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MCKAY TODAY
FALL 2019

DAVID O. MCKAY SCHOOL OF EDUCATION BRIGHAM YOUNG UNIVERSITY

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Message from the Dean

When I became the dean of the McKay School of Education, the school's previous mission statement needed revision. Over several months the McKay School faculty, staff, and administrators focused on this challenge, but every proposed statement read like a mission statement from any other university. As we reflected on what makes BYU's McKay School different from other teacher preparation units, we recognized our most significant distinction: Jesus Christ, the Ultimate Educator, is our Exemplar. We respect knowledgeable, skilled, and effective teachers, but we attempt to pattern our teaching and our lives after Him. So our mission statement began with "We strive to model the attributes of Jesus Christ, the Master Teacher."



Since the McKay School prepares a variety of professionals (e.g., teachers, speech therapists, counseling psychologists, instructional designers), we chose the designation "prepare professionals." But the statement "We strive to model the attributes of Jesus Christ, the Master Teacher, as we prepare professionals" could apply to most Christian universities. We needed to think about how we prepare professionals differently as Latter-day Saints. So we specified "with an eternal perspective," acknowledging that we are preparing professionals not merely for mortality but for eternity. Thus our complete mission statement emerged: "We strive to model the attributes of Jesus Christ, the Master Teacher, as we prepare professionals who educate with an eternal perspective."

Each academic year the McKay School selects a new theme to go with our mission statement. This year the theme is taken from Moses 7:18: "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." An essential goal for us for becoming a Zion-like community is that we are striving to make our workplace a refuge—a place in which individuals feel safe and find joy.

We could not teach like the Master or become a Zion-like professional community without faculty, staff, students, alumni, donors, and friends. This issue of *McKay Today* provides a sampling of some of the current work inspired by these goals. Thank you for your continued contributions and support.

Mary Anne Prater

MARY ANNE PRATER

Dean



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School News

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

SCHOOL NEWS

Leaders

In September, President Kevin J Worthen visited with leaders from the McKay School, the six other BYU colleges that prepare educators, and the five Partnership school districts.



New Assistant Dean of External Relations

Michael Leonard has joined the David O. McKay School of Education as assistant dean for external relations. Leonard earned both his bachelor's degree in communications in 1987 and a law degree in 1992 from BYU. He then worked for The Church of Jesus Christ of Latter-day Saints, reopening its public affairs office in New York City. While there he was part of facilitating a profile on CBS's *60 Minutes*, a cover story in *Time* magazine, and a Sunday front-page story in the *New York Times*.

At the University of Northern Colorado, Leonard taught marketing courses and directed external relations at the business school for 10 years. He also served as assistant vice president of university marketing. Most recently he worked for the nonprofit organization Launching Leaders Worldwide, developing curriculum and directing marketing.

Now at BYU, Leonard will oversee public and donor relations, recruitment, and alumni engagement. "Not only does he have the skills, but he is a delightful

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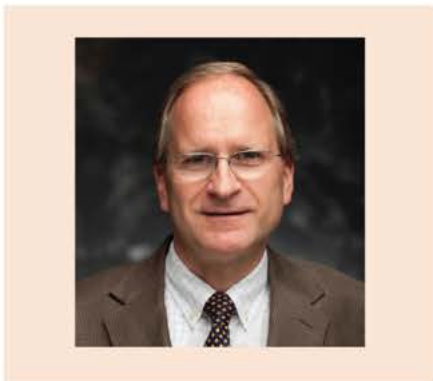
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person,” said Mary Anne Prater, dean of the McKay School of Education.

Leonard loves the mission statement of the McKay School and is excited to build upon that vision. He said, “I have served in various educational positions, and I see this as the most unique and fulfilling university experience on the planet!”



For the Second Time, Dromey Is the Chair of Communication Disorders

Professor Christopher Dromey has begun service as the new chair of the Department of Communication Disorders in the McKay School of Education. In July Dromey replaced retiring department chair Martin Fujiki.

Dromey first served as department chair from 2009 to 2015. “Dromey puts teaching high on his priority list, but he is also an exceptional researcher and is very well-known in his field and across the country,” Dean Mary Anne Prater said.

Of his appointment, Dromey said, “I am happy to serve as the department chair in Communication Disorders.”

#BYUDevo

“Because our covenants are relational and reflect our individual relationship with the Savior, how I walk the covenant path is distinct to me, and how you walk the covenant path is distinct to you.”

—Ellie Young, associate professor of school psychology, “The Transformative Power of Covenants,” BYU devotional address, June 11, 2019

Dromey also said that the market for speech-language pathologists is growing, and he hopes to expand the program to accept more applicants.

Dean Prater said that she has been impressed by Dromey’s support of faculty and their advancement as well as by his knowledge of and sensitivity to the needs of students.



Kawika Allen Elected to Two APA Leadership Roles

Kawika Allen, assistant professor of counseling psychology, will take on a national leadership role as secretary-elect of Division 45 of the Society for Psychological Study of Culture, Ethnicity, and Race. He was later also elected committee chair over research for Division 17 of the Section on Ethnic and Racial Diversity for the Society of Counseling Psychology.

As secretary-elect, Allen will help Division 45 advance research and create a network of professionals interested in multicultural psychology. Regarding Division 17, he will lead research efforts in this section related to racial and ethnic diversity within the field of counseling psychology.

“I have always seen research through the lens of culture,” said Allen. “When I think about research, I think about it from a cultural framework.”

Check out mckayalumni.byu.edu

- McKay alumni spotlights
- Rediscover BYU
- Books and reading
- BYU memories





Brinton Makes Three: Highest Award in ASHA

Bonnie Brinton, recently retired professor of communication disorders, has received the Honors of the Association from the American Speech-Language Hearing Association (ASHA), the highest award the organization gives.

The award honors individuals “whose contributions have been of such excellence that they have enhanced or altered the course of the professions [of communications sciences and disorders],” according to the website. Brinton was recognized for her contributions to research about the social struggles of children with developmental disabilities.

Brinton is not the first BYU professor to receive this prestigious award. In 2015, Martin Fujiki and David McPherson both

received the Honors of the Association, becoming the first professors of Utah universities to be honored.

“That means that as of 2019, three faculty members received honors. For a department this size, that is highly unusual,” said Brinton. “In fact, it is phenomenal! It reflects the support for scholarship, teaching, and service in the McKay School of Education and BYU as well as the work ethic, productivity, and faith of our faculty.”

Brinton retired earlier this summer after a successful 29-year career at BYU. She expresses gratitude for the support her research has received from both the McKay School and BYU. “I am confident that we could only have carried out this research program at BYU,” she said.

