

m FALL 2016

MCKAY TODAY MAGAZINE



**Church, State, and You**  
*Scott Ferrin explains your rights as an educator*



## Message from the Dean

*In July of 2016 I spent a week in Philadelphia* with 20 other professionals from public schools and BYU. We learned about the Founding Fathers and the civic virtues that motivated them. In this event, sponsored by the BYU Wheatley Institution, we learned from scholars, on-site experiences, original sources, and rich conversations. Both school personnel and BYU faculty came away with greater commitment to teach about civic virtue.

I reflected on this experience as I read the first article in this issue of *McKay Today Magazine*. Written by Scott Ferrin, it is an insightful treatise on the intersection of education and religious liberty. As they established and defended religious freedoms, our forefathers also highly valued the role of education, which we may view as interrelated concerns. As an attorney and professor of educational leadership, Scott Ferrin answers vital questions such as Can teachers talk about religion? and Can teachers share their religious beliefs?

Another compelling educational matter treated in this issue is that of early literacy. Children who develop literacy while they are young will more likely be successful in the future. I make this statement having recently read a summary of research supporting the relationship of literacy skills to future difficulties. The researchers indicated that students who enter school with literacy deficits will be more likely to fail academically, to exhibit either disruptive or withdrawn behavior,

to be rejected by their classmates, and to become victims of bullying.

In response to the critical need for early literacy development, Barbara Culatta and Kendra Hall-Kenyon created the SEEL (Systematic and Engaging Early Literacy) program to assist teachers and parents in developing literacy in young children through playful practice. The second article in this issue addresses this creative curriculum, which has been researched and found to be highly effective. SEEL is but one example of the role many McKay faculty members assume in improving the education of our children.

The third featured article addresses roles and benefits of the arts in our lives as well as school curriculum. As an educator who first trained to be a choral teacher, I have a personal fondness and deep appreciation for the value of the arts in pre-K-12 education. The BYU ARTS Partnership, under the leadership of Cally Flox, has made invaluable contributions to the education of our school children and their teachers. Shauna Valentine's piece on the effects of the arts on all of us urges all readers to involve themselves, their students, and their families in the arts, providing suggestions that are easy to implement in the home or classroom.

We hope you find this issue to be timely, thought provoking, and useful with ideas to apply in your homes and schools.

*Mary Anne Prater*



MCKAY TODAY MAGAZINE | FALL 2016

### FEATURES ▼

2

EDUCATION AND RELIGIOUS LIBERTY: BASIC RIGHTS AND DUTIES OF EDUCATORS

*Scott Ellis Ferrin*

6

READY TO READ?

*Barbara Culatta and Kendra Hall-Kenyon*

10

THE ARTIST IN ALL OF US

*Shauna Valentine*

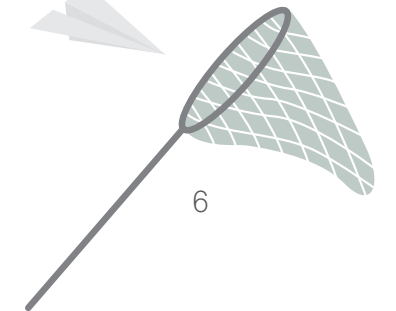
KATE JEPPSON



2



10



6

### DEPARTMENTS ▼

18 ALUMNI & FRIENDS

20 SCHOOL NEWS

### HIGHLIGHTS ▼

16 LUNCH TO GO

25 MAD SCIENTIST LABS

VOLUME 12  
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# Education and Religious Liberty: Basic Rights and Duties of Educators

BY SCOTT ELLIS FERRIN, JD, EDD

## As a student,

I took a semester-long law course at Harvard Law School that focused only on church and state issues. We didn't exhaust the topic in an entire semester. I have been teaching for many years now about the legal and ethical issues that arise in educational settings, with a focus on American public K-12 schools. Below are some very basic answers to questions frequently raised by educators and preservice education students regarding their duties and legal exposure in the event-rich environment of public schools. Obviously this brief discussion will tend to oversimplify the issue. Constitutional doctrine in this area is generally controlled by U.S. Supreme Court precedent interpreting the First Amendment. It is also affected in some states by state constitutions and other state statutes and their judicial interpretation.

### THE TOPIC OF RELIGION IS NOT FORBIDDEN

How do I protect religious freedom and discourse—my own and that of my students—while still respecting the important values of the First Amendment

PHOTO ILLUSTRATIONS  
BY BRADLEY SLADE



about in a safe environment. Nevertheless, it is often the educator or school that is the lightning rod for concerns regarding discussing religion at all.

### KEY CONCEPTS FOR DEALING WITH RELIGIOUS ISSUES IN THE CLASSROOMS

#### *Is Teaching About Religion the Same as Proselyting for Religion?*

In discussions with Buddy Richards, a colleague and educational philosopher, we have often wondered if it would be violative of the First Amendment to teach Greek, Roman, and other classic literature if the teacher and hearers actually believed in the Greek and Roman gods referenced. We tend to feel comfortable teaching that lexicon, which is quite religious, but references to the Bible, Koran, or Torah, among other religious texts, prompt claims and fears that the First Amendment rights are being infringed upon.

Some students and their families are often not well versed in civics education and may believe that any reference to religion is forbidden in public schools. A careful introduction to why and how religious issues can be addressed in class will help, but such discussions and their intent are not always understood.

It is hard to see any constitutional violation in teaching something of the religious history of groups and individuals in, for example, a Utah history or American history class. It is possible that some will take issue with discussing the religious motivations of historical figures and groups. Such discussions do not offend the Constitution, but individuals may still take offense. A clear explanation of why such issues are explored in class can help.

#### *Who Controls the Curriculum?*

The teacher, under the direction of the school board and the state legislature, controls the curriculum. If a teacher gives an assignment to write a paper on Shakespearean sonnets, it may be appropriate for a teacher to tell a student that a paper on a revered religious figure is off topic. However, if an assignment is to

and the right of parents to ensure that their children are not proselyted to or indoctrinated by state employees in a state compulsory education setting?

First, as a constitutional matter, the U.S. Supreme Court and other courts have long recognized that religion as a topic is not forbidden in public schools as long as no state-sponsored indoctrination is intended or reasonably perceived by students.

In classes focused on history, world civilizations, literature, psychology, and other subjects, religion, the Bible, or other religious texts are appropriate subject matter for study and discussion as literature and as an integral part of human social history. The challenge for teachers is the political and human dimension to this legal and constitutional issue.

Many students and parents, especially if they are members of a minority religion in a particular school setting, are uncomfortable having any state-sponsored discussion of religious issues. In the rough and tumble of classroom discussion, it is possible that religious sensibilities of individuals and families may be offended. Courts and think tanks have often said that *it is just such religious differences that we need to learn to be able to discuss respectfully and learn*



write on the most influential person in their lives, students in that case would be free to refer to any person, including religious figures.

### ***Who Does the Teacher Represent?***

The U.S. Constitution and many state constitutions expressly prohibit an establishment of religion by the state or state agents. Students are not protected from other students' desires to confess, witness, proselyte, or invite them to attend their baptisms or other religious observances or holidays while they are in appropriate venues, such as on playgrounds, in lunchrooms, and before and after school. Educators must be careful not to infringe on students' protected free exercise of religion in this arena. Care is required, however, when religious minority students are made to feel intimidated or oppressed by successive invitations or religious witnessing from majority religion member students.

Schools can develop and enforce codes of conduct that deal with bullying, harassment, or discrimination by students endeavoring with too much zeal to proselyte or marginalize other students, especially from minority religion backgrounds.

