grow up unto the fullness of the Father. This is the essence of “real growth” in the Church – the growing up of Church members into the fullness of the Father. How is such growth achieved? The scriptures declare that our Father’s glory is intelligence. So, for us to grow up unto the fullness of Him, we must grow in intelligence – not intelligence as the world defines it, but intelligence as God defines it. As defined by God, intelligence is light and truth (D&C 93:36), which is gained line upon line, precept upon precept, through diligent study and faithful application of God’s laws (see D&C 88:118, 130:19-20). Thus, Church members grow in intelligence as they pursue a lifelong program of learning. This is why education of Church members accelerates Church growth. It facilitates the growth of individuals in light and truth, and thus in the glory of Him who is our Father. The primary retardant to education and thus real growth is culture. This is true everywhere in the world, including Utah. I’ve come to believe that the mist of darkness in Lehi’s dream is everything that obscures truth, which includes cultural traditions (D&C 93:39). For example, because of their cultures and traditions, most of the Jews did not believe in Jesus (Mark 7:5). The people loved their traditions more than the truth. It is the culture of Jesus Christ that we seek to learn and live. Most cultures have things of value and beauty that ought to be preserved. One of the magnificent parts of the Polynesian culture is their ability to be generous, to value their village, and to love family. However, some of the traditions are inhibiting real growth, and we view the schools as absolutely necessary for us to change that part of the culture. We think of the principals as great shining lights in your nations. Sisters Wixom and Burton were so impressed with you and our schools. Significant time was devoted to literacy presentations and discussions.

President Hamula
The Area Presidency believes that improving the education of Church members will accelerate the growth of the Church in the Pacific Area. The Area Presidency is therefore committed to extending educational opportunities for all Church members across the Pacific, particularly in developing countries. To that end, we are actively pursuing a number of educational initiatives that will be announced in the near future.

Our Father’s plan of salvation is designed to assist all of His children to become all that He is. In short, we are to grow up unto the fullness of the Father. This is the essence of “real growth” in the Church – the growing up of Church members into the fullness of the Father. How is such growth achieved? The scriptures declare that our Father’s glory is intelligence. So, for us to grow up unto the fullness of Him, we must grow in intelligence – not intelligence as the world defines it, but intelligence as God defines it. As defined by God, intelligence is light and truth (D&C 93:36), which is gained line upon line, precept upon precept, through diligent study and faithful application of God’s laws (see D&C 88:118, 130:19-20). Thus, Church members grow in intelligence as they pursue a lifelong program of learning. This is why education of Church members accelerates Church growth. It facilitates the growth of individuals in light and truth, and thus in the glory of Him who is our Father. The primary retardant to education and thus real growth is culture. This is true everywhere in the world, including Utah. I’ve come to believe that the mist of darkness in Lehi’s dream is everything that obscures truth, which includes cultural traditions (D&C 93:39). For example, because of their cultures and traditions, most of the Jews did not believe in Jesus (Mark 7:5). The people loved their traditions more than the truth. It is the culture of Jesus Christ that we seek to learn and live. Most cultures have things of value and beauty that ought to be preserved. One of the magnificent parts of the Polynesian culture is their ability to be generous, to value their village, and to love family. However, some of the traditions are inhibiting real growth, and we view the schools as absolutely necessary for us to change that part of the culture. We think of the principals as great shining lights in your nations. Sisters Wixom and Burton were so impressed with you and our schools. We want visitors (continued on page 3)
Welcome Elder and Sister Edwards — Seminary/CES Traveling Missionaries

Elder and Sister Edwards have been called to work with the seminary program and teachers at the six Church high schools. They began serving in May at Church College of Fiji and they will move to Kiribati in August to serve at Moroni High. Towards the end of October they will fly to Tonga to serve in Liahona High and Saineha High, and the final six months of their mission will be spent in Samoa at Pesega College and Vaiola College.

Welcome Elder and Sister Goodlet — Samoa TVET Missionaries

Elder and Sister Goodlet began their service as ITEP-TVET missionaries in May. They are living in Samoa and are working with the TVET programs at Pesega College in Apia and Vaiola College on Savai’i.

Both Elder and Sister Goodlet have experience in many of the TVET areas. He has been involved in the automotive, welding, and construction areas and she has expertise in cooking, cosmetology and creative arts.

Elder and Sister Rasmussen are from South Ogden, Utah and they have five children and nineteen grandchildren. Sister Rasmussen was born in Georgia and raised in the southern states. Elder Rasmussen was raised in Boise, Idaho. They met in Memphis, Tennessee while Elder Rasmussen was attending Naval Air Training in the Navy. The first two years of their marriage was spent in Oahu, Hawaii where Elder Rasmussen was stationed at Naval Air Station Barbers Point. It was in Hawaii where they first gained a love and an appreciation for the Polynesian culture.