Big Data and School Spending

The McKay School’s Educational Leadership and Foundations Department (EdLF) is helping with the application of data from a first-of-its-kind school data system created by Utah’s Office of the State Auditor. Dubbed Project KIDS (Key Integrated Data Systems), it will help schools track where their money is going and if the outcomes of their spending align with their goals. To do this, the auditor team is collecting big data from every school district and charter school in Utah. Advanced analytic techniques are then used to break down data that has previously been too complex to process.



From left to right: John Dougall, Utah state auditor; David Stringfellow, chief economist; Aaron Shirley, research analyst; and Anne Nollet, research analyst.

The McKay School collaboration provides education prowess. As assistant professor Donny Baum explained, “Most of their team members have training in economics, statistics, and quantitative analysis in general, but they are looking for further insight specific to education

and education policy,” said Baum. New faculty member Spencer Weiler is working with the data to support school districts in their spending decisions, and an EdLF policy graduate student has now become part of the team.

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!)



Open Education **Organ** Resources?

When the McKay School's former instructional psychology and technology professor David Wiley received a call several months ago from colleague Cable Green, his life changed. Green had been diagnosed with liver disease in 2005 and liver cancer in September 2018. Green needed a living donor liver transplant in order to live.

Wiley and Green have been "like brothers" for more than 10 years due to their work together in providing open education. When Wiley heard about Green's condition, he

wanted to help in any way he could. Wiley and 15 other family members and friends offered to donate their livers; doctors selected Wiley to be the donor.

The transplant was completed on June 28. Both men are still recovering, but everything appears to be moving in a positive direction. "Without David's generosity, I would have been dead from cancer in a year. No words can adequately express how thankful I am," said Green.

2019 Benjamin Cluff Jr. Annual Lecture

"I want to take a look at what our unruly, resilient language is all about. I think it will remind you of some ways that we use language and why it is so critical for the young people that we teach as well as for our own relationships with each other."

—Judy Montgomery, founding chair,
Communications Sciences and Disorders, Chapman University

RISE

Your story didn't end at graduation.

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BY ANDREW T. BAY

*LaVar Jones turned 100 years
of work and study into
real help for students.*

It wasn't just any old stock

but shares in a company he had carefully considered. Nor was the \$11,000 he invested just any old money but a fund Enos LaVar Jones (BS '46) had carefully saved since his youth on account of his father's trenchant advice: "Save your pennies, because I can't think of anything worse than being old and broke."

After due consideration, Jones put all of his savings in a stock that had dropped from \$36 a share to \$5.50 and left it to grow for the next 40 years, which it did in an astonishing way. As he turned 100 years old in 2018, Jones and his wife, Elaine, decided to use the proceeds from the sale of that stock to make a major donation to the BYU McKay School of Education. They earmarked the money for scholarships for students preparing to become teachers, knowing that helping teachers meant blessing generations.

The habits that fueled such giving—hard work, frugality, smart investing, and generosity—grew out of experiencing lean, unforgiving years between World War I and the Great Depression. Jones was born in Nephi, Utah, in 1918, just before his father left for the war. He began chores at a young age, caring for his grandfather's chickens and doing work for other farmers, including

loading hay in a barn using a horse and rope for 25 cents a day. Sometimes he wouldn't get paid, but he learned from his grandfather and parents to have compassion for the families that just weren't making it and give them help anyway.

In their search for work, the family eventually settled down to farm and ranch in Byron, Wyoming. As family friend Lynnette Bloom Erickson (BS '78, MA '87) describes, in order to be hired to work at a nearby grocery store, Jones was given a test—to clean up a cellar of rotten potatoes. "It was a stinky and dirty job, but LaVar passed the test. LaVar knew how to work hard," she says. When the family discovered oil on their property, they added oil drilling to their workload.

Jones enrolled at BYU in 1936 and after a time joined the U.S. Navy Air Corps, becoming a WWII pilot and navigator for the duration of the war. He narrowly missed Pearl Harbor, the Battle of Midway, and other tragic confrontations because of random assignments or flights that kept him away.

After his discharge from the navy, Jones returned to BYU just four days

*This article
originally
appeared in
BYU Magazine,
Spring 2019.*



Above: In World War II, Jones's reputation as a pilot and crack instrument navigator led him into assignments that put him out of harm's way several times. *Below:* Jones donned black tie and tux aboard the ship he and Elaine called home while visiting nearly every country in the world.

later. Upon his return, he received a letter inviting him to meet with Dean Henry Eyring and wondered, "What have I done now? I am in trouble."

But when Jones went to see Eyring, the dean simply asked, "What did you do in the war?"

After Jones told him all the things he had learned as a pilot, from physics to astronomy, Eyring said, "Well, you have got enough credit to graduate at the end of the semester," granting him a whole semester's worth of credit for his experience.

Jones, ever anxious to move forward, marveled at his good fortune.

After dental school at Northwestern University in Chicago, Jones earned a master's degree in dentistry and became the chief surgical resident at Charity Hospital in New Orleans, where he was respected as a brilliant surgeon. Jones later set up a practice in Billings, Montana. He loved the complex challenge of reconstructing jaws and faces shattered from terrible accidents, a skill his wife calls "a gift from God." Long on talent, Jones was never short on humor. He recalled a man in New Orleans who had been injured in a fight. The man kept popping off the elastics that Jones had placed to hold his teeth and jaw together. He asked the man, "Do you ever want to eat again?" But the man kept doing it, so Jones finally put the man's arms in casts so his jaw could heal.

Jones's partners urged him to join them for golf, but he always refused, preferring to use that time for his own passion: learning all he could about the stock market. He got so good with stocks that they became his primary income—

"a good thing, too, because he often did his surgeries for free or charged very little," says Elaine.

Added Jones: "It is true. A lot of people there [in Montana] couldn't afford it."

Even at 100, Jones fairly hummed with energy. "It is his commitment," says Elaine. "He doesn't mess around. He has a goal and goes toward it. If he is weeding a patch, he knows where he is going to end up and when it will be done, and he is not going to play around. He is that way with everything. He decided to be a top-four maxillofacial surgeon, and he was."

To this Jones simply said, modestly, "Well, I had good teachers."

Upon retirement, Jones took up silversmithing and golf but ultimately returned to the hobby his mind craved most: investing and teaching others how to invest. He and Elaine, both widowed, married in 2005 and began traveling the world on cruise ships and reading good books and *Forbes*, *Money*, and *Kiplinger's*. "He was eager to share what he learned about the importance of investing early and wisely with family members, friends, waiters, starving writers, and newlyweds and nearly deads," says Erickson. "It didn't matter who it was. He would inevitably start a conversation leading to investing."