### ***Can Parents Obtain Waivers for Their Children?***

Parents and students often seek waivers from readings and other portions of the curriculum for religious exercise or conscientious reasons. Apprehensions by parents over the curriculum may include concerns about teaching

subjects such as evolution, the occult, human sexuality and the family, certain science curricula that invoke deep age of the earth and universe, New Age and magic overtones, or other topics of concern. Such requests from a minor should be communicated to the parents, since parental preference is controlling in most instances under law.

Teachers should consult local district and state regulations or policies before responding to such requests and recognize that states differ in their regulations in this area. Some states, like Utah, are very explicit regarding requests for waivers and how to respond to them. As a constitutional matter, the Supreme Court has generally found that requiring students to merely be exposed in the curriculum to concepts that are not in alignment with their religious or conscientious concerns is not too high a burden on their free exercise of religion, so long as the curricular features are rationally related to legitimate pedagogical purposes and tailored in a respectfully narrow and rational way to achieve those purposes.

### ***What Material Can Be Removed from Libraries?***

Although courts recognize that districts and states can control the curriculum to a large extent, access to ideas in the library is seen as a different environment than the curriculum. Courts tend to find that the First Amendment includes a right of "access to" ideas. If books and ideas are being removed based on content that is not related to a legitimate pedagogical purpose, courts are likely to examine that practice and feel free to rule on its constitutionality.

Legitimate purposes for removal of material from a library can be age appropriateness and violent or sexual themes or images, especially if access is sought by young students. How this affects a teacher's personal lending library in their classroom is less clear.

### ***Can Teachers Share Their Religious Beliefs?***

Spontaneous questions are often raised in educational settings regarding a teacher's own religious beliefs. In responding to such questions, there is no bright-line rule. Members of the U.S. Supreme Court might be found on either side of this issue. Generally, however, so long as proselyting or indoctrination is not the aim and the question is truly raised spontaneously, it will be up to the teacher to decide what to share and to what extent. There are ways to respond that are respectful to belief and the Constitution. In general, caution and respect for minors' and their families' rights to be free from "establishment" of religion by the state while being true to a teacher's own vision of respect for belief and the Constitution should guide educators in this area.

Teachers also must note that, for many religions, there is a current conflict over definitions and constitutional protections for competing conceptions of the family, based on a recent Supreme Court precedent. In some instances this has brought families into conflict with school officials and teachers over curricular offerings that are mandated by state learning standards.

Some states have written into their statutes learning standards such as those in Massachusetts that require that students should be able to describe

"different types of families," and teachers must, under those state learning standards, address the "detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) in individual relationships and society as a whole." Massachusetts also requires that by fifth grade, students be able to "define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian)." Application of such standards, even in a fairly intrusive manner, has been upheld against a free exercise of religion and deprivation of due process claim in Massachusetts brought by a group that included an LDS plaintiff, among others. This means that teachers in states with such learning standards will need to comply with those standards while seeking ways to not single out or harm students from diverse backgrounds, including diverse religious backgrounds.

If parental notice is available, it should be used so that parents can know what is in the curriculum and what their rights are to opt in or out. State statutes regarding issues relating to human sexuality are often categorized as *opt-in*, *opt-out*, or *mandatory* provisions.

Opt-out provisions allow parents in some states to opt out of the curriculum for their children, but failure to exercise the option defaults to children being offered the curriculum. Some states don't provide opt-in or opt-out provisions and require all students to take health education or sexual education curricula. Although such mandatory provisions have been found constitutional, many legislatures have provided opt-in or opt-out provisions for courses dealing with human sexuality, and teachers will need to know the statutory provisions within their own states.

### **NOTE**

*It appears that the public schools and classrooms have become somewhat uneasy venues to act out national angst over current culture wars, shifting values, and the growing concern from religious conservatives—especially biblical conservatives—that their values and issues are being either ignored or denigrated in public schools. However, there are groups working to find common ground, respect, and understanding about the religious differences that are inherent in a pluralistic society. Teachers would be well served to seek out such groups, such as the Freedom Forum at Vanderbilt University, the Three Rs Project, and others. Teachers should also attend in-service training and join with professional associations that are working to help teachers and learners in public schools deal with the specifics of respecting our deepest religious differences and diversity while protecting the right to speak and dissent responsibly and civilly.*

BRADLEY SLADE



### ***Next issue: More on teachers and the law***

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



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





# READY to READ?



*By Barbara Culatta and Kendra Hall-Kenyon*

## FUN LEARNING ACTIVITIES BASED ON SOUND ACADEMIC PRINCIPLES

Dress-ups, silly songs, and giggles. Rapping and tapping with improvised instruments. Making hats for fat cats and bats. The children don't even realize they are learning.

You can trust the McKay School to deliver academically solid educational materials for the young learner. Professors Barbara Culatta and Kendra Hall-Kenyon offer some activities from the popular Systematic and Engaging Early Literacy (SEEL), found at [education.byu.edu/seel](http://education.byu.edu/seel) in English and Spanish, and the learning app Hideout, found in the iTunes store. Go ahead—we hear it is fun for adults too.

## SCRIPTED PLAY

Scripted-play activities use a theme-based sequence of events in a story-like fashion. Together the children and adult take on character roles, encounter a problem, set a goal, make attempts to achieve the goal, and react to the results of their attempts. For example, the book *Sheep on a Ship* by Nancy E. Shaw tells the story of sheep that sail into a storm on their deep-sea trip. Children can be guided through an imaginary *ship trip*. Players skip to a ship, slip and trip getting on the ship, grip onto the ship as the ship starts to zip quickly along, feel the ship tip and flip, and get sprinkled with the drips of water from the wet ship as the ship dips down.

## EXPLORATION OF INTERESTING OBJECTS

Activities can include manipulating interesting hands-on materials. Provided with readily available recycled materials, children explore props that highlight target words and word endings.

Children can use scrap paper to wrap simple water-bottle caps or shampoo caps with lids that flap and snap. They can also manipulate caps as they read and recite a chant: "Tap, tap, tap a cap; flap, flap, flap a cap; snap, snap, snap a cap; slap, slap, slap a cap; clap, clap, clap a cap; and then we stop!"

Another SEEL activity involves cutting the top off recyclable water bottles. Children are told that the top of the bottle is the spout—the part where the water comes out—and that it looks like a snout. Children then experience an activity in which they shout out the spout.

## GAME-LIKE INTERACTIVE ROUTINES

A game-like routine consists of a predictable action sequence with recurring key words that target a literacy skill. One example that is designed to teach the initial *sp-* blend entails spilling, sprinkling, or spooning spoils (empty thread spools) to see if they land on spots or spaces between the spots and then spinning the spools on spots or in spaces.

In an interactive routine focused on the *-et* word ending, children make paper airplanes with *-et* words written on them and attempt to get the jet in a net that the adult holds over a blue piece of paper to represent water. "Did you get your jet into the net? Or did your jet get wet?"

## ART AND CONSTRUCTION PROJECTS

Art and construction projects entail creating things. One activity highlights *-ap* words as children make wearable caps out of scraps by snapping on flaps, straps, and snaps (paper ones) with a stapler. SEEL art activities permit children to explore sound and word patterns through music and movement (see the "Pig in a Wig" or "Rap a Tap" lesson plans on the SEEL website). The intent is to capture children's interest, maintain their attention, and ensure that encounters with the literacy patterns are remembered.

BRADLEY SLADE



## PRINCIPLES OF PLAYFUL PRACTICE

In addition to presenting children with compelling lesson activities, a strong program should draw upon instructional strategies that increase playfulness, draw attention to phonic patterns, and provide frequent opportunities to practice particular reading and writing skills. Playful and engaging instructional interactions occur as adults convey enthusiasm and emotion, facilitate conversational turn-taking, arrange for children to read and write about the activities, and connect hands-on with digital experiences.

