A College-Wide Commitment to Teacher Education

Teacher preparation at the University of Utah illustrates a collective, cross-college commitment to teacher education. A common educational core with related school-community partnerships, anchors a unified effort to impact educational change. The redesign efforts within the College of Education and throughout the university mirror efforts that weave connections to course work, field-based experiences, and instruction in ways that are inextricably linked to schools, families, and communities.

A common-core of course work provides preservice teachers in all licensure programs with the research and expertise of faculty committed to preparing world-class educators.

2010 Graduate Job Placements

Congratulations to graduates of the 2010 Elementary Graduate and Undergraduate Degree Programs. As in years past, our graduates were highly sought by local and national districts and many graduates received several job offers. We are pleased to report that all graduates obtained teaching positions and are busy with their first year teaching commitments.

The following breakdown delineates our graduates’ employment:

- Salt Lake District 30%
- Granite District 22%
- Jordan District 15%
- Murray District 8%
- Charter Schools 8%
- Out-of-State 7%
- Canyons District 4%
- Davis District 3%
- Private Schools 3%

We wish each of our graduates success in their new careers and invite them to stay in touch with the College of Education and the Urban Institute for Teacher Education.

Summer Opportunities with EDU 1010

Summer 2010 marked an exciting time for the Urban Institute for Teacher Education. With a newly developing partnership with the Department of Athletics, student athletes had an opportunity to take the EDU 1010 class and get an introduction to the profession of teaching within a diverse student classroom setting. With a focus on Community-Engaged Teaching, all students in the course had a chance to work with west Salt Lake City organizations and educational partnerships, including: the Boys & Girls Club, the UNP-Hartland Partnership Center, Partners in the Park and “The Real Deal” Partnership at the Salt Lake Center for Science Education. The emphasis on multicultural education was a central highlight to the course as students were able to use their existing knowledge and the knowledge gained from the classroom to work side-by-side with youth and parents who call west Salt Lake City home.

The summer can serve as a critical time to connect pre-service teachers with ‘non-traditional’ setting in which to complete their service-learning and teaching immersion hours. Additionally, the opportunity for students to connect in new ways can also highlight the complexity of the field of education by connecting students to families, youth, and parents in more holistic and mutually beneficial ways. As the students learn new and exciting ways to engage with the community, the community also has an opportunity to support that learning, to share valuable knowledge with students and to co-create learning opportunities together. From English classes, to one-on-one mentoring, to rock climbing with youth, the EDU 1010 students were able to learn, engage, and challenge their assumptions through Community-Engaged Teaching opportunities.

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**HARTLAND YOUTH CENTER**

Kelby McIntyre, Director of Professional Development for the Beverley Taylor Sorenson Arts Learning Program at the University of Utah, has had the opportunity to work closely with University Neighborhood Partner’s (UNP) Hartland Youth Center since December of 2008. The College of Education’s partnership with the Hartland Youth Center continues to grow and the arts are central to the work that takes place year-round with the youth. What is unique about this program is that the youth work in partnership with Ms. McIntyre, the parent and student coordinators of the youth center, as well as the Hartland Resident Committee to collaboratively create programs that meet the needs of the community.

The youth have an equal and valuable voice in how the program is structured. In December of 2008, the youth very clearly stated that they wanted to dance, sing, and act. Ms. McIntyre started developing original theatre and dance pieces to enhance student learning in the areas of language, literacy, creative writing, student collaboration, cultural understanding, and life skills through creative ensemble work.

Since December of 2008, Ms. McIntyre has sought opportunities for the youth to perform in the community and at the University of Utah as a way to promote higher education. “For me, it is essential that the youth are able to see and experience all that the University of Utah has to offer; that they view the U as a place of endless educational possibilities!” Ms. McIntyre states.

In spring of 2009, the Hartland youth were an integral part of the College of Education’s Art and Social Justice Teacher Candidate Workshop that was made possible through the UCAN Serve Grant and AmeriCorps programs. This workshop included 70 teacher candidates from the elementary licensure program offered through the Urban Institute for Teacher Education and 20 early childhood candidates from the Department of Family and Consumer Studies. Youth also performed for the Immigration and Resettlement class in the College of Social Work. This performance allowed graduate students the opportunity to interact with the youth on a deeper level. Utilizing theatre techniques as a base to open up a rich discussion surrounding various struggles resettled populations face, the youth and university students worked together to create a shared devised theatre piece in class. Last spring Ms. McIntyre organized a fine arts enrichment program that took place the week of June 5-9. The program brought together 75 youth from the Somali Bantu and Hartland communities. Ms. McIntyre choreographed six dance pieces and arranged for two art specialists from the Beverley Taylor Sorenson Arts Learning Program in the University of Utah region to create environmental and recycled visual art pieces with the youth. Efren Corado, a University of Utah graduate student in the Dance Department, choreographed a solo with a fellow U of U dance student for the event.

“It is my hope that the UNP Hartland theatre and dance class in partnership with the College of Education can continue to grow and prosper as the community sees fit,” says Ms. McIntyre.