As LaVar and Elaine considered how best to bless others with their good fortune, they turned to BYU and budding educators. Asked what 100-year-old perspective BYU students need to hear today, Jones said with conviction, "They have to learn discipline and keep at it and not be distracted by other things." It is the formula that defined his life.

Enos LaVar Jones passed away in November 2018 at age 100 while traveling with his wife in Okinawa, Japan.





The story of LaVar and Elaine Jones is unique and heart-warming. At the McKay School we are aware of other beautiful stories of donors who have blessed our school over the years, many of whom continue to support us today. Among them are alumni and friends, employees, and even students. Whether a large estate gift, a modest monthly recurring donation, or a one-time contribution, they all add up to a better school and more inspiring learning opportunities for students.

Please let me say thank you to LaVar and Elaine—and to all of you who have truly helped make this institution of learning one with which David O. McKay would be pleased to have his name associated.

Thank you all for gifts great and small. Your names are not on the building, but your influence is evident in the growth and learning of students that happens within these walls. This influence continues in the daily contributions our wonderful alumni make to their families and communities across the nation and around the globe.

With gratitude,

Mary Anne Prater

Mary Anne Prater

Dean, David O. McKay School of Education



FROM GOOD TO

BUENO

BY
Anessa
Pennington
PHOTOGRAPHY BY
Bradley Slade

Award-winning teacher Lily Bueno is elevating Portuguese immersion in Utah and across the country.



LILY BUENO'S PORTUGUESE CLASSROOM

at Lakeview Elementary is an English-free zone. “My classroom is a little piece of Brazil,” said Bueno, who is native to São Paulo. “I don’t ever, ever, ever speak in English, and my kids are not allowed to speak English.” Even when parents visit her classroom during an open house, Bueno speaks in Portuguese and her students—as young as first grade—translate for them.

For Bueno, teaching never felt like a choice—it was something she had to do. And she was destined to teach Portuguese immersion, as her contributions to immersion education have been felt both in her classroom and in classrooms across the country.

DISCOVERING IMMERSION

Bueno knew teaching was her calling the first time she stepped into an American classroom. “I cannot even tell you what I felt that day. It was like [the class] got every single fiber of my soul and my body,” said Bueno. “I almost cried. I was like, ‘I need to be a part of this.’”

Because of that experience, studying elementary education at BYU was an obvious choice. Studying Portuguese teaching, however, wasn’t part of the plan until her practicum professor encouraged her to pursue a Portuguese teaching minor. Bueno then added two more minors (TESOL K–12 and dual-language immersion K–12 teaching), even though doing so delayed her graduation date. “I remember seeing all of my cohorts graduating, but something in my heart said you have to do it. You have to do Portuguese and immersion. You just have to.”

The timing was perfect. When Bueno graduated with her bachelor’s degree in 2012, a Portuguese immersion teacher position opened up in the Provo City School District.

FLYING WITH NO WINDOWS

Bueno soon became an asset to the Utah dual-language immersion program, not just as a native Portuguese speaker but also for her knowledge of linguistics. She began working closely with the Portuguese director Jamie Leite to improve the state’s curriculum. According to Bueno, Utah had become the reference point for dual-language immersion programs throughout the U.S. She



and Leite were pioneering Portuguese immersion—or, as Leite described it, flying a plane while still installing the windows.

In 2014, Bueno returned to BYU, pursuing a master's degree in Portuguese pedagogy. During that time she collaborated with Silvia Juhas to update Utah's Brazilian literacy program, *Linguagens*, incorporating the best theories in language acquisition. With her sister-in-law, Bueno also wrote *Português de A a Z*, a phonics program now used in Utah, California, Massachusetts, and Rhode Island.

In addition to writing curriculum, Bueno has personally mentored almost every Portuguese immersion teacher in the state of Utah. When Utah began its Portuguese immersion program in 2012, it had only two classes and 100 students. As of 2018, the program had grown to include 13 schools, 44 teachers, and more than 2,000 students. Bueno's curriculum development and leadership played a significant role in that.

BILINGUAL, BILITERATE, BICULTURAL

Bueno's goal isn't just for her students to know Portuguese; she wants them to know the culture that surrounds the language,

a framework she learned from her mentor, Blair Bateman. She finds ways to weave remnants of her native country into every lesson. When they talk about rocks and minerals in her science class, for example, Bueno teaches about the mountain Pão de Açúcar in Rio de Janeiro or shows her students a song about a famous sidewalk in Brazil made of limestone and basalt.

"Teaching my culture gives me an opportunity to live my childhood all over again," said Bueno. She also said that introducing children to other cultures is preparing them to become citizens of the world. Bueno's commitment to teaching culture led her to win the 2018 Consortium of Latin American Studies Programs (CLASP) K-12 Teaching Award, a national award that recognizes exceptional teaching of Latin American and Caribbean culture.

Bueno's strength is not that she is different. It is that she is the same as her students, navigating a foreign place with a foreign language and culture. "If I was a regular teacher, I would be one of the struggling ones with my English," said Bueno. "As an immersion teacher, as a Portuguese teacher, . . . my weakness became my strength."

THE MASTER TEACHER



AN EXHIBIT WITH A MISSION

This exhibit under the McKay Building south stairs celebrates the McKay School mission statement and its focus on the Master Teacher, Jesus Christ.

PHOTO BY BRADLEY SLADE

GREAT TEACHERS I'VE KNOWN

Mrs. Mary Jo Smith

2nd, 6th, and 12th Grade Teacher at Benson Elementary School and Benson Middle School in Benson, Arizona

When I think about why Mrs. Smith would be considered a great teacher, a wide variety of reasons come to mind. She was organized, thoughtful, and fun. While all of these traits are commendable, the one that stands out the most is how she saw great potential in me and communicated that to me in meaningful ways. There aren't many students who have the same teacher three separate times, but Mrs. Smith continued to progress in grade levels she taught. I continued to be assigned to her class. In second grade, she submitted my writing to a contest and I won! By the time I was a senior in high school, she and I were completing an independent study English class. During that year, she pushed my writing to a higher level of excellence, challenged me to write and succeed in a variety of genres, and even dared me to create and conduct a writing conference for other high school student-writers. I'll never forget the day that buses from

three schools showed up filled with other high school students coming to share their writing and to be inspired to write by famous authors and publishers from the local community. I remember donating at the time that night at the dance we sponsored at the conclusion of the conference. With Mrs. Smith's help (and, of course, with much work on my part), the writing conference achieved success.