### CONVEY ENTHUSIASM AND EMOTION

When conducting SEEL activities, the adult should model an energetic, playful stance. This enthusiasm is displayed in expressions of positive affect, animated gestures, and the use of varied facial expressions and intonation. Interacting in a playful, entertaining way serves to maintain children's interest and call their attention to targeted word patterns.

Closely related to conveying enthusiasm is expressing emotion. In addition to the basic emotions of happy, sad, mad, and afraid, the adult evokes and expresses emotions such as curiosity, amazement, frustration, and surprise. The adult uses intonation, gestures, emotion words, and facial expressions to convey this array of feelings.

For example, surprise is conveyed in an activity in which a balloon with a fat cat drawn on it starts to fly erratically around the room so that the fat cat goes splat and becomes flat. Another example occurs when children stop at a soda pop store and then hop away from the shop with a can of pop and then pop off the top and watch the can go "pop!" and slop all over the place. In an activity that deals with the theme of managing trash, the adult can be puzzled about how to fit trash into a trash can, delighted when bashing and smashing trash makes the trash fit, and surprised when bashing trash creates a crashing noise and even some splashing.

The expression, stimulation, and simulation of such emotions increases children's memory of the learning experiences.

### FACILITATE CONVERSATIONAL TURN-TAKING

The adult facilitates conversational interactions by responding to children's contributions and, when possible, incorporating their ideas into the activity. Elaborating on children's verbalizations lets them know that what they say is valued. For example, if a child starts to put tags all over a rag in an activity that entails making tags and rags for rag bags, the adult can comment, "Wow, tags and tags on rags and bags. A rag with lots of tags!" The adult exposes children to a target literacy pattern as she elaborates on children's verbal contributions and comments on their actions. Responding to what children say and do is one way to keep up a two-way exchange.

Within the SEEL activities, adults also provide children with reasons to read and write targeted words to achieve communicative functions. In an activity that entails making hats for cats and bats, the adult can give the child choices ("Want to make a fat hat for a bat or a flat hat for a cat?"), ask questions ("Is that a hat for a cat or a hat for a bat?"), arrange for the child to convey information ("We make fat and flat hats for cats and bats."), and provide instructions ("Put three hats on the cat and one hat on the bat."). The adult capitalizes on varied communicative functions to model and evoke target words and to arrange for children to encounter reasons to read and write those same targeted phonic patterns.

### ARRANGE FOR CHILDREN TO READ AND WRITE

In addition to finding reasons to read and write within the activities, children are provided with the opportunity to read controlled, personalized texts after they have encountered an experience. For example, the children taking a ship trip can read the following text:

*Let's go on a ship trip.*

*Skip to the ship!*

*Do not trip. Do not slip.*

*Zip!*

*The ship zips along.*

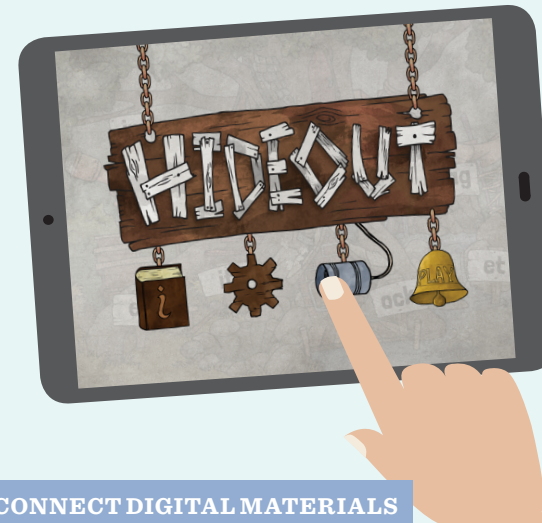
*The ship tips and flips.*

*And the ship dips down in the water.*

*Drip!*

*The ship drips. And we drip too!*

With supported shared reading strategies, children read phonic patterns they encountered during the activities. The texts and ideas for writing about the activities are included as part of the activity plans available on the website.



### CONNECT DIGITAL MATERIALS TO PERSONAL EXPERIENCES

SEEL also uses digital materials to support children's reading and writing about their experiences. Digital books are created with bookmaking apps as children are supported in writing about or dictating their experience and illustrating their e-books with pictures taken during instruction. After participating in writing about what they did, the children engage in reading what they wrote. Their experiences are turned into personal digital books.

The use of digital media is an additional way to provide children with opportunities to practice using targeted literacy skills. For example, after a hands-on experience with the popcorn shop activity, children gain additional practice through a virtual experience of popping popcorn and then making it stop when it overflows. Digital experiences such as this one are provided from an iPad app—Hideout: Early Reading—that was inspired by SEEL activities and is intended to be used as a supplement to the hands-on activities provided on the website. The app, which contains a large core of free learning activities, gives children theme-based, digitally delivered experiences that they read and write about.

This early literacy instructional approach uses many activity types that permit frequent and varied exposure to literacy skills. The program uses the principle of frequent exposure and others to provide explicit and engaging literacy instruction to young children. SEEL focuses on teaching children critical sound awareness and phonics skills that will lead them to later reading success.

Want to learn more about early literacy apps? Visit [joanganzcooneycenter.org](http://joanganzcooneycenter.org) to read the authors' blog post entitled "Five Questions Everyone Should Ask Before Choosing Early Literacy Apps." See [goo.gl/JPbrsm](http://goo.gl/JPbrsm) for a direct link.

HIDEOUT ARTWORK BY JOSEPH BAIRD



Try this engaging lesson designed to teach children to read and write words that end in -op.

Children learn the words hop, stop, shop, pop, and top as they pretend to shop for popcorn at a popcorn shop. The children hop to a shop, stop at the shop that sells popcorn kernels, put a top on the popcorn container, and hop to another shop to pop real or pretend popcorn. At that popcorn shop they drop popcorn into a popcorn popper and watch the popcorn hop and pop. They put a top on their popcorn containers to stop the popcorn from hopping out as they hop back with the popped popcorn.

Children can then participate in a digital activity on the Hideout app for supported reading of a text about their experience that highlights the -op words.



**BARBARA CULATTA** is a professor of communication disorders at BYU. She completed her PhD at the University of Pittsburgh and her postdoctoral fellowship at Johns Hopkins University. Barbara has written books, chapters, and journal articles on language and literacy interventions. Her research evaluates the effectiveness of assessment and intervention procedures related to improving children's language, literacy, and communicative functioning.



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# The Artist in All of US

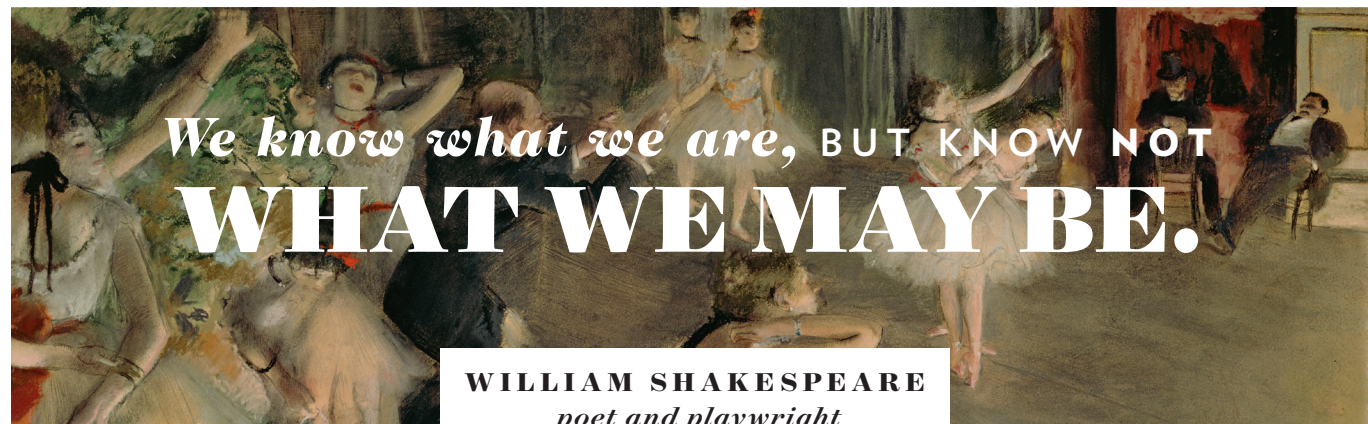
~ LIFELONG ENGAGEMENT IN THE ARTS ~

By Shauna Valentine

## Looking at the Artist

When you think of an artist, who do you picture? A tall, svelte ballerina? A paint-splattered artist? Or a wild-haired, baton-waving, gyrating conductor? In reality, look in the mirror—and you will see an artist! Everyone can become an artist if they have the desire and willingness to explore, learn, and practice.