Elder Rasmussen stayed home with their five children for fifteen years. When their youngest child entered school she returned to college to earn a BA in Early Childhood Education with an emphasis in special education. She later earned an MS in Curriculum and Instruction and an administrative certification. She taught special education at all levels for 12 years, and retired after serving 12 years as an elementary principal. She has served as president of the Primary, Young Women’s, and Relief Society. She loves reading, family history work, and needlework, but her greatest joy comes from spending time with her children and grandchildren.

Elder Rasmussen retired from Hill AFB in May of 2008 after working on several types of aircraft for 30 years. His expertise was in the electrical systems on the F-16, F-4, A-4 and DP2E aircraft. Prior to his career he served a mission in the Central British Mission in England. He married his sweetheart in 1971. At the age of 26 he was called to serve in his first bishopric. After serving in his 4th bishopric, he was called to be a Bishop in the newly-created Eastwood Ward.
Dear ITEP Missionaries,

As I look through this newsletter and see your smiles, your enthusiasm, your hard work, your love for the work, and your dedication, I am honored to count you as friends in the work. During the principals’ conference, I brought the Middle School principals to the S&I offices and toured them through my office, our shared assistant’s desk, the ITEP coordinating office, and Wayne, Jarod, and Ngatai’s offices who also serve Religious Education across the Pacific. “This is our district office,” I said. They were surprised at how small of an operation we are – even compared to some of our smaller schools. Along with Folau in Tonga, Michael and John in Australia, and Ora in New Zealand, we are not a big group if you consider this a district. ITEP missionaries are key to what is most important, and that is improving teaching and learning in the classroom. As we worked together in the principals’ conference, I was impressed at your growing talents as you adapt years of experience to each of your sites. I witness the fulfillment of scripture in your planning and your implementation across the Pacific: “For my soul delighteth in plainness; for after this manner doth the Lord God work among the children of men. For the Lord God giveth light unto understanding; for he speaketh unto men according to their language, unto their understanding” (2 Nephi 31:3).

I have watched you adapt, change, and be creative to help us understand how to teach better. Thank you for being here, now, and for your sacrifice on behalf of His kingdom in the Pacific. It’s great to be a team.

Bruce Yerman
**Literacy Initiative**

Strengthening the English Language Literacy of Secondary Students

**Background**

The Pacific Area Literacy Team was organized under the direction of Bruce Yerman to utilize the talents of three ITEP missionary couples with educational expertise in the area of English Literacy. Elder Reed Spencer, a former State of Utah Reading Coordinator, was appointed chair of the committee. The committee met several times via Meeting Place beginning in November to discuss and develop a Literacy Plan for Church Schools. Members of the Literacy team included: Elder and Sister Budgett (Sister Budgett was a school-based Reading Specialist), Elder and Sister Johnson (Sister Johnson was a Reading Specialist for the State of Arizona), Elder and Sister Jacobsen (ITEP Coordinators), Sister Spencer, Folau Kioa (Assistant Manager of Church Schools) and Bruce Yerman. The team met for three days in Auckland prior to the Principals/ITEP Missionaries Conference in March to finalize plans for the initiative and prepare 12 hours of professional development for the conference.

**Intended Outcome**

The intended outcome of this initiative is to improve the English Language Proficiency of students in the LDS Church Schools, in Year 7 and above, as measured by increased growth on SLEP (Secondary Level English Proficiency Test) scores, with a focus on the Reading Comprehension subtest of the SLEP.

The Literacy Plan contains Three Areas of Emphasis:

1. Use of best practices of instruction
2. Writing
3. Building blocks of reading

**Implementation**

At the conclusion of the conference Principals and ITEP Missionaries were asked to return to their schools and, using the attached document “LDS Church Schools Literacy Challenges March 2013”, design a plan for their schools that included next steps for implementation of the Literacy Initiative. Of the nine challenges issued, the schools were asked to begin immediately to implement those challenges that related to instructional strategies already in place (Challenges #1 and #2 - using SIOP strategies) and to begin implementation of the other challenges throughout the year. SIOP or Sheltered Instruction Observation Protocol is a method of instruction to enable English Language Learners access to the content of the subject being taught at the same time supporting the development of English.

It is important to note that each of the challenges that make up the Literacy Initiative have outcomes that are both Observable and Measurable. This will ensure that each principal and teacher will know when the expectation within each challenge has been met. Data can be recorded based on the principals and ITEP missionaries’ observations of the teachers during classroom instruction.

The ITEP Missionary couples assigned to the schools were tasked with providing the necessary instruction and training to the teachers. Since implementation began in March there have been exciting reports from the ITEP missionaries and the school principals regarding the increase in student engagement in class and the increased use of “best practices of instruction” by the teachers. Among the earliest reports was this comment from Elder Johnson (Liahona Middle Schools) “According to Fehi (principal of Liahona HS) there seem to be a lot of students at Liahona HS that are wondering what has gotten into their teachers. They are all of a sudden using these high student engagement strategies. And what is more, the students seem to be enjoying it.”