I think of the Savior when I think of Mrs. Smith. She met me right where I was, encouraged me, and helped me to envision ideas that were beyond my particular level of understanding and knowledge. On the last day of my senior year, she gave me a writing journal in which she had inscribed, "You can call me 'Mary Jo now.' I learned from Mary Jo Smith that I belonged and had value, but even more important, I had an important role to play and I had best get busy doing it."



SUBMITTED BY
Sarah Clark

Associate Professor, Department of Teacher Education

"Jesus was a teacher. That single fact, more than any other, lends great dignity to the subject of teaching and establishes a great ideal for all who teach."
—Boyd K. Packer



THE MCKAY SCHOOL MISSION STATEMENT AND ME

*Students rush by the McKay Building's south-end exhibit without seeming to give it much thought.
But students and alumni reflect that the school's focus on Christ is powerful and lasting.*

I AM CURRENTLY A JUNIOR in the elementary education program. I grew up in New Jersey and moved to Spanish Fork, Utah, just before the start of high school. The McKay School mission statement means that, as a teacher candidate, I am preparing to help cultivate more than just the intellect of my students. I am preparing to help them discover the world, establish morals, understand their civic duties, and learn how to flourish in whatever future becomes their reality. As I hope to help my future students develop in more areas than just their intellect, I expect myself to do the same while here at BYU. I am striving to not only learn to be a teacher but *become* a teacher.



MEGAN ELIZABETH
BATES

ELEMENTARY
EDUCATION '21

PROVO, UTAH

My most Christlike teachers at BYU are the ones who have focused on my growth and progress rather than on my product. Professor Anne Ure comes to mind. She was constantly pushing us to be better and better—not for our grades' sake but for the sake of our future students. She was patient as we struggled with material, openly acknowledged the efforts we were making while always fostering the best in us, and cared about who we were becoming (not only what we were learning).

I DIDN'T START OUT as a teaching major at BYU. I actually started as a science major. After promptings that I should try education, I switched my major. When I sat in my secondary teaching introduction class about what makes a good teacher—a four-hour block—the whole time I kept saying, “That is me! You are describing me!”

I never looked back, and I felt so humbled that my Heavenly Father wanted me to be a teacher like His Son, Jesus Christ.

I will be entering my third year as a secondary teacher this fall. Working with students continually strengthens my testimony of the Savior and helps me understand how similar this is to what He does for me in my life challenges. He already knows me so perfectly because of the Atonement that He can tailor the curriculum just as I am trying to do for my students. As I think of my life, I realize He is my advocate, a “coteacher” and curriculum designer with Heavenly Father.

And now I realize Heavenly Father wanted me to be a teacher so I could learn more of His Son, Jesus Christ. So now when I step into my classroom, I think of the words of the Primary song: “I’m trying to be like Jesus; I’m following in his ways.” And I love my students like He would.



EMMA MOSS

SOCIAL SCIENCE
TEACHING '17

TESOL K-12 MINOR

PROVO, UTAH

IT HAS BEEN 24 YEARS since I graduated from the McKay School, and 14 of those years have been spent in the classroom. It has been a while since I have reflected on the impact that my early teacher training had on me, but the core values I was taught permeate my mind-set and



**KRISTIN LYNN
JACOBSEN**

**ELEMENTARY
EDUCATION '95**

ASTORIA, OREGON

actions in the classroom every day. I have learned that it is a unique thing to view students not just as who they are right now but also see them as their eternal future selves. This perspective helps me be more patient and accepting of who they are as 10- and 11-year-olds because I know they will not be in this stage of their development indefinitely. Again, it sounds like a little thing, but I feel like it makes a big difference in the way I interact with students and their parents. I find it relatively easy to show calm, inspired grace because I

see them as my spiritual brothers and sisters who happen to be in the fifth-grade stage of their mortal development, instead of just being typically frustrating children.

For example, I took looking to Christ as the Master Teacher for granted when I was in college and in my first three years of teaching in Provo. It was totally normal to hear colleagues pray out loud not only for inspiration but in gratitude for the opportunity to teach and be an instrument in the Lord's hands. Then I started teaching in Washington state and quickly learned that was actually *quite* unusual! While I don't think it is *necessary* for teachers to pray together to be united in the greater good work of all things in teaching, it definitely set me on the path of treating students and parents like the eternal beings we all are instead of who we all are at this moment in time.

DAVID O. MCKAY SCHOOL OF EDUCATION MISSION STATEMENT

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

THE

MASTER

TEACHER

EXHIBIT

- The exhibit features a changing panel of essays about great teachers written by McKay School faculty and staff.
- Background art showcases work by Simon Dewey, Greg Olsen, Grant Romney Clawson, Howard Lyon, Carl Bloch, and Harry Anderson.
- The display was envisioned and created by visiting associate teaching professor Paul Wangemann, and was installed in September 2018.



By Cynthia Glad

PHOTOGRAPHY BY
BRADLEY SLADE

Experiential Learning
Serves Clients
and Students



When HP LIFE needed a new online course on growth engines designed, they came to the McKay School's Instructional Psychology and Technology program. With a master's and doctoral program and a minor in design thinking, the department services many real-world clients.

"Building a Boat While Sailing"

"It is like building a boat while sailing," said Esther Michela, who just finished the master's degree. "I was simultaneously learning project management techniques while trying

to implement them with a team." Michela served as project manager for the HP LIFE course while also in a project management class. "I was able to implement principles immediately, and because I had a pressing need to know, I had questions that I needed answered quickly. Having a relevant application made the readings much more meaningful as I tried to work out how the principles applied to my situation," she said. This background will serve her well in her new PhD program in Tennessee.

Guided by Professor Peter Rich, students collaborated

with HP LIFE's director of these entrepreneurial skills courses as well as with a subject-matter expert in Germany. They designed the course in the fall, and then students elected one of their own to be the project manager. Michela collaborated with Rich to structure the team into design, development, and evaluation groups, with other students as the leads on each team. According to Rich, feedback from the client was overwhelmingly positive, with responses that the course was much more interactive and effective than prior courses.