Consider the impact the arts have on us—affecting our brains and our souls. The arts connect us to others today and to those who have gone before. The arts enrich our lives.



THE REHEARSAL OF THE BALLET ON STAGE, C.1878-79 (PASTEL ON PAPER), DEGAS, EDGAR (1834-1917) / METROPOLITAN MUSEUM OF ART, NEW YORK, USA / BRIDGEMAN IMAGES

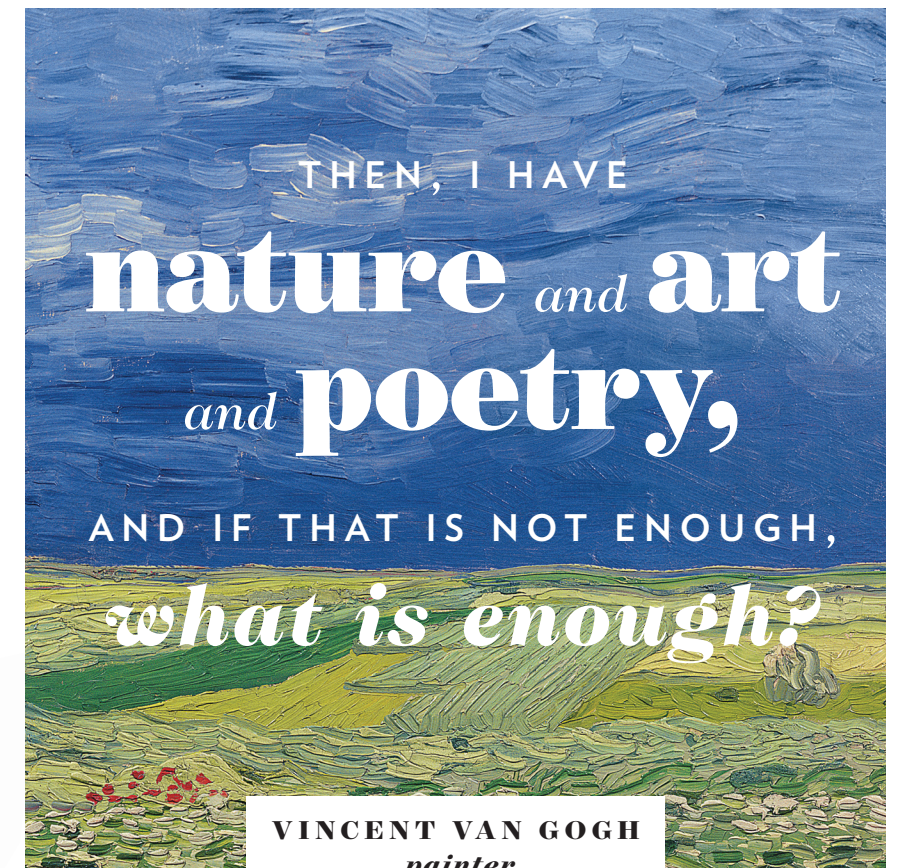
## SURROUNDED BY THE ARTS

### Appreciating Nature

Sharing our love and appreciation for nature is a wonderful gift to our children. Point out the spectacular, inspiring beauty in nature. Observe the patterns, designs, colors, varieties, and rhythms that surround us. Enjoy the striking mountains that pierce the azure sky, view the ever-shifting cloud formations, or take in the expanse of the ocean lapping the coastal shores. Share vivid sunsets, glowing full moons, and the delicate individual details in a single leaf, rock, or honeycomb. Let nature be your inspiration.



THE ARTIST'S GARDEN AT GIVERNY, 1900 (OIL ON CANVAS), MONET, CLAUDE (1840-1926) / MUSEE D'ORSAY, PARIS, FRANCE / BRIDGEMAN IMAGES



WHEATFIELDS UNDER THUNDERCLOUDS, 1890 (OIL ON CANVAS), GOGH, VINCENT VAN (1853-90) / VAN GOGH MUSEUM, AMSTERDAM, THE NETHERLANDS / BRIDGEMAN IMAGES

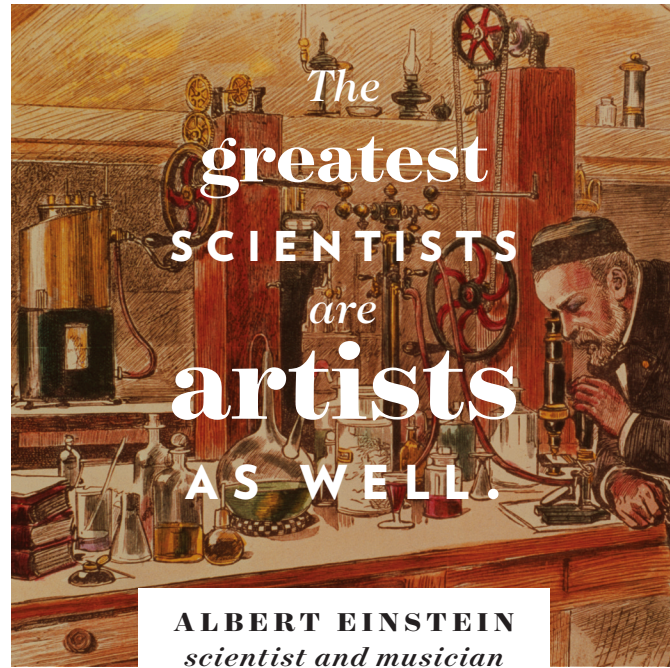


### Inspired and Timeless Pieces

As we study human civilizations through petroglyphs, ancient tombs, and long-buried artifacts, we marvel at their timeless beauty. The art of ancient Greece, Rome, Egypt, and other cultures continues to inspire designers and artists. Music and literature that have brought peace, joy, or solace to previous generations speak to us today.

Imagination, creativity, design, and functionality infuse our lives and are present in the objects we see and use every day. Creators of buildings or bridges blend beauty with function, as does the fashion designer. Those who created our dishes, light fixtures, furniture, and cars are artists we might not recognize.





**Encouraging Critical Thinking**

You can learn to think like an artist. The skills, ideas, experiences, and knowledge accumulated in life all contribute to making us who we are, and we see things through our unique lenses. By participating in the arts, we learn to think critically by exploring, examining, reflecting, interpreting, planning, questioning, resolving, executing, performing, and evaluating. The arts provide opportunities to express and share our insights, knowledge, feelings, ideas, and imagination. Allow yourself to learn from art, dance, drama, writing, or music classes; self-help books; videos; and other resources.

Cally Flox, director of arts education at the Center for the Improvement of Teacher Education and Schooling in the McKay School, said, “The arts provide activities for powerful neurological development for children as well as powerful activation of neurological activity in the elderly. Regardless if you are two or 80, the arts support mental, emotional, and physical health for all ages.”

