“The UITE encouraged me to try and reach out to, build a relationship, and advocate for each and every student.”

-Drew VanWagenen
Our Mission

The mission of the UITE is to prepare educators to serve urban students and educational communities in all their rich diversity. We conceive of educational diversity as the dynamic engagement of a range of cultural and urban traditions, including individual differences in ability. In preparing teachers and leaders to work within and across differences, we collaborate with community-based initiatives, seek out community partners, and continually work to discover fresh and innovative ways to approach both curriculum and pedagogy. Our goal is an educational process in which teachers, leaders, and teacher educators draw upon multidisciplinary research and direct urban inquiry to serve all students well. We welcome prospective teachers to this vital, sometimes daunting but always exhilarating, challenge.
In keeping with the University of Utah’s international focus, UITE course work, program emphases, and faculty professional development reflect global linkages through course curriculum, teaching experiences, and faculty professional development.

As part of the elementary education program’s licensure requirements, students complete a course on International Children’s Literature through the Department of Educational Psychology. The course focuses on the growing body of issues surrounding international children's and adolescent literature. The course examines definitions of what constitutes international children's and adolescent literature, explores international literature currently published in different parts of the world and the United States with applications to K-12 classrooms.

The World Languages Master’s of Arts Degree (WLMA) program with licensure prepares future teachers to work in content-specific, and dual immersion classrooms. Graduates from the 2013 WLMA cohort were hired by the Alpine, Canyons, Granite, and Jordan School Districts!

Dual Language and English as a Second Language endorsement offerings provide students licensing in elementary and secondary education with course work and classroom experiences embedded in language pedagogy and curriculum from around the world!

Globe Trotting with Dr. Dee Caldwell!

The UITE’s Dee Caldwell had the opportunity to discuss teacher education and meet with colleagues from schools and universities in five different countries during the past year. Dr. Dee Caldwell visited the Mushrif and American International Schools in Abu Dhabi, UAE, to discuss curriculum with the faculty. She also met with Manuel Megías Rosa from the Departamento de Filología Moderna at the Universidad de Alcalá in Alcalá, Spain to investigate teacher education programs. In Sayulita, Mexico, she was fortunate to meet with teachers from The Primary School. She was a guest for the day at the British International School in Shanghai, China, where she observed veteran teachers interacting with students from all over the world. During the VMX conference in Stuttgart, Germany she attended the keynote address entitled, Envisioning the Literary World presented by Cornelia Funke.

While each program offered its own unique perspective on teaching and teaching education, the common element was the commitment to student achievement and teacher education. These experiences have enabled Dee to incorporate a more global perspective on teacher preparation at the University of Utah.
UITE Graduate Travels Across the Globe!

Following her spring 2012 graduation from the U of U, Ms. Anna Johnson traveled to China to fulfill a life-long dream of studying abroad. During summer 2013 Anna took part in the Jia Ding District’s foreign teacher demonstration class at Jia Ding Experimental Primary School. The event’s theme, “Building the bridge between Chinese and Western culture” provided Ms. Johnson, a UITE graduate, with an opportunity to teach, in affiliation with her role at Pacican Academy. Anna used a variety of teaching methods including vocabulary and sentence development in alignment with the theme “Favorite Flavors”. Anna’s teaching was praised by the education experts at Jia Ding in their evaluation of her teaching.

Officials who attended Ms. Johnson’s presentation included: The Director of the Education Bureau of Jia Ding District, Yao Wei who serves as the Vice Director of the Education Bureau of Jia Ding district Zhang De Hai and the English teaching specialist of Shang Hai Zhu Pu. Mr. Zhu Pu was impressed with Anna’s teaching and noted the importance of supporting foreign language teachers. He cited the Pacican Academy’s role in providing an environment designed to support teaching and learning local schools across a range of content areas. We congratulate Anna on her accomplishments!
John Funk, UITE instructor, was invited to participate in a special news conference this past May conducted by the Secretary of Education, Arne Duncan.

The news conference took place at the historical site of the old Perry Lab School in Ypsilanti, Michigan. The Perry School Project, sponsored by High Scope, was launched in 1962 in an effort to study whether high-quality preschool programs make a difference in a person’s future. The children in the project are still part of the study today as adults in their 50s. The study has had strong implications indicating that the at-risk children in the study not only received more education and are higher wage-earners in their professions, they have also had fewer arrests. Many proponents have used The Perry School Project as one indication that preschool is an essential part of education, particularly for at-risk children.