Learning Every Aspect of Design and Development

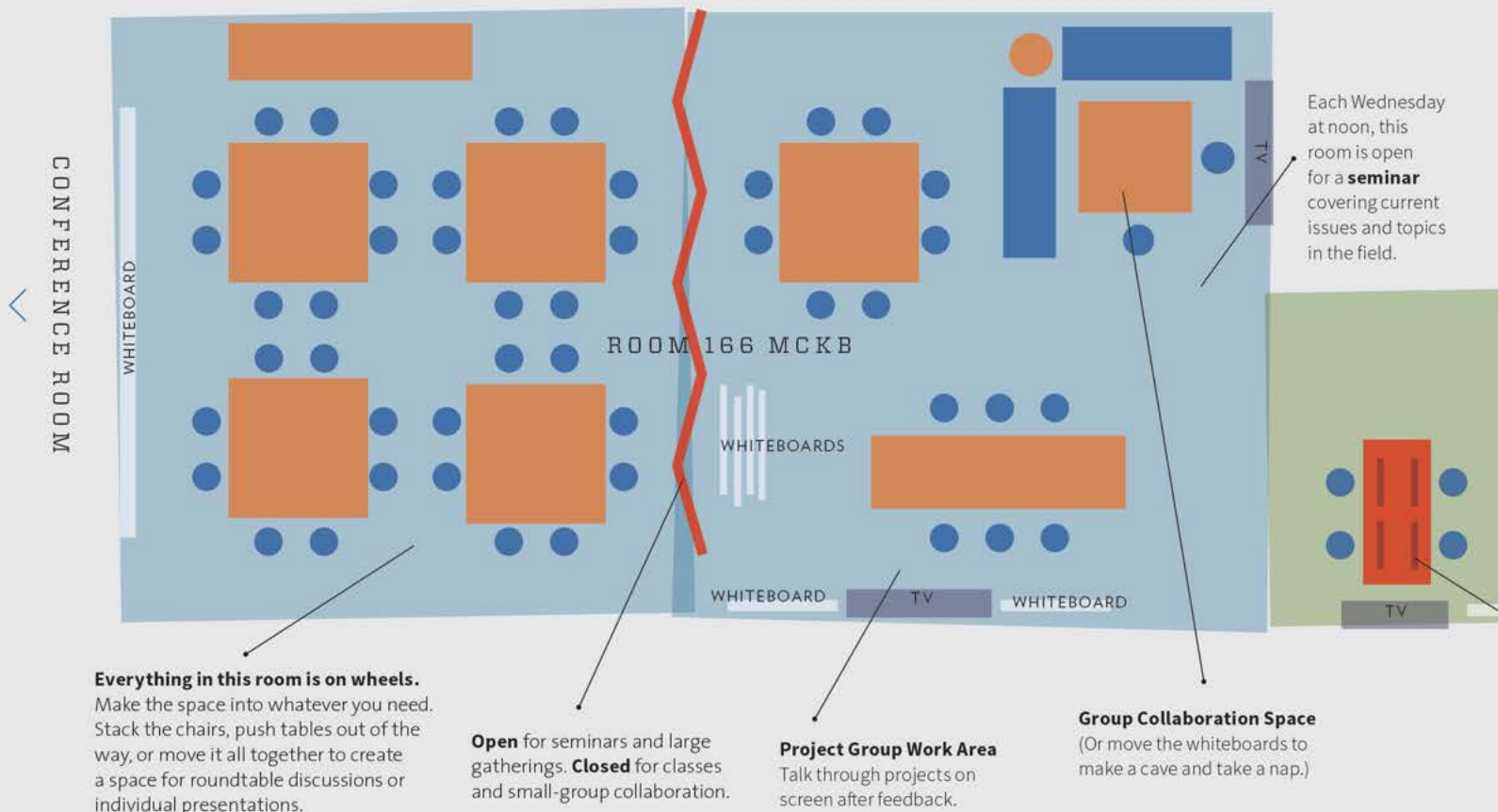
The year before, students designed an online course on managing a restaurant as part of a certificate in hospitality and tourism. BYU-Idaho first offered the course to their own students, and then it went to LDS Business College students. Eventually it will be made available to BYU-Pathway Worldwide students.

"Our IP&T students were involved in every aspect of the course design and development," said Professor Jason McDonald. "They worked with an expert in restaurants

Committed to the Cutting Edge

DESIGNED FOR INNOVATION

Instructional Psychology and Technology's new classroom and studio spaces were built to foster creativity and forward-looking ideation. Here is a basic breakdown of their new digs.



to choose a scope and set of learning goals, they designed the learning strategies, and they produced all the course materials, including writing some of the course content. The course was completed in April 2018 and was piloted that fall.”

That build-a-boat-while-sailing experience is just what the faculty have in mind. The field identifies and implements improvements in instruction and builds

understanding of the principles that influence these improvements. Courses apply these principles to solve instructional problems that occur in educational settings (including public schools and universities) as well as in government, church, military, business, and industry settings.

The students use a variety of techniques to maximize interactive learning. In a recent project to enhance the

experience in Thanksgiving Point's Museum of Ancient Life, classes used rapid prototyping for testing out a lot of ideas, including using QR codes, embedding sound buttons, and eliminating verbiage on signage. The feedback at the final presentation was very positive—in spite of the one test project that had museum visitors wondering if the odd box with buttons to push was a bomb.

Justin Evans recalls how one surprisingly simple idea achieved the most interaction with museum attendees. “It derailed a complicated project that we had spent hours developing, which seemed to really frustrate my colleagues,” he said. “I can't blame them! But it was an important lesson for all of us, one that I have to keep learning every day. Time and effort don't equal results. Results equal results.”



Look here for **announcements** about program deadlines and events.

Track everyone's progress here. How many completion stickers can you collect?

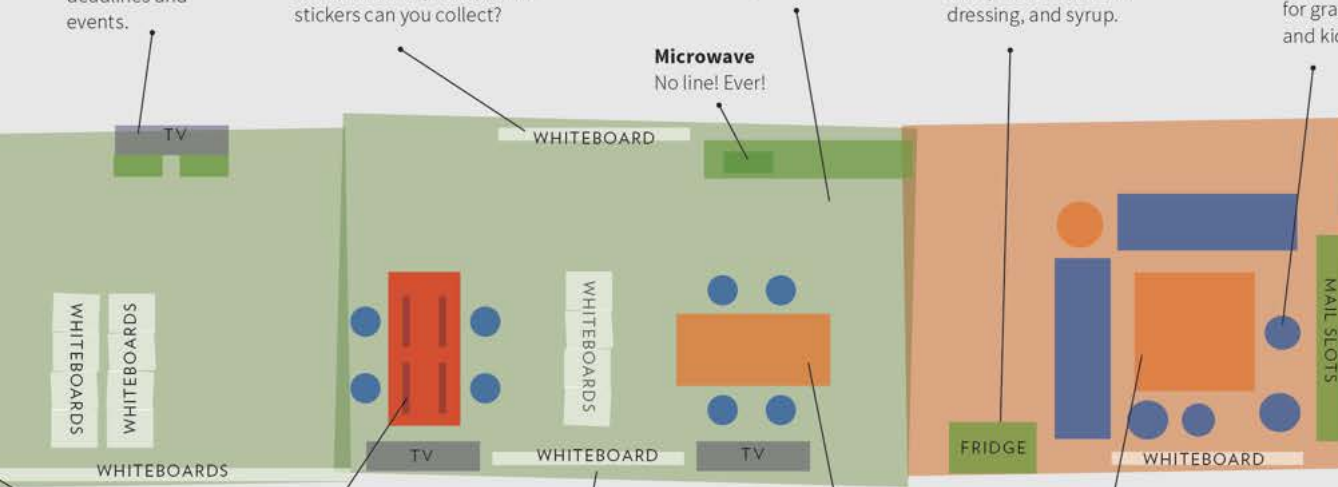
Soup every Wednesday.