**Connecting Through the Arts**

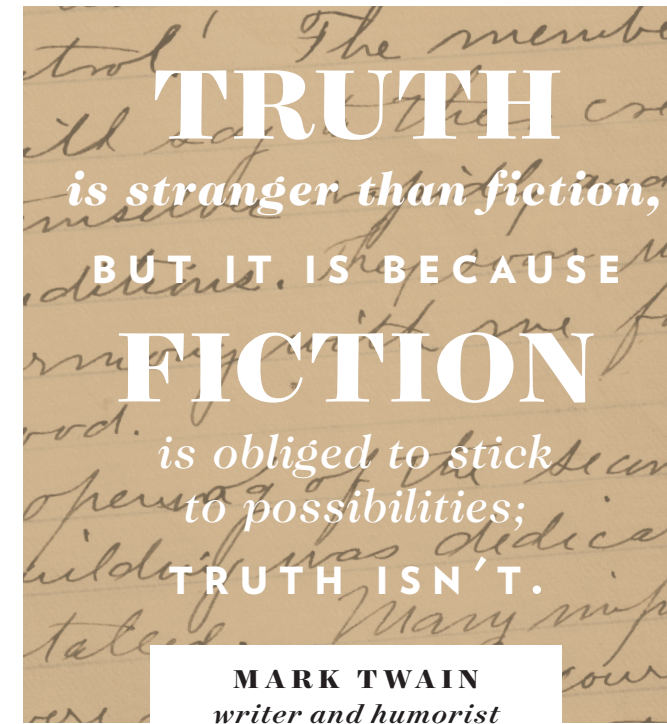
The arts provide fun, enjoyment, and an enhanced life. Flox said, “The arts connect people through shared experiences, yet [simultaneously] they are deeply personal.”

As we engage in the arts with others, we recognize our uniqueness. Each of us has a different story to tell, picture to paint, or song to sing. Share yours. Don't wait for perfection: start where you are and let yourself enjoy it.



LOUIS PASTEUR EXPERIMENTING FOR THE CURE OF HYDROPHOBIA IN HIS LABORATORY. C.1885. PUB. C.1895 (PRINT). MARIE ADRIEN EMMANUEL (1848-91) (AFTER) / PRIVATE COLLECTION / BRIDGEMAN IMAGES

BRADLEYSLADE



BRADLEYSLADE

**Promoting Imagination and Creativity**

The arts engage our imaginations, expanding our minds and making them more flexible. We gain self-confidence and new insights. Creativity relies on imagination. The Positive Psychology Center at the University of Pennsylvania, which conducts research on why individuals engage in creative works, has found that individuals who are intrinsically motivated tend to be more creative. Thus individuals who engage in creative activities for the sake of the activities themselves—and not for the sake of extrinsic constraints or rewards—are better able to come up with original and valuable ideas.

Author Kristyn Crow said that creating something original is hard work and takes courage. She discussed her recent books—including *Zombelina*, *Bedtime at the Swamp*, and *Cool Daddy Rat*—at the 29th BYU Symposium on Books for Young Readers. She remarked, “It is more than just having good ideas; it requires action. Creativity takes courage because we expose ourselves.” She reminded the audience that dreams don't always come true. Our works will be judged and criticized by others. Rejection hurts. So why do we even try? Crow is motivated because innovation brings forth something new and satisfying to the world. You are making a mark on the world. There is enjoyment in the process and the product. There is

satisfaction in seeing the reactions of others to your work. She counseled, “Don't let fear stop you from doing what you were meant to do.”

What is preventing you from pursuing your artistic interests? Be brave and try.

**10 LESSONS**  
□ *the arts teach* □

1. Arts help us learn to make good judgments about qualitative relationships.
2. Problems can have more than one solution and questions can have more than one answer.
3. Problems can be solved by changing circumstances and opportunities.
4. It is important to see and celebrate multiple perspectives.
5. The limits of our language do not define the limits of our cognition.
6. Small differences can have large effects.
7. Arts help us experience the world in different ways.
8. Arts give us ways to express what can't be said.
9. Arts give us opportunities to think through and within a material.
10. If the school (or parent) values art, the child values art.

*From Elliot W. Eisner, The Arts and the Creation of Mind (New Haven, Connecticut: Yale University Press, 2002), and as adapted by the Arts Education program of Utah Arts and Museums.*

**Binding Families**

From the lullabies, simple poems, and clever rhymes of childhood, we learn and grow. One teenager posted on social media, “It doesn't matter how old I get; I'm still going to mentally sing the ABCs to see which letter comes next.”

Participating in the arts as a family can build unity, enjoyment, and sweet memories of shared experiences. Provide opportunities to develop and share the arts in your family.



## THE ARTS ARE FOR EVERYONE

### Supporting and Encouraging Young Artists

Encourage the arts and spark imagination by providing a variety of materials for young children to experiment with and explore. Early work may not seem like a masterpiece, but encouragement is part of the process. Reflecting on what might not seem to be working and what needs to be improved—along with perseverance—enhances personal growth and increases knowledge and skills. It takes practice, practice, practice. Practice along with your children.

### Materials to Encourage Creativity

- Crayons, markers, colored pencils, chalk, watercolors
- Different kinds of paper: plain, colored, paper bags, tissue, crepe paper
- Scissors, tape, glue, yarn, feathers, etc.
- Cardboard, interesting paper and fabric scraps, small objects to create sculptures
- Dress-up clothing: dresses, pants, shirts, vests, shoes, jewelry, scarves, hats
- Musical instruments: household items, bells, blocks, sticks, tambourines, keys, cell phones
- Music for dance: radio, MP3 player, CDs, singing
- Designated spaces for dancing, acting, painting, creating
- Examples of a variety of music genres

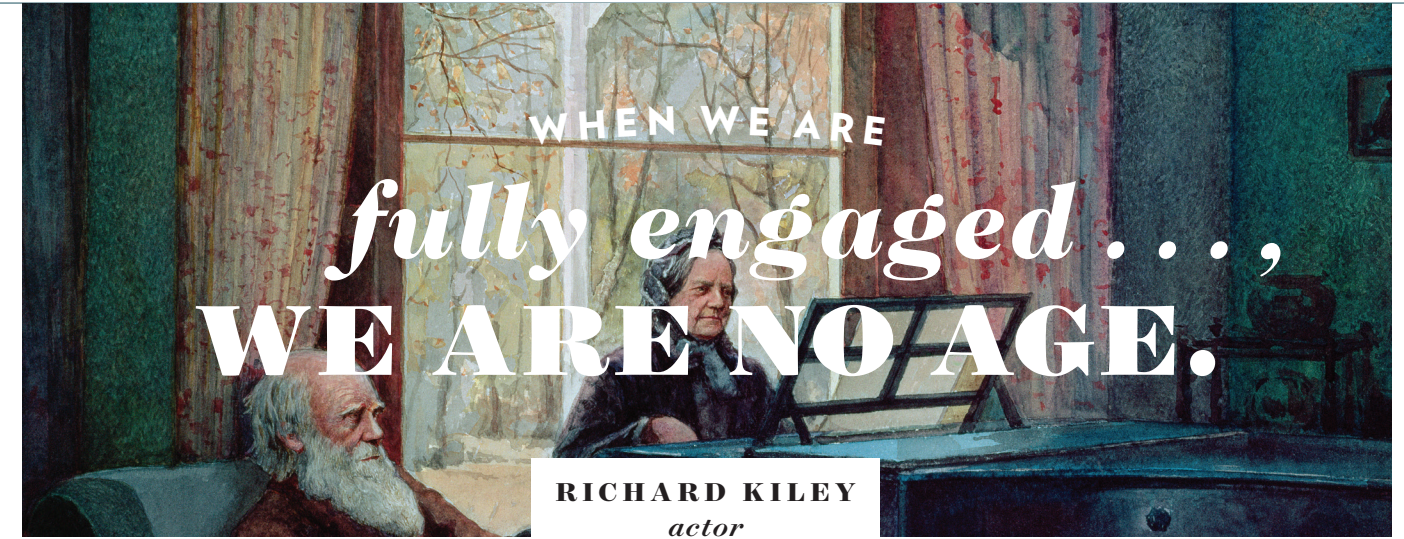
### Creative Activities

- Create a family mural or poster for a special occasion.
- Make Christmas, birthday, or other holiday cards for each other.
- Learn to bake and decorate cookies or cupcakes.
- Sing and harmonize as a family and/or sing while someone plays an instrument.
- Take dance lessons and/or provide them for your children; teach children to dance.
- Write your family history and add each member's memories of an event or time.
- Make up stories.
- Create puppets.
- Write plays and then perform them.
- Act out your child's favorite book. Use puppets to entertain and tell stories.
- Visit museums and go to plays, concerts, and recitals.



