Since its inception in 2009, the Urban Institute for Teacher Education (UIE) has committed to working in collaboration with our campus and community partners. As we begin our 4th year, the UIE has made great strides in our efforts to link faculty, students, and the community in substantive ways. This issue of happenings in the UIE highlights several projects and initiatives that embody our mission.

Highlights include: the UIE’s partnership with ASU; linkages between the UIE, the Department of Special Education and the USOE; Teacher Recognition in partnership with Salt Lake and Granite Student Teaching Sites; Teacher Professional Development; collaboration with the College of Humanities; linkages to the Department of Exercise and Sports Science; and outreach to the community.
As part of a spring Site Teacher Educator recognition luncheon at Rice Eccles Stadium, the UITE honored five exemplary mentor teachers for their work in teacher preparation. Three teachers received scholarships for graduate study and two were honored for their career-long commitments to preparing future teachers. Their stories highlight the commitments to teacher professional development, exemplary mentoring, and partnerships in teacher education.

As seen here, **Ms. Jennifer Buhler Willie** and **Ms. Cheryl Den** were joined by their student teachers from the 2012 Elementary Licensure Cohort in celebration of their roles in teacher education.

**Jennifer Willie** is a 3rd grade teacher at Washington Elementary who mentored a student teacher for the first time this year. Jennifer graduated from the U of U’s Elementary Education program just three years ago, is pursuing a Master’s degree in Instructional Design and Educational Technology. As a mentor she demonstrates leadership and collaboration at Washington, and in the community. The summer that she graduated, she worked as an intern for Orin Hatch in Washington, D.C.

Jennifer is described by her principal as someone who is not afraid to jump right into a challenge and work hard no matter what the demands of a situation. She is one of the first to volunteer for assignments and one of the last to stay helping with whatever needs to be done. “She graciously welcomes volunteers, practicum students and pre-service teachers into her classroom and has an ability to work with others… she builds on the strengths of the community, magnifies the learning opportunities that she is able to provide for her students.” Rebecca Pittam

**Ms. Cheryl Den**, originally from Nebraska where she began her career as a junior high teacher, Cheryl is a 38 year teaching veteran where she has spent the past 36 years in the Salt Lake City School District. Cheryl has worked at Washington Elementary teaching first and second grades. Cheryl began teaching in Nebraska in a junior high, but transplanted to Salt Lake where she obtained a job with the Salt Lake City School District teaching first and second grades. Throughout her tenure in the district has been spent at Washington Elementary, where she stands as a community figure. Though the school has undergone reconstruction a number of times, Cheryl has remained a constant at her school. Under her leadership, traditions have continued from one year to the next with students from all grades anticipating each holiday tradition. A friend to the University of Utah, Cheryl has been a STE for many of our student teachers where they gain knowledge and learning through practical experience.

**Mr. Matt Shake** of Glendale Middle School in the Salt Lake City School District is a 2012 Exemplary Mentor for his work with a 2012 graduate of the Masters in Education with Secondary Licensure. Matt, is a graduate of the University of Utah’s secondary licensure program. He worked previously at Valley High, where he was the “South Valley Chamber of Commerce Teacher of the Year”, and Fort Herriman Middle School. In 2008, he earned his Master’s in Education and ESL endorsement from Southern Utah University. Matt plans to use his UITE scholarship for classes toward a Geography endorsement – the only area of social studies in which he is not endorsed. Matt has pursued other interesting opportunities to expand his knowledge and skills. He is the recipient of an Earth Expeditions grant to study Human-Environment interactions in Mongolia, and the Larry H. Miller Education Project Travel Fellowship to study the Revolutionary War in New England.
Carina Coria is a Spanish teacher at Hillcrest Junior High in Murray District. She has mentored a number of student teachers for the University of Utah. Carina holds a Bachelor’s in Geography from BYU. She has taught at Hillcrest since 2003 and is currently working on her ESL endorsement. She plans to pursue her Master’s in Education in Spanish Pedagogy.

“Carina works tirelessly with her student teachers to acclimate them into all things junior high school – from the content to the behavior management. She spends the time needed to build a strong classroom and then gives them the latitude to take the class on their own. She spends time both before and after school coaching, mentoring and processing with her student teachers.”  – Principal Jennifer Covington

Carolyn Ebert is a proud U of U grad with English and Spanish Teaching Degrees obtained in 1990.