Although the original Perry School was torn down and replaced with an elementary school, Secretary Duncan chose this site to introduce President Obama’s Preschool for All Initiative. This proposal has a $77 billion price tag reflecting a commitment to providing universal services for all preschool children who cannot access a quality early childhood setting. If Congress approves Preschool for All, states will still have the opportunity to opt-out of the services. Since states have the responsibility for education, as stated in the Constitution, the federal government cannot mandate the preschool service.

John had the opportunity to also visit the HighScope early childhood lab school while he was in Ypsilanti and also attend the international HighScope conference. HighScope is an early childhood program, used in the United States and numerous countries, that encourages using the child’s interest to excite them into learning basic skills.
The UITE and the Power of Graduate Students!

The Urban Institute for Teacher Education (UI TE) was established in 2009 as the operational arm for K-12 teacher licensure at the University of Utah. A college-wide degree in elementary education, with licensure through the UITE, is enhanced through the teaching, research, and service from faculty and graduate students spanning the College of Education and university. The UITE’s standing as an interdisciplinary program in both elementary and secondary education is unique within the state and nation.

Classroom-based support for student teachers as well as cutting-edge outreach and community engagement are among the contributions of doctoral and master’s degree students from across the College of Education. The expertise and research-based focus of these supervisors, mentors, and community liaisons has been a mainstay in keeping alive the mission of the UITE! This year’s

Juan Freire was born and raised in Spain, where he worked as an elementary school teacher for four years. In 2007, he came with his wife to Utah to work as an elementary teacher in a Spanish-English dual language program in Salt Lake City, where he worked for three years. In 2009 he started his PhD in the department of Education, Culture, & Society (ECS). In 2010, he decided to become a full-time PhD student, while supervising student teachers through the Urban Institute for Teacher Education (UI TE) and teaching courses in ECS and UITE. During 2013-2014, Juan will be completing the last year of his PhD writing his dissertation regarding Spanish-English dual language teachers’ beliefs and practices on culturally relevant pedagogy. Juan loves spending time with his wife and two little children. He also loves traveling to visit his family in Spain and Ecuador.

Tonia Joy Wilson, I am passionate about literacy. Pursuing my Ph.D. in Reading and Literacy fuels that passion. My area of focus is late high school and early college readers. When I tell people what I study, many assume I work with young children, but there is a real need for literacy instruction well into early college. In addition to being a full-time student, I work for Weber State University as director of their Venture program: a course offered to low income students that introduces them to the humanities, free of charge. I am also an adjunct instructor of developmental English and First Year Experience courses there. My family and I (one husband, 3 kids, two dogs) live in Clinton, Utah.
Kenna Rodgers

Kenna Rodgers, M.Ed. is an instructional literacy leader and coach at Horizonte, a high poverty alternative high school in Salt Lake City, Utah. She is currently a doctoral student at the University of Utah and is focusing on literacy studies. Rodgers has a Masters Degree in Teaching from National University and is National Board Certified by passing national exams in her academic discipline for teaching English. Rodgers is also a state and national facilitator for the Utah State Office of Education where she works with colleagues to design effective professional learning in content literacy for educators across the state, most notably in rural and urban Utah. Rodgers is the Utah State Coordinator for West Ed’s RAISE Initiative (Reading Apprenticeship in Secondary Education), which provides high quality content literacy professional development to Utah secondary teachers.

Rodgers previously taught English to both high income and high poverty students whose language diversity represents over one hundred family languages in Salt Lake City. Her research interest focuses on how to engage adolescent learners from high poverty communities in effective literacy strategies in academic English.

Andrea Garavito Martinez

Andrea Garavito Martinez is a doctoral student in the Department of Education, Culture, and Society at the University of Utah. She graduated from the University of California, Santa Barbara with a bachelor’s of Arts in Chicana/o Studies and Sociology and a Master’s in Education, Culture, and Society from the University of Utah. Under the mentorship of Dr. Dolores Delgado Bernal, her research focuses on the experiences of pre-service Latinas/Chicanas in teacher education programs. Her areas of interest are Chicana Feminist Thought, feminist epistemology, community-school partnerships, Latina testimonios, and critical race theory. She is originally from Northeast Los Angeles, California. She attended elementary school in her parent’s native hometown of Jocotepac, Jalisco, Mexico. She served as the recruitment/outreach coordinator for the Urban Institute for Teacher Education from 2009-2013. Her work focused on developing outreach and retention efforts and materials for traditionally underrepresented students in the College of Education’s teacher licensure programs. Currently, she is one of the instructors for EDU 1010—Introduction to Teaching.