THE TEATRO REALE IN TURIN (OIL ON CANVAS); OLIVIERO; PIETRO DOMENICO (C:1672-1754) / MUSEO CIVICO, TURIN, ITALY / BRIDGEMAN IMAGES

CHARLES DARWIN AND HIS WIFE AT THE PIANO, ANONYMOUS / DOWN HOUSE, DOWNE, KENT, UK / BRIDGEMAN IMAGES



### Making Schools Better Places to Learn

In the late '80s, a national longitudinal study showed a significant relationship between academic performance and participation in the arts. Learning to sing the alphabet, dance the water cycle, and act out the Bill of Rights involve both body and brain to enhance learning.

The arts energize teachers. If a teacher is bored, so are the students. After attending an arts program, a burned-out teacher commented that the experience had given her exciting ideas and renewed enthusiasm. She decided against early retirement; there were many ideas she wanted to develop.

The BYU ARTS Partnership offers stimulating hands-on opportunities for teachers to learn, practice, and incorporate the arts into their classrooms. Programs include Arts Express, a two-day, hands-on summer conference; Arts Leadership Series, a three-year program of practical instruction and collaboration; faculty workshops; performances in the schools; and much more.

You can become an advocate for the arts. One woman said, "I can't teach music or art like my friend, but I'm willing to organize events or write grants to bring in working artists." Building collaborative relationships with local businesses and community arts organizations can strengthen the school's creative arts culture. What contribution can you make?

### Arts for Life

Ken Crossley, founder of EngAGE Utah, referenced a multisite national study done cooperatively by the National Endowment for the Arts and George Washington University that found that older adults involved in creative programs have better health, fewer doctor visits, less medication, more positive responses on mental health measures, and more involvement in overall activities. EngAGE Utah is a network of artists, teachers, health-care providers, and leaders that fosters programs for older adults in wellness, lifelong learning, and creativity.

"Our demographics are changing, and in five years there will be more people over 65 years of age than children under the age of five," said Crossley. As we age, we need social interactions and continued learning to maintain an enjoyable quality of life. The arts provide for both. Older adults can not only develop but also share their talents and skills.

The arts are not for certain ages, for special occasions, or for times when we have nothing else to do. They are for every age, for every day, and for every person. You can learn to become an artist. So grab a paintbrush, pick up an instrument, write the first sentence of your novel, and enjoy!





# LUNCH *to go*

• BY CYNTHIA GLAD •

## We all face the lunch dilemma:

how does one pack meals that are nutritious and delicious without spending hours in the kitchen or falling into the PB&J rut? Whether you are packing lunches for work, school, or a romantic picnic in the park, check out these ideas.

PHOTOGRAPHY BY BRADLEY SLADE

► **Fresh is best.** Use local fruits and vegetables. Add in flavor using avocados, hummus, or cheese.

► **Kabobs instead of sandwiches.** Serve cheese, veggies, fruits, and meats on skewers. Can be low-carb, and no sticky fingers!

► **Mason jar salads are fun.** Stack them right and they will stay fresh for days.

Put the dressing in the bottom of the jar first, then add large vegetable chunks that won't be made soggy by the dressing—such as carrots, tomatoes,

peppers, and cucumbers. Continue stacking so that delicate greens and other things you want to stay crisp are near the top. It's a great way to plan for salads with croutons or tortilla chips. Shake it onto a plate when you are ready to eat!

► **Wraps for variety.** Try different flavored tortillas—maybe whole wheat rolled up with peanut butter and banana or spinach-flavored filled with hummus, meat, and vegetables. Cut the carbs by using lettuce or sliced meat as the wrap.

► **Nutrition to go makes everything easy.** Try veggies, meats, and cheeses on crackers or cucumber slices. Hard-boiled eggs can travel anywhere. Transform last night's leftovers into a sandwich or quesadilla. Try making healthy muffins with broccoli, spinach, or zucchini in them.

## Stylish and Practical— Today's Lunchboxes

The classic metal or plastic lunchbox can be both functional and fun. They

are usually lightweight, durable, and easy to clean. From the construction worker's sturdy metal box to the students' fun Pokéball or R2-D2-shaped containers, they transport the food and can make lunchtime exciting.

A timeless lunchtime tool is the bento box. Dating back to at least the 14th century in Japan, bento boxes were used to pack food, often with stylish presentation. Today they come in reusable plastic and metal and are a handy way to transport food in

separated containers. Some still spend a lot of effort styling rice and side dishes into elaborate designs.

The brown bag will always be a trustworthy classic. Nowadays, sack options include reusable plastic or washable fabric, often insulated. You can pack your crackers and carrot sticks in smaller refillables inside. Cloth or recyclable plastic baggies can be used again and again. Closure possibilities include Velcro, track seal, and fold over—all ecofriendly.





# Alumni Happenings

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

## EMERITUS

### D. CECIL CLARK

Runners are philosophical: “There is no finish line!” Gliding into retirement is no different, only a shifting of gears. Traveling the world, attending plays and concerts, mowing the lawn, visiting the doctor, learning from grandchildren, serving missions—fulfilling all; yet one misses the grind, the everydayness, conferencing with colleagues, that moment in a classroom. C. S. Lewis once said, “The cross comes before the crown and tomorrow is a Monday morning.”

From a family lineage of physicians, I defaulted to psychology as a BYU undergraduate. Having found my niche, with BS and MS degrees in hand, I dreamily entered Stanford’s PhD program in educational measurement and evaluation. Four wonderful years of ignorance reducing, mind expanding. The rigors of academia. I loved them! Parchment in hand, naïvely

self-assured, I joined the faculty at the University of Washington, a shiny assistant professor. “Climb the professorial ladder—conduct experiments, publish, present!” I did. Credentials, rank, accolades accumulated over those nine years. A call from BYU. Arriving in Levis, sandals, and sporting a beard (the ‘60s were days of student unrest), a cultural shock: “Oh, Brother Clark, we wear white shirts and ties here at BYU. And the beard!”

Given my training (or lack of it), the then College of Education was never quite sure where to place me, nor was I. Over the next 27 years I burrowed into one department after another: the original McKay Institute, Elementary Education, Secondary Education, Teacher Education, and Instructional Science. Heroes appeared before me in each department, men and women dedicated, competent, and ever patient with my restlessness. True friendships developed.



Finally, my passions centered on the preservice and in-service development of teachers—and remain so today, but in different contexts. My latest book, *The Teacher Within*, attests to a hopeless enamorment with the complexity of teaching—indeed, how the inner self inescapably bursts through every aspect of one’s behavior in the classroom. After years of preoccupation with methodology, I have concluded that good teaching, above all else, is rooted in relationships. And why is it, after a lifetime of learning to teach, loving to teach, stripping away diluted agendas, becoming vulnerable before students, I find myself—Education Week tenure used up—sitting in the pasture with only cows to listen?