After completing a year-long internship at Highland High School she has taught Language Arts and Spanish ever since.

Carolyn earned a Master's Equivalency from the SLC School District and has participated in a graduate level program in the summer of 2006 at the Universidad Complutense de Madrid.

In her early teaching years, Carolyn served as Pep Club Advisor for two years and Cheerleader Advisor for ten years. She has been Highland's Character Education liaison to the SLC School District since 2005, as well as serving as the Service-Learning Scholar Advisor.

She also serves as the Spanish Club Advisor and Interact Club Advisor. For nearly two decades Carolyn has mentored student teachers every year. Her contributions have been central to teacher professional development through multiple grants and professional development opportunities.

Carolyn notes, “I have loved my collaboration with all the great teaching candidates I have worked with from the University of Utah.”

“In watching Matt’s interaction with his student teacher over the last few months, I have witnessed growth in their relationship. I see them frequently discussing subjects like how to approach certain students who are not learning, how to more clearly teach a difficult concept, or how to navigate through a complex school system. Furthermore, I have seen two men create a lasting bond that will probably continue past this school year.”  – Principal John Erlacher
RESEARCHING BEST PRACTICES IN TEACHING MATHEMATICS FOR ENGLISH LANGUAGE LEARNERS

Michele Jones, Department of Mathematics and Department of Linguistics

As a 2012 graduate of the secondary teacher licensure program through the UITE, Ms. Jones’ work reflects true collaboration in her attention to mathematics teaching in contemporary classrooms and schools. Her work with Dr. Mary Ann Christison (UITE and Linguistics) includes a project initiated in response to current calls for improving high school mathematics and research for underserved populations, particularly English language learners. Ms. Jones’ paper is a report on a qualitative, participant observation research study designed to further our understanding of the current classroom practices of secondary mathematics teachers as they relate to engagement and effective ELL instruction. The subjects in the study were math teachers who were identified by their principals or peers as high-qualified math instructors. The themes emerging from the data analysis reinforce the importance of explicit instruction on language and the importance of engagement in developing a deep understanding of mathematics principles. Ms. Jones was recently hired at Brockbank Junior High in Granite District’s and will pursue a master’s degree in Mathematics Teaching.

In partnership with Associated Students from the University of Utah (ASUU) and the College of Education’s Urban Institute for Teacher Education (UITE), the Peer Mentoring Program (PMP) provides U of U students from across campus with the opportunity to interact with local middle and high school students. In conjunction with local schools, U of U students provide training, tutoring and mentoring designed to: (a) increase the number of students who apply to the University of Utah, and (b) ensure the University of Utah is a safe and equitable learning environment for students from a wide range of communities. Members of the PMP project are currently working in Granite and Salt Lake City School Districts!

Students from Granite District’s Middle and High School AVID programs enjoy lunch in the University of Utah Union. Following a campus tour, these future U of U students visited the colleges, labs, and classrooms of their U of U Mentors!

For more information on the ASUU-UITE project, go to:

http://uite.utah.edu/asuu-mentors/index.php
Congratulations to Ms. Sarah Braden who has just been awarded a University Teaching Assistantship (UTA) under the direction of Dr. Maryann Christison. As a UTA, Ms. Braden will be working as a Field Experience Coordinator in a pilot program for students in three courses in the licensure program—EDU 5200/6200 Teacher Language Awareness, LING 5811 Educating English Language Learners, and LING 5812/6812 Content-based Instruction. As the Field Experience Coordinator for these courses, she will be responsible for working with all preservice teachers (PSTs) in these courses to help them and their coordinating teachers with the field experience placements. All PSTs in these courses are expected to spend 16 hours in content classrooms with English language learners (ELLs) or in ELL classrooms. UITE professor and UTA supervisor MaryAnn Christison states, "We want pre-service teachers to feel supported and enthusiastic about their career choices, and, more importantly, we want them to be well prepared for their student-teaching experiences and for their first, full-time jobs as teachers. Getting PSTs into classrooms early and often is the key to promoting teacher development." As a UTA, Ms. Braden will work with about 200 PSTs during the academic year and about 60 teachers in both K-6 and secondary schools in multiple districts.

**Connections Between PE and Science—It’s Elementary!**

In a collaborative effort between the UITE and the Department of Exercise and Sports Science (ESS), an innovative project was implemented during 2010 and 2011. Students in the UITE’s Science Methods courses examined applications of physical science as part of their investigations into science methods instruction. A summary of this work by co-author Tan Leng is noted in *Exploring preservice classroom teachers’ perceptions of movement integration in schools*.