Another early report of success came from Vito Qaga, principal of Fiji Primary School. In an email to ITEP missionaries Elder and Sister Whitehead, following their first instruction to increase student engagement Vito stated, “...an appreciation for the workshop that occurred on Tuesday 2 April as it has changed a lesson that I have just observed from an average 60% engagement to 96% student engagement. This is an awesome experience as the Holy Ghost was felt through the lesson. The teacher and the students were all happy as teaching and learning was going on. This is miraculous...”

The most recent reports from the schools show the same pattern of improvement as the Literacy Plan unfolds. The following quotes come from ITEP missionaries at each school site:

(Continued on page 5)
Elder and Sister Johnson (Tonga Middle Schools)

Sister Johnson has identified 15 literacy lessons that will be taught in the three Tongatapu schools, which should take us through term 3. They are programmed for twice a month in the three middle schools in Tongatapu. So far 4 of the literacy lessons have been taught: high student engagement, Direct Explicit Systematic Instruction and the Big 5, critical building blocks in learning to read, Phonic Awareness Skill 1 and Phonemic Awareness Skills 2 through 5. The Middle School lesson plan template has been modified to include 5 minutes of literacy practice for the students in each class each day. SIOP is being taught in all 5 of the middle schools on a weekly basis. There are overlaps in SIOP with literacy, since some of the features are directly related to English Language Learners (ELLs). The three phases of comprehension was already taught at ‘Eua and Ha’apai before the school year commenced (that is literacy lesson #8). From the teacher’s responses and how they are responding in class, they are getting it. It is being internalized.

Elder and Sister Szoka (Liahona High School)

Sister Szoka reorganized the Reading in the Content Area class based upon the goals of the literacy program. It was well received by the teachers who took the course. I have found those teachers who I currently supervise, 6 teachers, to be using literacy techniques and implementing the literacy goals other than challenges 8 and 9.

Elder and Sister Forsyth (Saineha High School)

The school teachers have received two in-services about Literacy. One by the Principal and the one today was presented by a teacher on Engagement of Students. We will be presenting on May 17 about DESI (Direct Explicit Systematic Instruction). Half of the teachers have completed Ed 326, SIOP, which we taught. The Principal is requiring the other half to enroll. This class begins in June. Those teachers who have completed the SIOP class have been enthusiastically utilizing the SIOP strategies in their classrooms. There was a meeting held at Saineha last week for all teachers of English in the secondary schools on the island. The teachers used SIOP activities during the meeting. Teachers from the other schools were interested and impressed in what was presented.

Elder and Sister Whitehead (Fiji Primary and College)

Bula, we have had two sessions with the primary school on the literacy initiative. As you saw they applied the 90% engagement strategies we presented with good results. They have been doing observations in the classes and this has continued. At the college we also presented the 90% engagement strategies as well as Sister Recule did a presentation on having students use expressive language (writing or speaking) two times during each class. Several teachers were observed applying these with good results. Our plan here is also to take every second Friday afternoon to teach more of the challenge and then observe for the next two weeks the implementation of those challenges. We have tried to help teachers see how this is not something new but a concentration on aspects of the SIOP model which they should already be using.

Elder and Sister Spencer (Pesega College and Sauniatu Primary)

Since the Principals Conference we have done two two-hour professional development sessions with all three schools. Of the nine specific Instructional Challenges, six can and should be done by every teacher in every subject at every grade. We rolled out an overview of all nine and focused on three of the six challenges the first PD, and focused on the second three Challenges in our second PD. Principals and ITEP (continued on page 6)
(continued from page 5) missionaries have begun observing for specific Challenges in the classrooms. We are, for example, teaching principals and teachers how to measure student engagement. Our HODs will now begin having teachers in their departments’ present mini-lessons to each other demonstrating how they will incorporate the strategies, and then go into each others' classrooms and watch each other use the strategies with their students. We have written a fairly detailed observation instrument (attached) built around the six literacy challenges. We are now using it to visit classrooms, and have given it to teachers and encouraged them to use it to watch each other and consider their own teaching.

Elder and Sister Budgett (Vaiola Primary and College)

We have almost completed 50 observations, 50 pre-conferences and 50 post conferences. We can honestly say that the teachers in Vaiola are dedicated to the new Literacy Plan and are striving daily to implement what they are learning. Another exciting change that we are seeing is the use of Re-tell. The students are stopping after every page read and restating or summarizing what they just read in their own words. This is greatly improving their comprehension and English. In the primary school we added two new pieces to the Literacy Plan. We implemented a 2 hour a day uninterrupted literacy block and started a Take-Home Reading Program. Each student has a bag with a book and a form to be signed by an experienced reader. They are to spend time each evening being read to/with or independently for 20 minutes. The parents and children love the program and we have had about 85% participation. This daily practice will help build a strong foundation in reading. We will send stronger readers to the Vaiola College because of the strong literacy focus at the primary level.