A chance to connect with your cohort and eat soup and rolls after the weekly seminar.

Fridge

Somehow there is always ketchup, salad dressing, and syrup.

Yoga balls are for grad students and kids.



Is it your birthday? Check your box for a treat. There might even be a stack of really important papers you thought you lost.

Too poor to buy an awesome computer? These are loaded with design software and available for IP&T students all the time.

Bright Ideas? Leave them here for everyone to enjoy.

Too much courting in the library? Come study here.

Student Lounge

- Waffle bar during finals
- Impromptu conversations with peers and faculty
- Mentoring
- Napping



BY
Shauna Valentine

PHOTOGRAPHY BY BRADLEY SLADE

THIS IS A
PERSON,
NOT A PROBLEM

MCKAY SCHOOL ALUMNI ACHIEVEMENT AWARD WINNER

Sarah Scott's warm and engaging smile draws you in when you first meet her, and her manner is relaxed, friendly, and professional. She is the speech-language pathologist at Pointe Meadows Health and Rehabilitation, a facility in Lehi, Utah, that provides skilled nursing along with short- and long-term therapy.



The same warm and relaxed feeling prevailed as we passed through the halls and observed the gathering places, therapy and gym area, and resident rooms—collectively exuding a home-away-from-home vibe.

Scott received the McKay School of Education's 2019 Alumni Achievement Award. She was honored by the BYU Alumni Association and the McKay School during the 2019 Homecoming Week. During her presentation to the McKay School, she shared her personal story and passion for her work in speech-language pathology and for the people she serves.

At Pointe Meadows, she and her colleagues have created a safe, comfortable, and healing environment. Individual and group therapy is ongoing, and because they believe personal interactions can improve the quality of life, residents are encouraged to leave their rooms during the day and mingle. As we encountered people, Scott greeted residents and staff with a touch on the arm, pat on the back, or "Hola, Eula," and "Hey, Jane, how are you doing today?" Normalizing situations for patients by treating patients and staff as she treats her friends is one of her priorities.

Collaboration on occupational, physical, and speech-language therapy is paramount. Whether the patient's situation is acute or chronic or whether they are dealing with an orthopedic issue, cancer, or a neurological condition, the professional team helps individuals to better do those things that they need to do to live their best life possible.

Zach Brown, executive director, said, "Speech-language pathologists see things that we can't see. It takes heart. Sarah will evaluate patients and many times find something that was missed." He explained that the team needs a trained eye that is looking for different things—conditions that may show up in talking, swallowing, or chewing. It is a different perspective.

"See people as people," said Scott. "It is more than fixing the physical problem. Maybe a person needs support or encouragement. We need to figure that out." When trying to improve physical conditions, she explained, many patients make progress when social connections and expressions are fostered.

SCOTT'S JOURNEY

Scott was born in Brazil, where her father was a mission president, but grew up in New Jersey with her five siblings. After three years at BYU, she married, moved to Michigan, and later found herself as a single mother of three boys. Knowing she needed to support and provide for her family, she returned to Utah to continue her studies at BYU. Her oldest son has medical needs in addition to behavioral and language impairments. Being able to live with her parents provided loving support for all of them when she returned to school.

Scott is indebted to a seasoned and skilled counselor at BYU who spent time talking with and getting to know her as she was considering her options. He asked about her background and interests. During these discussions she shared her experiences of time spent with her son in special education classes. The counselor asked if she had ever thought of speech pathology. It made sense to her, and she forged ahead with the goal of completing her bachelor's and master's degrees in five years. She remembers it as a challenging, intimidating, and stressful time but, at the same time, was strengthened by knowing that the Lord would help her.

During her undergraduate studies she remarried and inherited two daughters. And life changed. She said, "An incredible challenge and opportunity became a catalyst to huge growth. I loved every second of it."

While studying with Professor Christopher Dromey in the Department of Communication Disorders, Scott

wrote her thesis, which was eventually published in the *Journal of Speech, Hearing and Language*. "[Dromey] is probably the smartest person I know but also one of the most real. He has great passion and personality. There were many other teachers also who were so helpful with their acts of kindness, their understanding, and the sharing of their insights and knowledge," she said.

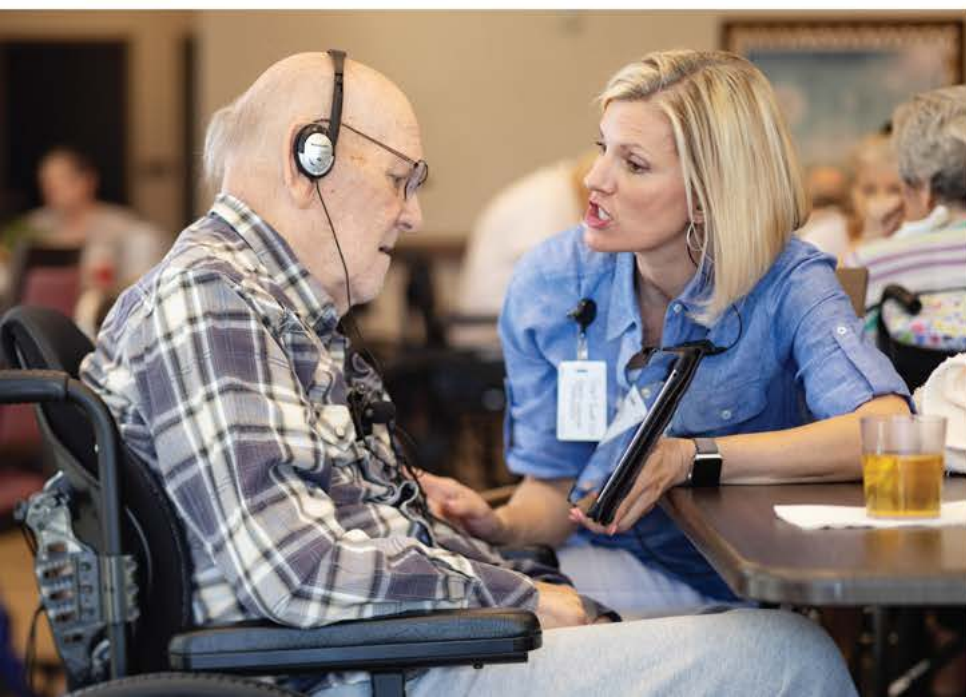
Scott's plan was to work in the public school system. However, her fascination and interest in her medical classes led her into health care. Her first position at a skilled nursing facility launched her early on into leadership positions. Along with speech-language therapy, she led education and support groups.