Happily, and I hope productively, I spend my days building our family’s relationships, nudging teacher training and cultural change at the MTC (How do we “train” missionaries to effectively serve in the year 2025?), working as a sealer in the Provo Temple, adapting to my incurable disease of running (jogging more slowly), and impersonating the average golfer. Life is good. Teaching remains in my bones. I’m on the lookout for a Sunday School class.

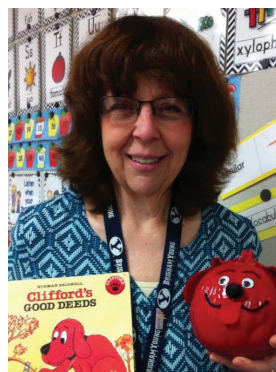
“The rigors of academia. I loved them!”

## ALUMNI

### JACQUELINE KIRKMAN WHITE

Class of 1980

“Most teachers truly give their all to their students, sacrificing much in order to do so,” said White. She fell in love with the Latin people and culture while serving in the Venezuela Caracas Mission, and it has influenced her life ever since. She originally planned to teach for only a year after her mission, but she is still teaching in California today. White’s knowledge of and fluency in Spanish has been beneficial to her and to her students. She earned her master’s degree in bilingual education from California State University, Dominguez Hills. Currently she teaches at a transitional kindergarten level, a relatively new program in California that



focuses on social-emotional learning as well as letters, sounds, and numbers in the year prior to kindergarten. In addition, she and her husband, Robert, a retired math teacher, serve as missionaries for the BYU–Idaho Pathway program, which helps adults start or return to college. White wouldn’t trade all the hard work, knowing it has made a huge difference in preparing students for life and creating joy for learning.

### CHRIS CRIPPEN

Class of 1999

Crippen currently is the director of Y-Serve, a BYU program that provides opportunities for students to serve in the community. His focus in life has been to serve students. His desire to teach came from the example of his father, who was a high school teacher. But it was on his mission in Washington that he decided he wanted to teach elementary-age children. The missionaries volunteered in schools to help with reading and other activities. Crippen noticed how the kids flocked to him and was told by the teacher that many of the boys didn’t have dads and loved having a male role model. This experience gave him direction. Crippen graduated and taught elementary school for 15 years. He went on to serve as the assistant director and then director of a charter school. He earned his master’s degree in curriculum and instruction from Azusa Pacific University in California and his educational administration license from Southern Utah University. Crippen is an avid athlete, having played on the BYU–Hawaii volleyball team, and he later was an assistant coach at the BYU volleyball camp. He and his wife, Sherelda, are the parents of eight children.



## BEYOND THE CLASSROOM

### CHRISTOPHER LAYTON CLARK

Class of 2012

Clark is the 2016–17 recipient of the Wilson S. Sorensen Lifetime Achievement Award from the Utah Valley University Alumni Association. Earlier this year he received the Kennedy Center American College Theater Gold Medallion “for excellence in teaching and producing theatre.” His résumé is long and impressive. He is not only accomplished, creative, and intelligent but also witty, intense, and caring. He is known in Utah—especially in the Utah theater and art community—as an actor, director, producer, teacher, and mentor. His experience, training, and influence extends nationally and internationally.

The theater was Clark’s passion when he entered BYU with a theater scholarship. However, following his return from an LDS mission in Finland, he changed his major to English. He felt it was a more practical choice for supporting a family. He earned his bachelor’s degree in 2000, but the passion for theater remained, so he and his young family moved to England, where he earned an MFA in directing Shakespeare from the University of Exeter in 2002. In 2012 Clark earned a doctorate from the McKay School’s Department of Educational Leadership and Foundations. He now serves as department chair of Theatrical Arts for Stage and Screen at Utah Valley University.

Students and actors love working with Clark because of his knowledge and insights into acting and directing and because they know he is interested in their personal growth and success.

Clark continues to learn. He has had extensive training with university and theater groups around the United States, including the Steppenwolf Theatre Company and Second City in Chicago. His international training includes the Globe Theatre in London, the Royal Shakespeare Company, and Theatre Biomechanics in Austria and Italy.

His range as an actor on the stage includes drama, comedy, musicals, and improvisation.

Clark’s clever humor is injected in the shows he directs. One can always expect some unexpected quirks or elements in his productions. His long list of directing and producing includes numerous shows at the Hale Center theaters in Orem and West Valley, SCERA Shell Outdoor Theatre, Sundance Summer Theatre, BYU, UVU, and the Edinburgh Festival Fringe, a festival that is part of the annual UVU theatre semester abroad program to London and Scotland that Clark has led for the last 10 years.

In 2013 Clark directed *Vincent in Brixton*, which won six awards at the Kennedy Center American College Theater Festival. Among those awards were Outstanding Production of 2013 and Outstanding Director of a Play.

In a BYU theater class, Clark was playing the devil when he met Lisa Valentine (Class of 2000), who was playing a chicken. They fell in love and married. Lisa is also a teacher, actress, producer, writer, and director. Their family cast consists of five children.





# School News

McKay School faculty and students have received various honors and awards. A few of these are highlighted below. For more school news, please visit [education.byu.edu/news](http://education.byu.edu/news).

## NEW DEPARTMENT CHAIRS

**LANE FISCHER** has replaced Tim Smith as the chair of the Department of Counseling Psychology and Special Education. Fischer began teaching at BYU in 1993 and served as the associate dean and dean of students from 2000 to 2003.



“Based on student ratings and peer nominations, Lane is one of the best teachers in the McKay School and possibly in the university,” said Dean Mary

Anne Prater. “He will bring to this new position leadership experience from other areas of the campus.”

Fischer graduated from BYU in 1979 with a bachelor’s degree in psychology. He earned his master’s degree in educational psychology from BYU in 1982 and his PhD from the University of Minnesota in 1991. He is a licensed psychologist and is the current editor of the journal *Issues in Religion and Psychotherapy*.

**KENDRA HALL-KENYON** has replaced Michael O. Tunnell as the chair of the Department of Teacher Education. Hall-Kenyon has been on the faculty at BYU since 2002 and became a full professor this past year. “She is highly regarded by her colleagues as someone

who can serve as a role model, help strengthen the department, and provide sustained leadership,” Dean Mary Anne Prater said. “I am excited to work with Kendra over the next few years to accomplish department goals.”



Hall-Kenyon attended BYU for her bachelor’s degree in family science and earned her master’s and doctoral degrees in cognitive studies from Teachers College, Columbia University.

## McKay School Recognized for Technology Leadership

The McKay School of Education’s Instructional Psychology and Technology Department was recently recognized by the U.S. Department of Education and the Association for Supervision and Curriculum Development at a teacher preparation innovation summit for its leadership in the innovative use of technology to support the learning of preservice teachers.

“America’s preservice teachers must be prepared to use technology effectively in the classroom,” said Joseph South, director of the Office of Educational Technology and BYU McKay School alumnus. “We are excited by the innovations we are

seeing at the McKay School of Education to ensure their preservice teachers have opportunities to actively use technology to support learning and teaching through creation, collaboration, and problem solving.”

## Arts Express Conference Tells Stories Through the Arts

At the 2016 Arts Express Conference, 450 educators from across the BYU–Public School Partnership came together for a two-day conference under the theme “Creating a Story for the Arts.” Through participating in activities and stories, educators learned how to better integrate the arts into curriculum to benefit students’ learning experience.