Elder and Sister Rasmussen (Moroni High School)

Sister Rasmussen has had the opportunity of observing 18 of the 28 teachers at Moroni High School. She has seen some excellent teaching. Most of the teachers are very good at using the SIOP model. We have developed a professional development plan for the literacy challenges that will allow us to teach and implement the nine challenges throughout the remainder of the school year. Two weeks ago in an afternoon in-service, we taught the first challenge: having the students use expressive language twice during each lesson. The teachers at Moroni are so eager to learn and try new things. The very next morning in first period, I was observing in Math Class. The teacher was busy putting the bell work on the board and I could tell he was struggling as to how to word the instructions to the students in correct English that would make sense to the students. After a few tries, he finally wrote, "Write 1 or 2 sentences describing a square." I was so excited. Getting students to write at all in Math is a challenge, but he did it. The class then discussed "in English" different ways a square could be described, before moving on to the new concept for the day.

Also, after teaching our first challenge, I observed in a Science class. The bell work was to write a short paragraph about how you have implemented one of the 9 B's in your life during the past week. The teacher then had the students share with the students at their table and then she had a few students share their paragraph with the class.

In another science class the bell work instructions were to write a paragraph describing the blood circulation from the lungs to the heart. The students discussed their paragraphs in their small groups before sharing with the class.
Malo e lelei, Kia Ora, Bula, Mauri, Talofa,

What an adventure we have been on for the past 22 months. We have experienced the unique cultures of four Pacific Island Countries and spent time engaged with all six church high schools. We have been treated as special guests by members of the Church and by members of other faiths who respect our call to serve God. Our lives have certainly been touched, our insight and understanding have increased, and our heart strings have been pulled due to the kindnesses we have received. We thought that we would be the first and only TVET couple serving in the church when our journey began. However, we are now being followed by others who will work more closely with individual schools and TVET programs to bring about a “mighty change” in the lives of young people.

We glory in our experience here in the “isles of the sea”. There have been times of overwhelming joy and hope, and times of emotional trials that made us question our value. But to this end we know we were called “to bring souls unto Christ.” And so we hope that a newly refurbished building, a whirring piece of machinery, or the smell of fresh baked pastries touched a life, kindled a fire of desire, or provided hope for a better life. We are excited to return to our family and friends, but tears of sadness stream down our cheeks at the thought of what we are leaving behind and what we are leaving undone. Too many good-byes have already been said to so many precious people.

We will miss the foliage covered landscapes, the blue skies filled with billowing white clouds, and ocean water with every shade of green and blue that God in his majesty created. We will miss senior missionaries who lifted our arms when they grew weary and when the battle seemed hopeless or never ending. Our Area S & I leadership was the one constant that never failed us. We will miss knowing that it doesn’t matter what we do as long as we do something and we are doing our best. We know that God has a great love for the Island people—many have been called to serve and help build the kingdom in the Pacific Area. We know we will see many of you in the months and years to come, but we will not embrace many of our island friends until we greet one another on the other side of the veil. And we know that “by small means the Lord can bring about great things”. So God be with you and bless you until we meet again.
As you may be aware, the ITEP partnership is what is commonly called in higher education a professional development partnership. Initially envisioned by Dan Andersen in 1997 and negotiated by him with John Jeffery, Pacific Area Director of the Seminary and Institute system, and Roy Winstead, Dean of the School of Education at BYU Hawaii, the partnership has been the beneficiary of the work of many dedicated missionary couples who have delivered our teacher education courses on the Pacific church school campuses. As with the stone in Nebuchadnezzar’s dream, ITEP began small and has rolled forth over the past 15 years to include a number of programs needed to support the teachers and administrators.

During 2012, 30 teachers (including 25 in Tonga) earned their ITEP Teaching Certificate. In addition, four educators earned an ITEP Counseling Certificate and two earned an ITEP Administrative Certificate. ITEP missionaries taught 65 BYUH classes to 280 enrolled students who received college credit. Of the 311 professional educators in Church schools, 245 (79%) have earned their Teaching Certificate.

ITEP missionaries worked closely with school administrators to offer professional development that supported school goals. Educators in Church schools benefitted from the following topics that were taught and modeled: cooperative learning structures, practices that lead to high student engagement, effective questioning practices, principles of classroom assessment, use of disclosure statements by teachers, SIOP, PEGS, master teacher training, math, reading, Live the Gospel Program, positive behavior support, use of SLEP scores for grouping, vocabulary instruction, active strategies for learning, explicit instruction, and best practices for the first day(s) of school.