After three years she was approached to be the director of rehabilitation at a hospital that specializes in neurological degenerative diseases and dementia. Accepting this position was another opportunity to stretch and learn. Her mantra became "See each individual as a person, not a problem." She saw lives change as she continually asked, "Why is this complication or situation happening?" The detective came out in Scott as she found each case had its own nuances and deserved asking the "why" question. Her aim was to solve the problem and get it right the first time so the problem didn't reoccur.

SERVING AND ADVOCATING

One of the things Scott loves about speech pathology is the wide range of challenges she encounters. Her favorite areas of practice include swallowing and cognitive linguistic function. Being a conscientious advocate for patients, she said, "You can't have a bad day when you work around people. It can't be about *me* but all about them."

With her diverse experiences, she is an effective mentor as she supervises students—including two graduate clinical students completing their medical



practicum in communication disorders. Schooling and experience have blended. She said, “At BYU I received a technical and moral background to deal with many emotional and physical afflictions that patients young and old have presented in my practice.”

Scott’s devotion as a mother extends beyond her five children and the god-daughter she helped to raise. Dealing with autism, chronic health problems, and other challenges has given her compassion for those who suffer. Children with special needs have been drawn to her and her family and have become part of the Scott family life. Some have been invited to live in her home, where they received the understanding, love, and structure they needed.

Balancing family and work is a challenge, but including her family in her work or inviting outpatients to interact with her family through activities such as game nights is how she brings the two together. Volunteering and advocating for children and adults with special needs continues to fill her time and her home.

As a lover of the outdoors and nature, and having had her own health challenges, she appreciates being strong and well. Trying to do everything as she thinks it needs to be done is hard, but her philosophy is to let go of whatever is bothering her. She counsels, “Move on. Do your best. And many times your best is better than you think it is.”

When asked what she would tell others working in communication disorders, she said, “Remember to see everyone as unique and valuable. Build people up and give them what they need to succeed. Ask intelligent questions and dig deep to get to the heart of the matter and be willing to give and receive information to direct your choices. Love people and care for them. Do what you do for the people you are serving. It changes lives.”

For more on Scott’s Alumni Achievement Award address, visit education.byu.edu/alumni-awards-2019.



Alumni Happenings

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



Education Is an Eternal Field of Study

► HEATHER BEATIE

Class of 1980

When Heather Smith Beatie’s college counselor asked her if she had considered teaching in special education, Beatie wasn’t interested. “God probably had a good chuckle right then,” said Beatie. “I have spent the last 26 years teaching my autistic daughter.”

Heather Smith Beatie received her bachelor’s degree in elementary education from the McKay School in 1980. After graduation, Beatie had teaching opportunities around the world: as a teacher in a bilingual classroom in California, as a missionary in Uruguay, and as an English and math teacher at a boarding school in Switzerland. During that time she also received her master’s degree in library science from BYU.

In 1990, Beatie had her first child and chose to stay at home to raise

her children. At the age of two, her daughter Melissa was diagnosed with autism. “My whole approach to my daughter’s diagnosis is the result of my educational background,” said Beatie.

Determined to learn everything she could about autism, Beatie attended numerous meetings and kept up on any literature she could find. She carefully noted Melissa’s achievements and setbacks, logging all documents about her health and education. Her research now fills six notebooks, which she shares with those who ask her about autism.

Melissa now lives at home, although she lived in a group home for seven years, receiving academic training and self-help skills development.

“Education is the one field of study that is truly eternal,” Beatie said. “People will learn throughout the eternities, so there will always be a need for teachers.”

“My whole approach to my daughter’s diagnosis is the result of my educational background.”

— HEATHER BEATIE



Pioneering Coding Education at the Elementary Level

► MCKAY PERKINS

Class of 2011, 2018

Educational technology has always been McKay Perkins’s passion, and he has found a way to bring it into the classroom.

Perkins graduated from BYU in 2011 with a bachelor’s degree in elementary education. After teaching for five years, he returned to BYU to pursue a master’s degree in instructional psychology and technology. He worked as a research assistant for Peter Rich, a professor of instructional psychology and technology. Under Rich’s direction, Perkins taught elementary teachers and students how to code in their classrooms.

“I think people are starting to realize that coding is becoming a basic literacy.”

—MCKAY PERKINS

While assisting Rich, Perkins was introduced to the nonprofit organization BootUp. He now works for BootUp, training teachers and students to code at an elementary level. Perkins uses a program that teaches children to code using a color-coded block system developed by the Massachusetts Institute of Technology.

Perkins said that having a primary understanding of coding is a key part of almost every job and is a useful skill that should be taught from a young age. “I think people are starting to realize that coding is becoming a basic literacy, even though every kid isn’t going to grow up to be a coder,” he said. “Every job you can have is affected by technology and programming, and every job needs somebody to code for them.”

For future educators, Perkins’s advice is to think more about how to help students learn effectively. Perkins remarked, “We are too afraid to take creative risks in education and step into the unknown. Remember that we are in the art of teaching young, excited, and creative minds.”



Active Learning

► HANNAH WOLD

Class of 2015, 2019

Children’s reading fluency scores are significantly improved with physical activity. This finding comes from a study by Hannah Wold, a 2019 graduate of BYU’s teacher education master’s program and a current second-grade teacher.

Through her research, Wold has concluded that the children she worked with who read after doing acute bouts of physical activity had considerably higher reading scores in the areas of words-per-minute reading, accuracy, and the ability to remember and retell the story they had just read.

“It was interesting,” said Wold, “because the students would be sitting out of breath but were still able to read. Their retention and accuracy were both substantially improved. It was fascinating to see and to find evidence

that physical activity does make a difference.”

Wold researched exclusively with Title I schools, in which 50 percent or more of the students are on free or reduced lunch. She found this noteworthy because the students who are getting the most impact out of her research are the students with the greatest risk of not graduating from high school.

Wold hopes to publish her research. She also hopes that her findings will add to the body of knowledge on the connection between physical activity and reading effectiveness. Her chair, David Barney, an associate professor of teacher education, said, “Hannah’s research is truly groundbreaking. No one has ever been able to create a study that truly links physical activity to reading fluency.”

