place them in groups immediately. Those to whom math comes more easily will quickly dominate such groups. Time to mull over a problem individually first before discussing in groups allows for more successful struggle.

Changing mindsets in a system as wide as education is a process that will take time. For Peterson and the BYU Math Education Department, the goal is to help the rising generation of teachers, who will in turn help students. All those involved—teachers, parents, and students—can start now to challenge their current perspective about learning mathematics and develop the belief that all students can learn mathematics.

Alumni Happenings

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

Utah Schools Superintendent Steers System Roiled by Pandemic

► SYDNEE DICKSON '92, '07

Sydnee Dickson, Utah's state superintendent of public instruction since 2016, was busy as 2019 became 2020. Besides her regular duties—shaping educational policy, working to boost school performance, and more—Dickson had embarked on a four-year “listening tour” to spend time in all 41 Utah school districts and many charter schools.

“I love being in classrooms with teachers and students, . . . watching the great things that happen when educators build respectful and caring relationships with their students and know their content and teach it well,” said Dickson. But then the COVID-19 pandemic took over the world.

She stood with Utah governor Gary Herbert on March 13 as he announced a “soft closure” of all Utah schools. Since then Dickson has worked as a leader, helping form best practices on the go as the crisis has evolved, and as a bridge, bringing Utah's leadership, lawmakers, districts, parents, and students together.

Dickson agonized over balancing public health imperatives with the academic and social/emotional needs of students, particularly those already struggling with social/emotional chal-



lenges, disabilities, or a lack of English-language proficiency. Her staff has been busy providing multiple resources and possibilities that might work for districts: transitioning students into new teachers, pairing technologically adept teachers with those less savvy, equalizing student access to technology, and ensuring that schools have personal protective equipment (PPE) for staff and also contingency plans for their use.

“I love . . . watching the great things that happen when educators build respectful and caring relationships with their students.”

—SYDNEE DICKSON

It is a new world in which change will be the norm for some time. Luckily for Utah, Dickson handles these challenges just as she handles the rest of her job: remembering her mission to “elevate educational opportunities for every student.” That is as important in a pandemic as ever.

A Sisterhood of Service to Schools

► LUANA SEARLE '67, '71, '84 and CAROL ROBINSON '58

Luana Searle and Carol Robinson are two sisters whose lives are entwined in education. Searle, 90, and Robinson, 85, have only recently eased off from working after having spent most of their lives in the Utah education system.

The sisters grew up in American Fork, Utah, in a family with deep roots in Utah education. Both married men named Kent, both earned bachelor's degrees in education at BYU, and both taught at Greenwood Elementary, which was named after their great-great-grandfather William Greenwood, the first teacher in American Fork.

Ten years into Searle's six-decade career, the superintendent of Utah's Alpine School District contacted her about a principal job—a request that puzzled her, as female principals were uncommon at the time. Accepting this role not only propelled Searle's career forward—she gradually moved into full-time administration, earning her

COURTESY ROBINSON AND SEARLE FAMILIES

COURTESY STATE BOARD OF EDUCATION

COURTESY GROVER FAMILY

“Knowing that you make a little bit of difference in their lives is the best.”

—LUANA SEARLE



Carol Robinson



Luana Searle

master's and doctoral degrees from BYU—but also paved the way for more women to enter educational leadership.

Robinson earned her bachelor's degree in elementary instruction in 1958 and then spent 45 years teaching kindergarten in Alabama, Washington, and Utah. She retired, but her passion for teaching soon drew her back to the classroom. She worked for 13 years as a substitute teacher, connecting with students in every grade. “After having been through World War II, I could talk to sixth graders about rationing tires,” said Robinson. “They couldn't believe that that was possible.” She retired, again, less than five years ago.

Back in Alpine, Searle moved to the district level, finding ways to put more students in available buildings by implementing year-round and extended-day programs. She was promoted to assistant superintendent of elementary education. After a distinguished career, Searle retired, but that didn't last long. Months later she was persuaded to serve as executive director of the Utah Association of Elementary School Principals. She planned to work one more year but ended up staying for 22 years. She also served as chair of the American Fork City Hospital Board and as a member of the boards of Utah Valley Hospital and Intermountain Healthcare.

Searle joined her sister in retirement “for good” only two years ago, but she has continued managing a real estate business. Searle and Robinson still love education, watching with interest as the field evolves. Robinson's advice for education majors is to always be in the “kids business. . . . It's all about them.”

Both Carol Robinson and Luana Searle love hearing from former coworkers and students. They are what kept Searle going—and leading—for all those years. “I love people, and I love working with people,” she said. “Knowing that you make a little bit of a difference in their lives is the best.”

