Welcome Back from the Assistant Dean

Welcome to fall 2019! The faculty and staff of the University of Utah’s Urban Institute for Teacher Education (UITE) look forward to working with our students and community partners in teacher preparation.

In our 11th year, we continue our traditions that encompass partnerships with P-12 educators and their communities. The research-to-practice commitments of our institution are evident through collaborations with teachers, administrators, and students. We are grateful for the opportunities to bring cutting-edge research to teaching all students in today’s classrooms and schools.

New UITE Faculty!

Dr. Connor K. Warner joined the University of Utah Urban Institute for Teacher Education in August 2019. Prior to his current position, Dr. Warner had been an assistant professor in the Division of Social and Behavioral Sciences at the University of Saint Mary in Leavenworth, KS, and in the Division of Teacher Education and Curriculum Studies at the University of Missouri-Kansas City. Before transitioning to higher education, Dr. Warner served for almost a decade as a department chair and English/social studies teacher at Stevensville Public Schools in Montana. Dr. Warner’s primary scholarly agenda centers on the interplay of teacher education policy, curriculum, and assessment, while his secondary research interests include issues of curriculum and representation in English and social studies education.
Elisabeth Dibble Rush, Elementary Supervisor

Elisabeth Dibble Rush is a doctoral student at the University of Utah in the Department of Educational Psychology, Reading and Literacy. She earned her M. Ed. in Reading Education at Boston University and her B.A. in Elementary Education from the University of Utah. She is a former Literacy Coach and Elementary School teacher who worked for 15 years in Title One Schools in West Valley City, Utah. She enjoys playing the piano, baking, and hiking with her husband.

Vanessa Feola, SP ED 5021

Vanessa is a school psychology doctoral student at the University of Utah. Her professional interests include assessment and intervention for children with disabilities, as well as clinical and school-based applications of behavior analysis.

Adrienne Lowe, Elementary Supervisor

Adrienne is a doctoral student in the Educational Psychology, Reading and Literacy Department at the University of Utah. She has a B.S. in Early Childhood Education from the U, and an M.Ed in Reading and Literacy, also from the U. She taught elementary school in Salt Lake City for 6 years before returning to graduate school. Being a Salt Lake native, she enjoys everything Utah has to offer, especially cycling, hiking, and skiing.
Liz Thackary Nelson, Secondary Supervisor

Liz is a full-time doctoral student in the Department of Educational Psychology, Reading and Literacy, at the University of Utah. She earned her M.A. in English at Georgetown University and B.A. in English Teaching from Brigham Young University. She taught high school language arts courses for six years at an alternative high school for at-risk youth in Virginia as well as East High School in Salt Lake. Liz enjoys playing with and reading to her twin baby girls, spending time with her nieces, and walking her dog, Mr. Darcy.

Margaret Opaz, Elementary Supervisor

Margaret Osgood Opaz is currently a doctoral student in the Educational Psychology Department. Her studies include reading and literacy and linguistics. She is former a Language and Culture Coach, an elementary, and English Language Development teacher who worked in elementary and middle school classrooms in South Korea, Arizona, and Utah.

Daniel Piper, American Indian Recruitment

Daniel Piper is a doctoral candidate in the Department of Education, Culture, and Society. Daniel has worked in Title VI, Indian Education programs in the Salt Lake Valley for nearly a decade assisting in the development of culturally and linguistically relevant programing for Native American students and families. His research focuses on Title VI Indian Education programs, Native American educational policy, and language revitalization.
Brendan Terry, Teaching Assistant EDU 5200

Originally hailing from Northern Virginia, Brendan has lived in Utah for many years and currently resides in a suburb of Salt Lake City with his wife and two children where English and Spanish are both spoken in his home. He is a graduate student in Linguistics. His interests include music, museums, hiking, biking, and skiing. Before Brendan’s time at the University of Utah, he taught ESL to immigrants and international students using both skills-based and content-based approaches. While at the University of Utah, he has taught Academic Writing for ESL (EAS 1060) and Introduction to the Study of Languages (Ling 1200). He also taught, as an assistant, Introduction to Phonetics and Phonology (Ling 4010). Brendan has enjoyed working as a volunteer with International Teaching Assistants in the area of pronunciation. His primary career interests center on content-based ESL/EFL teaching, general linguistics