**Teacher Education Scholarships**

The Urban Institute for Teacher Education would like to congratulate our 2010-2011 Teacher Education Scholarship Recipients. We wish them a successful year as they continue their teacher education studies at the University of Utah. Spotlights of our 37 recipients can be seen in the MBH first floor lobby.

The College of Education will be holding two Scholarship Information Sessions for students interested in receiving scholarships for the 2011-2012 school year. Each session will present an overview of all scholarships available in the College. These meetings will be held:

- **Monday, September 27, 2010,** 1:00pm-2:00pm, MBH 309
- **Friday, October 29, 2010,** 10:30am-11:30am, MBH 309

Teacher Education Scholarship packets for 2011-2012 will be available online and at the UITE Main Office (MBH142) beginning October 2010.

All department and college scholarship applications and materials will be due March 1, 2011.

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**2010 Utah PTA Golden Apple Award**

The Urban Institute for Teacher Education would like to recognize University of Utah alumnus Mr. Doug Jorgensen, who was chosen as one of six recipients of the 2010 Utah PTA Golden Apple Award.

Currently teaching biology at Highland High School, Mr. Jorgensen maintains a positive relationship with his students. Mr. Jorgensen insists that his students work hard to earn good grades, yet he knows how to make learning a fun experience. His teaching methods include hands-on, alternative, and interactive learning, allowing all students to excel.

Both in and out of the classroom, Mr. Jorgensen is very involved in the school and the community, including taking stats at the Friday football games, playing with the school orchestra, and acting in the recent school musical production. He encourages parents to get involved in their child’s education, and urges students to do their best.

As a teacher, community member, and role model, Mr. Jorgensen has a profound and lasting effect on the academic and life success of his students. We congratulate Mr. Jorgensen on his excellent teaching and example.

Content for this article was taken from [www.kued.org](http://www.kued.org).
2010-2011 UITE Peer Advocates

The Urban Institute for Teacher Education is excited to present our 2010-2011 Peer Advocates. They will be working to share information with current and prospective students about UITE. We are grateful for the peer advocate’s willingness to serve!

Jackson White earned a Bachelors of Arts (B.A) in History from Weber State University in May 2010. Jackson looks forward to pursuing graduate studies in education and beginning a career as a secondary-education teacher. "I don't think anything in this life is more rewarding than service and this job is based around that idea. I love the opportunity to work with students and this job affords me a chance to make a difference." Jackson is a huge basketball fan and loves going to and watching his favorite team, the Utah Jazz.

Kelli Ann Allen is from Torrance, California. She went to Bishop Montgomery High School, a private Catholic school. Throughout high school, she was involved in many service projects and was the Vice President of the Concordia Club. Kelli Ann is now in her 3rd year at the University of Utah, majoring in Elementary Education with a minor in Psychology and ESL certification. Kelli Ann has been involved with many groups on campus including the Freshman Service Core and the Hogle Zoo project.

Melissa Gutierrez is currently a senior, majoring in Human Development and Family Studies with an emphasis in Early Childhood with a minor in Latin America Studies. She plans to complete the Early Childhood Master’s and Licensure program after finishing her undergraduate degree. Melissa has been involved in many community service activities, and is currently a member of the Bennion Community Service Center on campus. Melissa is originally from Porterville, California, and is the first in her family to attend a higher education institution.

University of Utah Reading Clinic

The University of Utah Reading Clinic (UURC) was founded in 1998 through the efforts of Kathleen Brown, Ralph Reynolds, and Gale Sinatra of the former Educational Studies Department, and then Utah Legislature Representative Karen Morgan. In 2001, the UURC received solid funding and Dr. Brown was appointed director of the organization. Since then, the UURC has been a tremendous benefit to thousands of Utah parents, educators, and, most importantly, struggling readers.

UURC intervention includes research-validated models described in the research literature as Early Steps, Next Steps, Howard Street, or Wilson Reading. These models provide educators with instructional components that can reach struggling readers at any phase of development. Ongoing curriculum-based assessment is embedded in both models to ensure that students make maximum progress as quickly as possible and to ensure that when difficulties occur, educators can make the necessary adjustments.

One of the UURC’s most successful collaborations has been with Dr. Cheryl Wright, Director of the Child and Family Development Center provided by the Family and Consumer Sciences Department (FCS). During the summer of 2007, Drs. Wright and Brown piloted a clinical practicum in the department’s lab school. In collaboration with local Title I schools, the UURC and FCS launched “Getting Ready For 1st Grade,” an intervention program for exiting at-risk kindergarteners. During the last four summers, this clinical practicum has not only provided at-risk beginning readers with developmentally appropriate, research-based reading intervention, but it also has provided early childhood educators with an opportunity to develop knowledge and skills that are essential for effective teaching. Specifically, pre-service and practicing educators learn how to effectively and efficiently execute guided reading, systematic, isolated word study, fluency training and comprehension/vocabulary development.