## RETIREMENTS

### Counseling Psychology and Special Education



**K. Richard Young**  
17 years, 7 months  
• McKay School dean from 2003 to 2013  
• PhD, 1973, University of Utah—educational psychology, behavior analysis, educational research, and special education

### Educational Leadership and Foundations



**Bonnie Bennett**  
20 years, 1 month  
• Executive secretary

### Instructional Psychology and Technology



**Andrew S. Gibbons**  
12 years, 8 months  
• PhD, 1974, BYU—instructional psychology



**David D. Williams**  
35 years, 3 months  
• PhD, 1981, University of Colorado, Boulder—education research and evaluation methodology

### Teacher Education



**Eula E. Monroe**  
23 years, 7 months  
• EdD, 1980, Vanderbilt University—mathematics and reading education



**Michael O. Tunnell**  
23 years, 7 months  
• EdD, 1986, BYU—curriculum and instruction



**Janet R. Young**  
21 years, 7 months  
• PhD, 1996, University of Oklahoma—reading, curriculum, and instruction



## NEW HIRES

### Center for the Improvement of Teacher Education and Schooling



**Darlene H. Anderson**  
Research staff  
Previously a professor in CPSE  
PhD, 2002, Utah State University—teacher training education

### Counseling Psychology and Special Education



**Cade T. Charlton**  
Assistant professor  
PhD, 2016, Utah State University—special education

### Educational Leadership and Foundations



**W. Bryan Bowles**  
Associate clinical professor  
Previously Davis School District superintendent and past president

of Utah School Superintendents Association

Edd, 2003, University of Utah—educational leadership and policy

### Instructional Psychology and Technology

#### Heather M. Leary



Assistant professor  
PhD, 2012, Utah State University—instructional technology and learning sciences



**Jason K. McDonald**  
Assistant professor  
PhD, 2006, BYU—instructional psychology and technology

### Teacher Education



**Brent W. Chowen**  
Associate teaching professor  
PhD, 2005, University of Texas at Austin—curriculum and instruction



**Nate Crandall**  
Clinical faculty associate  
MA, 2006, University of Utah—teaching and learning



**Juan A. Freire**  
Assistant professor  
PhD, 2014, University of Utah—bilingual and multicultural education



**Misty Hall**  
Clinical faculty associate  
BS, 1999, University of Utah—elementary education



**Jason Jay**  
Grants coordinator  
MA, 2014, BYU—literacy education



**Melissa Jorgensen**  
Clinical faculty associate  
BS, 2008, Utah Valley University—elementary education



**Corinna Peterken**  
Assistant professor  
PhD, 2016, Monash University, Melbourne, Australia—education



**Cecilia Pincock**  
Instructor  
PhD candidate, Texas Tech University—curriculum and instruction



**Cindy Sanders**  
Clinical faculty associate  
BA, 1997, California State University, San Marcos—liberal studies



**Clint Smith**  
Clinical faculty associate  
MA, 2005, University of Phoenix—educational administration and supervision



**Patricia Webster**  
Clinical faculty associate  
BS, 1989, BYU—elementary education and special education



BYU PHOTO

## Teachers Honored at Football Game

BYU football, the McKay School, and the BYU–Public School Partnership honored local teachers at the BYU vs. Toledo football game. Many local educators were given tickets to the game, and five teachers were selected by their districts to be honored on the field during the first quarter.

One teacher was selected from each school district. The honorees are (left to right): **Morgan Murdock**, 6th-grade dual immersion, Wasatch County School District; **Glenn Lockwood**, science, Dixon Middle School, Provo City School District; **David Jex**, health, Mapleton Junior High, Nebo School District; **Marcia Newbold**, 4th grade, Riverton Elementary, Jordan School District; and **Janice Clouse**, 2nd grade, Lindon Elementary, Alpine School District.

## Student Alumni Representatives



Kristie Hinckley, left, and Kaitlin Heaton are the 2016–17 McKay School student alumni representatives on the McKay School Alumni Society board. They represent students as they share their perspectives, ideas, and suggestions at the alumni board meetings. They communicate with their fellow students, help with events, and represent the McKay School on the BYU Student Alumni Relations Council.

## Student Spotlight

**Meet Melissa Inkley**, a communication disorders graduate student in the McKay School.

“My original plan going into college was to do nursing; then I shifted

from that to English. From there I felt like those subjects weren’t really my passions quite yet, but I have always loved music as

well. Once I discovered speech-language pathology, it was the perfect combination of those three things.



You get the music aspect of how your voice works and then English with language and communication and nursing through medical things like that. It is pretty much the perfect mash-up of all my favorite things in one perfect career.”





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



Your story didn't end  
at graduation.

SHARE YOUR STORY AT [RISE.BYU.EDU](http://RISE.BYU.EDU)

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

- McKay alumni spotlights
- Articles on leadership
- Rediscover BYU
- Thoughts on teaching  
... and much more

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#### SOCIAL MEDIA



BRADLEY SLADE



## Mad Scientist Labs: Preparing Future Biology Teachers

By Leah Davis Christopher

This article was originally published  
in the Spring 2016 issue of the  
*College of Life Sciences Magazine*.

Some seventh graders got queasy, but they couldn't resist a peek at the lungs and other organs harvested from rabbits. "They'll act like they're not into it, but they're totally into it," said Bethany Alston, their student teacher who studied biological science education at BYU. She laughed, knowing her students will remember more about body systems through this hands-on experience called "inquiry learning."

Olivia Masino, a 2013 alumna of the major who teaches seventh grade in Utah, agreed that inquiry learning best engages students. In one of Masino's "mad scientist labs," students learned about diffusion by testing liquids to dissolve a Gobstopper candy at different speeds. "Suddenly [the content] is way more applicable because they've experienced it like scientists do," she said.

#### Content and Pedagogy Courses

Students in the biological science education major take an array of science courses, including evolutionary biology, plant biology, molecular biology, and entomology—Alston's favorite course in the major. "It was a lot of field experience, getting out and collecting insects," Alston reflected. After taking pedagogy classes, students start putting teaching principles into action.

#### Observations and Practicum Teaching

Students then venture off BYU campus into secondary classrooms. During their practicum—a month-long experience the semester before student teaching—students observe, plan, and teach lessons under the guidance of a mentor teacher.

Classroom management, not just biology content, is a huge focus during the practicum. "Just because you have the content doesn't mean you have the technique so you

can reach the 12-year-olds or the 17-year-olds who aren't connecting," said associate professor Marta Adair, who previously taught biology in every grade from seventh through twelfth.

#### Student Teaching

Despite all their preparation, student teachers in the final step before graduation and teaching licensure soon find their task challenging. Professor Adair said, "It's so much harder than they think it's going to be because they don't see all the behind-the-scenes stuff."

However, many forms of support are available to student teachers. Mentor teachers, other teachers, the principal, and BYU professors provide feedback, in addition to the weekly seminars in which student teachers return to BYU campus to debrief.

#### Teaching Science

Qualified for teaching middle school and high school, graduates of the biological science education major can teach any of the life sciences, including biology and AP biology, anatomy, physiology, botany, and zoology. "We have [about] 100 percent placement of our students," said Professor Adair. "If they want a job, they've got it."

Masino, now in her fourth year of teaching integrated science, understands the impact she and other teachers can have on students. At the beginning of the school year she told her class, "I have a mission, and I never fail my mission—by the end of my class you will love science." Through methods learned at BYU, Masino and other alumni of the biological science education major are helping students expand their science knowledge and prepare for possible careers in science.





*A rousing culminating activity at Arts Express 2016 with 450 elementary educators drumming together, one of the hands-on experiences in six art forms, including visual arts, dance, music, drama, media arts, and literature.*



The McKay School offers 15 undergraduate and graduate degrees that impact the world through education.

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Educational Inquiry, Measurement, and Evaluation  
Educational Leadership  
Instructional Psychology and Technology

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## ALUMNI UPDATE

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

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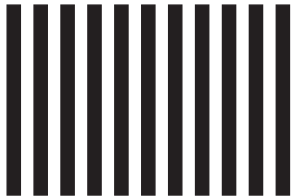
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School of Education

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

—ELDER KIM B. CLARK  
AUGUST 22, 2016

**Let us help you do it.**

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