Laurel Udy, Elementary Supervisor

Laurel is a doctoral student in the Learning Sciences program. She taught Special Education for four years in the Granite School District. She was raised in Salt Lake City and earned two undergraduate degrees, one from Southern Utah University in Psychology and the other from Utah State University in Special Education. Laurel enjoys hiking, river rafting, and going to the pool.
UITÉ Summer ARL Program

Our 2019 UITÉ Summer ARL Program received positive feedback from many of the 209 participants. Here’s what participants had to say...

“Very applicable to in classroom teaching. Learned so much, was fun and hands on.”
Science class participant.

“I now know a lot more about how to teach reading and writing!”
Language Arts class participant.

“Really great book recommendations, building lesson plans, easy to listen to lectures, great classroom management advice and recommendations and straightforward to the point assignments that I can now use in my classroom as a lesson planning tool.”
Language Arts class participant.

“The instructor gave amazing examples of how to work with our classes to present the material. He was also a wonderful model on how to do activities and create an environment where students can think.”
Social Studies class participant.

About the UITÉ ARL Program.

Alternative Routes to Licensure Program (ARL) classes at the Urban Institute for Teacher Education (UITÉ) have been offered for the past nine years during the summer semester. Classes are offered both online and on-campus in Mathematics for Elementary teachers as well as Language Arts, Science, and Social Studies in all grade levels. The online classes are offered for a six-week period and allow teachers the convenience of working at their own pace and schedule while completing coursework in a timely manner. The classes which are held on campus or in a nearby local school, are offered in a one-week intensive course that meets all day Monday through Friday. The exception is the math class which meets for two weeks. Each class is three credits and is taken for University of Utah credit. Participant teachers, who have applied to the ARL program through the Utah State Board of Education (USBE), are eligible to enroll in these classes. Participants will have differing ARL program requirements and are dependent on prior coursework. Teachers must work with the USBE to determine what classes they need to take to complete their program requirements.

Upcoming ARL Classes

UITÉ’s ARL class schedule will be available for those participating in the program in February 2020 with registration available through the UITÉ website in March 2020. For more information, please go to: https://educationutah.co1.qualtrics.com/jfe/form/SV_0yu0ZNUN3001KZv.
The 11th Stegner Young Scholars’ Writing Institute

This summer in partnership with the Salt Lake City School District (SLCSD), the Urban Institute for Teacher Education held the 11th Annual Stegner Young Scholars’ Writing Institute (Stegner Writing Institute). Forty high-school students from the SLCSD came up to the University of Utah College of Education and spent two weeks working on their writing skills and experiencing college life. During the Stegner Writing Institute, the students worked with University of Utah faculty and SLCSD coaches and teachers to learn how to write argumentative essays. The students wrote argumentative essays about social topics of their choice. Their essays will be published in our Voices Magazine. While one goal of the Stegner Writing Institute is to improve writing skills, another goal is to increase the likelihood that participating students will come back up to the University of Utah for college. Therefore, in addition to learning about argumentative writing, the students were also able to enjoy our invited distinguished speakers, Dr. Andrea Garavito Martinez and Dr. Axel Ramirez, who shared their personal stories and struggles that included important information about how attending college can help them, what college life is like, and how to apply to and pay for college.

UIITE and Granite School District Collaboration

Instructional Coaching Professional Learning Series

The Instructional Coaching Professional Development Series between the Urban Institute for Teacher Education and Granite School District, is designed to provide each participant with the requisite skills and knowledge necessary to become an effective instructional coach. Participants are selected by meeting specific criteria to meet program requirements. Coaches will complete an 18-credit program that is comprised of six 3-credit courses. Within this yearlong program, instructional coaches will attend four university courses, as well as complete two field-based practicums during the school year.