Beginning in 2003 with funding from a No Child Left Behind grant, UURC instructional content was integrated into the Early Childhood Education degree’s required coursework. Since 2007, the College of Education has collaborated with the UURC to include clinical practica as part of the required coursework for all students seeking Early Childhood Education, Elementary Education, or Mild/Moderate Special Education degrees. This clinical practica allows University of Utah students, under the supervision of certified educators, to meet and work with a struggling reader twice per week. Through this program, the UURC placed over 200 undergraduates in 35 affiliated sites along the Wasatch Front last year. Feedback from both students and teachers has been overwhelmingly positive. Students are equipped with the tools and framework needed for intervention, and are learning how to help and address the needs of struggling readers. This valuable learning for undergraduates is a unique experience not offered by any other teacher education program in the nation.
NEW STUDENT TEACHING SITE PLACEMENTS

The UITE is pleased to announce new additions to the student teaching site placements for students in the elementary education program. As preservice teachers, our students experience arts integration, bilingual education, concentrated science emphases, and service learning experiences.

**Granite Schools UITE partnership schools include:**
- Farnsworth Elementary, http://www.graniteschools.org/el/farnsworth
- Jackling Elementary, http://www.graniteschools.org/el/jackling
- Mill Creek Elementary, http://www.graniteschools.org/el/millcreek
- Monroe Elementary, http://www.graniteschools.org/el/monroe
- Oakridge Elementary, http://www.graniteschools.org/el/oakridge
- Oakwood Elementary, http://www.graniteschools.org/el/oakwood
- Pioneer Elementary, http://www.graniteschools.org/el/pioneer
- Redwood Elementary, http://www.graniteschools.org/el/redwood
- Rolling Meadows Elementary, http://www.graniteschools.org/el/rollingmeadows
- Roosevelt Elementary, http://www.graniteschools.org/el/roosevelt/
- Upland Terrace Elementary, http://www.graniteschools.org/el/uplandterrace

As a community of teacher educators we recognize the contributions of our school-based partners. We commend the district and school level administration for opening their doors to mentoring a new generation of elementary teachers.

**The Salt Lake Schools include:**
- Bonneville Elementary, http://bonneville.slc.k12.ut.us
- Escalante Elementary, http://escalante.slc.k12.ut.us
- Mountain View Elementary, http://mountainview.slc.k12.ut.us
- The Open Classroom, http://ocscl.org/ochrome
- Riley Elementary, http://riley.slc.k12.ut.us
- Salt Lake Center for Science Education, http://www.slc.k12.ut.us/sites/slcse
- Wasatch Elementary, http://wasatch.slc.k12.ut.us

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**New to UITE**

**Dr. Clayton Pierce** is joining the UITE this fall where he will teach and pursue research in science education, ecojustice, and democratic education. One of the primary areas of his work concerns bridging social justice and democratic practices with science education classrooms. Pierce has worked for the last two years with science teachers in the SLC School District and the College of Education’s Family School Partnership in a collaborative effort that has seen the construction of a community garden, the building of community partnerships, and culturally relevant approaches to teaching and learning science. Pierce’s research in the areas of philosophy of education, science education, and political theory has appeared in many peer-reviewed journals and books. This year he will be teaching his ecojustice education course and a new multicultural science education course for the UITE.

**David Parker** is the Associate Director of the Eunice Kennedy Shriver National Center for Community of Caring Institute at the University of Utah, coming with an eclectic background that includes social work, theater, and education. He consults nationwide with educational communities, family organizations, and corporations. David received his doctorate in Educational Leadership from Duquesne University in Pittsburgh PA. His research interests include clarification of beliefs, creating an increased understanding of school climate, intentional conceptual change, and professional development. His passion for teaching includes working with educators and increasing their capacity of awareness, understanding, and use of culturally responsive pedagogy. David has authored a 32 book series for children, *The Best Me I Can Be*, published by Scholastic, Inc.

**Visiting Teacher Candidates**

Visiting the University of Utah this year are four elementary education majors from Gyeonin National University of Education (GINUE, 경인교육대학교), a national institution which provides preparation for future public elementary school teachers in South Korea. GINU offers graduate and undergraduate programs, has an attached elementary school, and is the largest educational institute for training future elementary school teachers in Korea.

Our visiting teacher candidates include: **Ji Yeon Bae, Hyun Joo Lee, Soo Ji Jeong,** and **Seon Eui Park.** While at the University of Utah, they will take several elementary education courses through the College of Education, along with English Language Institute classes through the ELI Department on campus. They will also experience life in American schools by spending time in vibrant local schools once a week. The College of Education and the Urban Institute for Teacher Education would like to extend a warm welcome to our visitors.

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**Kids’ Court**

*Kids’ Court* is an afterschool program founded by the 2008-2009 Minority Law Caucus Board at the S.J. Quinney College of Law at the University of Utah. It strives to teach 5th and 6th grade students at Rose Park and Park City Elementary schools about law and civic engagement through the collaborative efforts of the College of Law, the College of Education, and other programs at the University of Utah and the community.

For more information about Kids’ Court, visit www.kidscourt.law.utah.edu.

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