A movement integration program titled, Physical Education Programming Infusion (PEPI) was incorporated into a required science methods course for preservice classroom teachers. Using the Transformative Learning Theory and the Social Ecological Model, the authors examined teachers changes in their personal health behaviors and perceived barriers towards movement integration in future schools. Thirty-two PCTs participated in the 30-minute weekly PEPI within one semester. Qualitative interviews were conducted with 10 PCTs at the end of the PEPI. Major themes of the study were 1) self-awareness of lifestyle choices, 2) changes in perceptions and personal lifestyle, 3) perceived barriers to movement integration, and 4) stronger beliefs as healthy role models. Credibility of the results was enhanced through participant observations and peer debriefing. Helping PCTs to become aware of and make changes to their lifestyles will strengthen their beliefs as prospective agents of change in the health and well-being of their students.

**What is Tuning? Dr. Dee Caldwell, UITE**

Tuning is a faculty driven, collaborative method that shifts traditional instruction to an explicit process of identifying learning outcomes, competencies, and demonstration of mastery using hands-on, high impact practices such as group projects and service learning. Representatives from the state’s institutions of higher learning meet on a regular basis to discuss the goals and long term impact of the elementary education initiatives. Members of the tuning team include faculty from Utah’s University system, as well as colleagues from the Utah State Board of Education and the Utah Board of Regents.

As the Tuning teams refine their work, they will make transparent the learning outcomes, competencies and multiple ways students may demonstrate mastery. All Utah Tuning teams are experimenting with the Degree Qualifications Profile (DQP) which helps faculty understand learning expectations throughout their two- and four-year degrees. As input from departments, professional organizations, employers, and students is collected, learning outcomes for all the disciplines are being refined in an ongoing process. Teams share ideas on curriculum, pedagogy, and assessment as they implement student learning outcomes in ways unique to each institution. While each Tuning team is in a different phase of Tuning, all are working together to facilitate its implementation across their institutions.

Through tuning, student skills and knowledge are transparent at every degree level – associate, bachelor and master. Students have a clear “picture” of what is expected and can efficiently plan their educational experience to achieve those expectations. Utah teams understand that their reiterative process strengthens what students know, understand and are able to do, thereby ultimately graduating students who will serve their communities and benefit the state’s economy.
During the spring of 2010, a group of teachers from the community began meeting with faculty in the UITE and the Department of Communication to investigate ways of affirming teacher education. Beginning with a prompt from a former student teacher from the University of Utah to discuss the ways in which practicing teachers might support preservice teacher education, the QuEST group emerged. The QuEST group is committed to examinations in teacher education that, Question, Educate, Support and Teach.

Ann Darling, Associate Professor in the Department of Communication and currently serves as Associate Dean of Undergraduate Studies at the University of Utah. She meets monthly with teacher interested in examinations of the profession. Dr. Darling’s work with preservice teachers at the University of Utah has been significant.

Ellie Brady graduated from the University of Utah Teacher Licensure program in 2000 with an English major and Linguistics minor. In 2005 she received her M.Ed. from the University of Utah with an emphasis in literacy. She has taught middle and high school for 12 years and spent a year working for the Utah State Office of Education. She is currently teaching English language arts at the Salt Lake Center for Science Education (SLCSE).

Drew McLeran, a 1999 graduate of the secondary teacher licensure program is currently teaching history and AP US government at Taylorsville High School in the Granite School District. Drew completed a master’s degree in Education, Culture, and Society at the University of Utah in 2006.

Ellie Brady

Mary D. Burbank, Director of the Urban Institute for Teacher Education (UITE) in the College of Education at the University of Utah. She works with preservice and inservice teachers across the Wasatch Front.

Drew McLeran

Mary Ward graduated from Westminster College in Salt Lake City, Utah with a secondary certificate in English language arts and received an M.Ed. in teaching and learning and an ESL endorsement from the U of U in 2002 and 2003. She is currently working on her reading endorsement from Utah State University and has taught in Utah public schools for 15 years with equal time spent at middle and high schools.