Wold wants to continue helping students improve their skills in the classroom—and not just for the better scores. “It is really about how they can love learning and be lifelong learners,” she said. “And within that realm, the whole goal of BYU is ‘Enter to learn; go forth to serve.’ I feel that in my classroom, I can serve my students.”

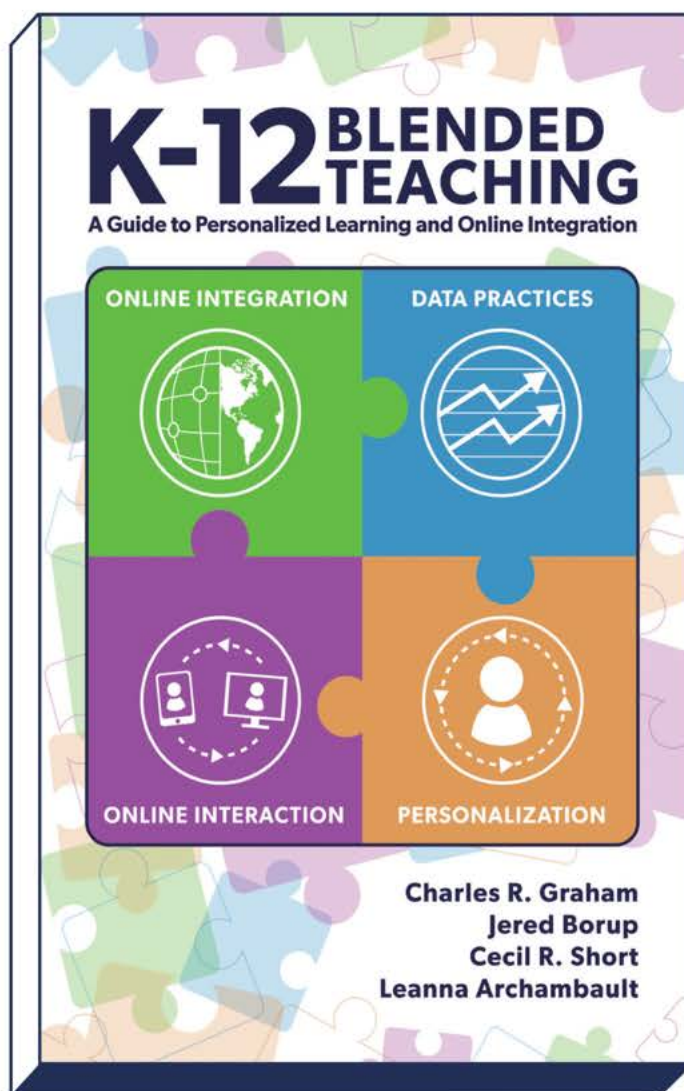
“It was fascinating to see and to find evidence that physical activity does make a difference.”

—HANNAH WOLD



p. 20

A journey through single motherhood brought her to speech pathology, where she thrives as a conscientious advocate for her patients.



Take the survey and then read the book to learn more about how you can begin to implement blended teaching in your school or classroom.

For more information:

bit.ly/k12blended

STAY CONNECTED!

PLEASE DETACH HERE

ALUMNI UPDATE

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

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

SPOUSE _____ TELEPHONE _____

STREET ADDRESS _____ CITY/STATE/ZIP _____

GRADUATION DATE (MM/YY) _____ EMAIL _____

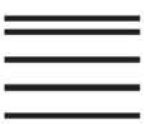
Are you currently employed in education? Yes No City/State/Country: _____

Your position (check all that apply): Teacher Length of time: _____

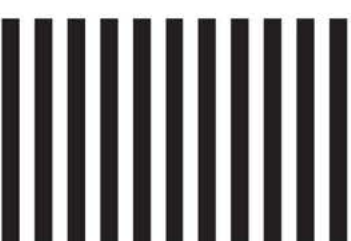
- Administrator Counselor Media Specialist
 Resource Specialist Other: _____

Level: Preschool Elementary Sign me up for McKay School Alumni News, the
 Secondary College/University McKay School email newsletter.

To read McKay School news online, visit education.byu.edu/news.



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BLENDED TEACHING—WHAT IS IT?

Blended teaching is the combination of in-person lessons with online training.

Why do we need it?

Effective blended teaching can lead to improved student learning, greater access, and flexibility.

How is your blended teaching?

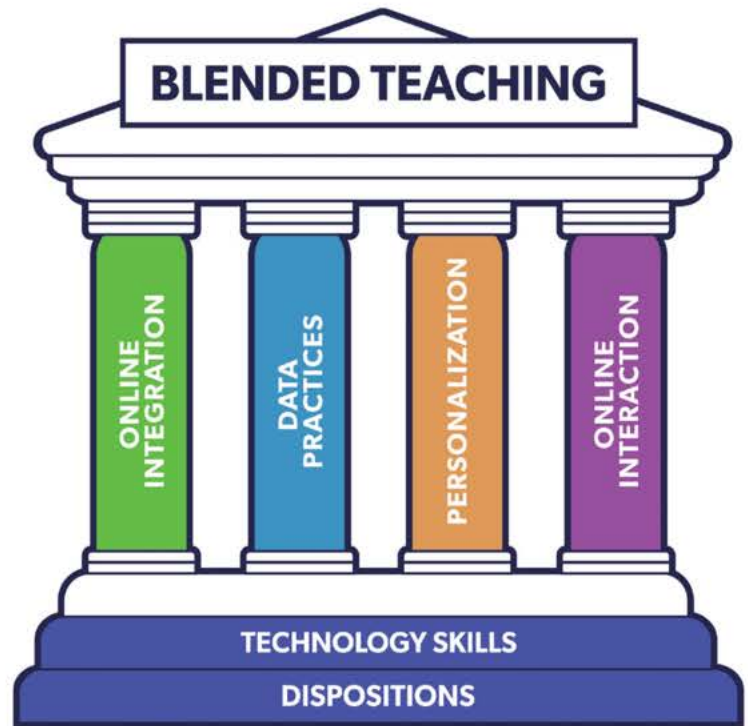
Are you prepared to bring blended teaching and learning into the classroom?

A survey and a free open educational book created by McKay School professor Charles Graham

and teammates Jered Borup (George Mason University), Cecil Short (BYU graduate student), and Leanna Archambault (Arizona State University) may help. Survey results will provide you with insights and links to resources in five blended teaching competency areas:

- 1 Blended teaching dispositions
- 2 Online integration skills
- 3 Data practices
- 4 Personalization skills
- 5 Online interaction skills

You may also arrange for a survey report on a school or district level.



Test your blended teaching readiness:
bit.ly/K12-BTR