She co-created the UITE’s Peer Advocacy Program (peer mentoring) to increase the number of incoming first-year (freshmen) and transfer undergraduate students entering teaching licensure programs at the University of Utah. Her work focuses on increasing the number of teachers from diverse ethnic/racial backgrounds in the state of Utah.
Lisa Shearer is a former elementary school teacher and is currently pursuing dual Master’s degrees in School Counseling and Licensed Professional Counseling at the University of Utah. She received a B.S. Ed. in Early Childhood Education and a B.S. Ed. in Intermediate Grades Education from Western Carolina University in Cullowhee, North Carolina and taught in Virginia, North Carolina, and South Carolina before moving to Utah. Lisa has also worked as a fitness instructor, program developer, and “Activate America” team member for the YMCA. In 2009, she served as co-chair of a school bond committee in Holdrege, Nebraska. Her passion for learning and helping others has led her to pursue an advanced degree in the counseling field. Lisa will be working with the Urban Institute of Teacher Education as a Student Teacher Supervisor in the elementary grades.

Nancy Huante-Tzintzun's Education: PhD (In progress), Education Culture and Society, University of Utah. Alternative spaces for teaching and learning through a Critical Pedagogy and Chicana feminisms lens. Also, interested in teacher Education Policy and practice—namely multicultural education. Masters degree in Chicana and Chicano Studies, San Diego State University. BA degree in Ethnic Studies and minor in Sociology, California State University-Sacramento. Nancy’s affiliations include American Education Studies Association (AESA), Member 09/2012-present, The National Association of Chicana and Chicano Studies (NACCS), Member 09/2011-present, Mujeres Activas en Letras y Cambio Social (MALCS), Member 07-2012-present. Nancy is also fluent in Spanish and English.

Anna Laura Martinez. Anna is a masters student in the Department of Education, Culture, and Society at the University of Utah. She graduated from the University of California, Santa Cruz with a Bachelors of Arts in American Studies and History. Her research interest include: Post-colonial studies, teen-mothers, HIV/STD Education, Welfare and Education, the school to prison pipeline, and Community and locally lead forms of knowledge. She is originally from Los Angeles, California. Her primary work has focused on work with low-income families and access to educational opportunities; particularly first-generation teen parents and their relationship with state access to health education and welfare. She expects to graduate in May and continue working to create greater access to educational support for working-class families of color.
Linda Sorenson


These experiences in the public education system heightened my interest in memory processes, in general, and in the mechanisms implicated in acquiring and retaining cognitive skills, in particular. Running, music, and travel are among her favorite activities when she’s not studying or spending time with her family.

Trevor Warburton

Trevor Warburton is a former math teacher and current doctoral student in the Department of Education, Culture, and Society at the University of Utah. As a teacher Trevor worked closely with Latino students, especially recent immigrants, helping them to success in math classes, in school, and forming a peer mentor group for Latino students. He has a B.A. in Math Education and Spanish Teaching from Utah State University and an M.A. in Teaching English as a Second Language from Penn State. Current research interests include injustices in the U.S. education system, in particular in mathematics education, and effective ways for working against injustice through education.

Udita Gupta

I am currently a fourth-year doctoral student in the Educational Psychology Department, Learning Sciences, at the University of Utah. Prior to starting Ph.D., I taught math at high school and a tutoring agency in Maryland. I have been supervising since I joined the PhD program in 2010. Besides supervision and PhD coursework and research, I love to travel, cook, bake, do crafts and spend time with my two children. Her education includes a Masters of Arts in Teaching, Department of Education, Johns Hopkins University, MD, USA; Masters of Statistics, Department of Statistics, Kanpur University, India; Bachelors of Science, Department of Mathematics, Kanpur University, India; and Diploma in Computer Software, NIIT, India.
NEED TO KNOW

UNDERGRADUATE ADMISSIONS: DEADLINE March 3, 2014

GRADUATE ADMISSION DEADLINES

- Elementary/EDPS November 1, 2013
- Elementary/SPED November 1, 2013
- Secondary graduate UITE February 1, 2014
- Secondary/ECS February 1, 2014
- Secondary/ELP January 15, 2014

Scholarship Deadline: March 1, 2014

Students should consult the COE scholarship page at: http://education.utah.edu/scholarships/index.php for specific deadline and application information

Deadline to apply to the U of U for Spring semester is November 1st 2013. The deadline to apply for summer semester is March 15th 2014.

The main UIITE office is located on the first floor of Milton Bennion Hall in room 114. Ms. Kimberly Howard, will be available for questions and general information Monday through Friday from 8am to 5pm. Faculty are also located in MBH 114.

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