Mary Ward

Bruce Eschler graduated from the U of U in 2002 with a BA in English and a secondary teaching license with endorsements in English and reading. In 2004 he finished an M.Ed. at the U. with emphases in literacy and multicultural education. That same year he started teaching at Hilcrest Junior High School in the Murray School District, where he teaches to this day. During his years as a full-time secondary teacher he continued his education by obtaining an ESL endorsement, K-12 administrative license, and is currently working on a dissertation for a Ph.D. in educational leadership from Brigham Young University.
Dr. Maggie Cummings was recognized by South Park Academy in Jordan School District for her work in professional development with teachers. Dr. Cummings’ professionalism and initiative in mathematics teacher education were cited as significant!

Michelle Bachman recognized for her support of all students!

As a well recognized and award winning educator, this year was no different for the UIITE’s Michelle Bachman. Last spring, Michelle received a Faculty Award for Exemplary Support of Students with Disabilities. This award was established in 2002 by the Center for Disability Services (CDS) to recognize faculty members that have provided exceptional support to a student with a disability. Michelle was nominated by a student who described her as having "always respected me and believed in me.... she trusted, encouraged and accommodated me so that I could overcome my challenges and achieve my academic goals." She received the award at the Annual CDS Awards Reception on April 26, 2012.

Drs. Cummings and Stark Recognized

Dr. Maggie Cummings was recognized by South Park Academy in Jordan School District for her work in professional development with teachers. Dr. Cummings’ professionalism and initiative in mathematics teacher education were cited as significant!

Dr. Louisa Stark was awarded a 2012 Governor’s Award in Science. This prestigious award is granted annually to individuals committed to Science Education. Congratulations to Dr. Stark!

John Funk is recognized for his work in Early Childhood Education!

John Funk, Clinical Instructor in the UIITE, and a 2011 recipient of a University of Utah Distinguished Teaching Award was recognized at the 2012 Utah Early Childhood Conference for his career-long commitment to early childhood education. The Mary Olsen "Friend of Children" award is given to worthy individuals who have a demonstrated commitment to the early childhood population in Utah.
**UITE and USOE Middle School Numeracy Project**

Over the last two years, teachers in general and special education classrooms from across the state have expressed concern about providing instruction for struggling learners in the Utah Core Standards in Mathematics (UCS-M). Teachers working with students receiving special education support have specifically cited their limited backgrounds in mathematics content and content based pedagogy; while teachers in traditional classrooms have acknowledged their limited backgrounds on pedagogy for children with disabilities. To address those concerns, the USOE in coordination with the UITE’s Maggie Cummings, Ph.D. developed a program designed for general and special educators. Dr. Cummings worked in conjunction with Patricia Matthews, Ed.D. from the Department of Special Education.

The net result was the *Middle School Numeracy Project*. The project focused on a) mathematical knowledge for teaching the 6th-8th grades UCS-M, b) content based pedagogy, c) teacher efficacy, and d) team teaching pedagogy. A two-week series of course were delivered to 23 special and 15 general education teachers. All teachers were pre- and post-tested using assessments developed by the Learning Mathematics for Teaching Project (LMT) from the University of Michigan. In both courses, both special and general education teachers individually and collectively had statistically significant gains in mathematical knowledge for teaching. Additional data were collected and are currently being analyzed. Dr. Cummings and Dr. Matthews will write about all their findings in the months to come.

**NEED TO KNOW**

**FYI**

Undergraduate Admissions  March 1, 2013

Graduate Admissions:

Elementary w/ EDPS: November 1st and February 1st  
Elementary w/ SPED: November 1st and March 1st  
Secondary graduate UITE deadline: February 1st  
Secondary ECS deadline: January 1st  
Secondary ELP deadline: January 15th

Most scholarship deadlines are March 1st. Students should consult the COE scholarship page at [http://education.utah.edu/scholarships/index.php](http://education.utah.edu/scholarships/index.php) for specifics.

The deadline to apply to the U of U for Spring semester is November 1st.

For more information about the Urban Institute for Teacher Education, visit our website at [http://uite.utah.edu/](http://uite.utah.edu/)

**Contact Us!**

Mary D. Burbank  
Institute Director  
801-581-6074  
Mary.burbank@utah.edu

Kristen Lindsay  
Elementary Advisor  
801-581-6064  
Kristen.lindsay@utah.edu

Becky Owen  
Secondary Advisor  
801-581-6818  
Becky.owen@utah.edu

UITE Main Office  
Milton Bennion Hall, #114  
801-581-7158