Because of an EdD Flyer and a BYU Sweatshirt

► JIM GROVER '77

In 1977 missionaries from The Church of Jesus Christ of Latter-day Saints knocked on the door of an unassuming house in Northridge, California. When the door opened, they were surprised to see a man wearing a BYU sweatshirt. “We didn't realize there were members of the Church at this house!” the missionaries exclaimed.

“Oh no, I'm Roman Catholic,” said Jim Grover. It was true. Grover was not a member of the Church but had attended BYU and was a McKay School alumnus.



BOUND FOR BYU

Education was destined to be part of Jim's life. “I liked to be around people and kids,” said Jim, who taught fifth grade in Chatsworth, California, at the Superior Street School, where he met his wife, Jan, a second-grade teacher.



Jim became a vice principal and pursued a doctoral degree in education administration at the University of Southern California—a long commute

combined with challenging night classes, a growing family, and a full-time job. Jim was tired. “Fortunately,” said Jan, “a piece of mail came [featuring] a mountain with a Y on it.” The flyer advertised a summer EdD program at BYU. The Grovers decided to go for it, despite no knowledge of BYU. In 1975 they packed their kids—Julie (5) and Jeff (2)—into the car and joined 24 other students in the summer program.

“It was a fantastic program,” Jim said. “BYU professors are like USC professors, but with the Mormon glow.” Living in Provo at the Campus Plaza apartments, taking trips to the “magical” Deseret Industries store, and interacting daily with the kind students, Jan decided that she wanted her kids to go to BYU someday.

LAUNCHING A LEGACY

When the missionaries stumbled across the Grover family in Northridge, it seemed meant to be, but for two years nothing

much happened. Jim was busy writing his dissertation and Jan was busy with growing kids. The family attended Church meetings but also visited other churches. Jim decided it was time to pull the plug on the sporadic missionary teaching.

On the missionaries’ next visit, Jan recalled: “[The missionaries] just started right out. They said, ‘Well, Brother Grover, we think you are ready to make a baptismal commitment.’ Jim hadn’t said anything yet about them not coming back, so I just sat there waiting for him to blast ‘em. Then he said, ‘Well, I think you are right.’”

On March 8, 1980, Jim, Jan, and nine-year-old Julie were baptized. “It was the best thing we ever did besides get married,” said Jim. In 1982 the family was sealed in the Los Angeles California Temple.



COURTESY GROVER FAMILY

Jan’s dream for her children to go to BYU became a reality. Following their father’s example, Julie was a McKay School graduate in communication disorders and Jeff graduated from BYU with a degree in Spanish teaching.

It started with a flyer and continued with a sweatshirt. The spirit of the Y has become a Grover family legacy.

Modeling the Master Teacher

Dear alumni and friends of the McKay School,

“I think it must be apparent to every thinking mind that the *noblest* of all professions is that of *teaching*.” So said our school’s namesake, President David O. McKay. I am quite certain our alumni understand the nobility of those who heed the call to teach.

Such nobility is especially true of the great students who today are enrolling in BYU’s David O. McKay School of Education. Whether they are teacher education majors preparing themselves to enter the classroom or PhD students who will be tomorrow’s leaders, these students are entering a school in which “we strive to model the attributes of Jesus Christ, the Master Teacher, as we prepare professionals who educate with an eternal perspective” (McKay School mission statement).

Our world needs many, many more young people who will learn from and, in turn, emulate this Christlike approach! I invite you to support these great individuals by giving what you can.

Giving Priorities

- Scholarships for student teachers: help provide full-tuition scholarships for elementary, early childhood, and special education teaching majors during their student teaching (they cannot have outside employment).
- Scholarships for students from underserved populations: assist students from disadvantaged socioeconomic backgrounds, first-generation college students, those from single-parent households, and those with special needs or other disadvantages.
- Scholarships for PhD students in the educational inquiry, measurement, and evaluation doctoral program: give to future educational researchers who will be major influencers for education policy and leadership on local, regional, state, and federal levels.

Please see the McKay School alumni giving web page: education.byu.edu/alumni/giving.

Michael Leonard
Assistant Dean, External Relations
David O. McKay School of Education



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Michael Fullan

“In a world of vulnerability and growing problems, it is essential that education be mobilized as a positive force for individual and societal improvement.”

—MICHAEL FULLAN AND JOANNE QUINN,
innovators in system coherence and deep learning

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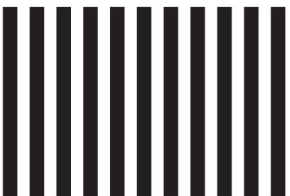
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MCKAY TODAY
SPRING 2020

DAVID O. MCKAY SCHOOL OF EDUCATION BRIGHAM YOUNG UNIVERSITY



**He Saved Pennies
to Serve Students** p. 6

Portuguese Immersion: From Good to Bueno p. 10

IP&T: "Building a Boat While Sailing" p. 16

This Is a Person, Not A Problem p. 20