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UITE NEWS

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**Urban Institute for
Teacher Education (UITE)**

THE UNIVERSITY OF UTAH

GET REAL!

Get REAL!, an initiative sponsored by the Urban Institute for Teacher Education (UITE) and supported by nearly \$1 million in generous funding from the Sorenson Family Legacy Foundation is beginning its fourth year. The initiative continues collaborative efforts to align College goals of research, teaching, and community engagement. The project is coordinated by Mary Burbank, Assistant Dean and Director of UITE, Gail S. Williamsen, Co-Founder of Elizabeth Academy, and, Jennifer Spikner, Elizabeth Academy.



Get REAL! involves three project components to implement the key elements of the initiative:

- Get REAL! – Montessori
- Get REAL! -- Inclusion
- Get REAL! – S.T.E.A.M.

Team members include: Maria Plancarte and Jessica Domenick, Rose Park Elementary School, Mandy Fuhrmann, Jessica Rawlings, Jessica Rudd and Teresa Noble.

Additional supports, information, and resources developed by Get REAL! are provided on the project webpage at <https://getreal.utah.edu>. These include: Get REAL! – Why Teach; Get REAL! – Teacher Stories; and, Get REAL! – Resources.

“What’s wonderful about Montessori and their ten principles is that it is the whole focus of a child’s learning.”

-John Funk

Clinical Instructor
UITE

Get REAL! – Montessori

“If we can create a community of inclusion and better education, then it helps everyone.”

-Gail Williamsen

Co-founder of Elizabeth Academy
Get REAL! – Inclusion

“The hands on materials really teach the children, help the children to learn themselves those math concepts.”

-Lisa Moreno

Elizabeth Academy
Get REAL! – S.T.E.A.M.



Phase I of Get REAL!, which began in 2016, included the development of a communication platform, preservice teacher education field experiences, and professional development. Phase II underscores the critical work of partnerships in education based in a commitment to a quality education for all children. Get REAL! provides beginning and veteran teachers with classroom-based training using curricula, technology-informed simulations and modules, and the insights of practicing educators on quality teaching in contemporary classrooms. Get REAL! embodies academic possibilities for all students in Pre-K-6 classrooms through Montessori principles and practices.



Phase II reflects collaboration across stakeholders, including partnerships among Rose Park Elementary School in the Salt Lake City School District, Elizabeth Academy, and the College of Education. Get REAL! showcases the critical benefits when public-private educators join forces in ways that build upon the strength of each community. Phase II focuses on opportunities for research, including but not limited to, teacher preparation,

innovative models for supervision, in-service teacher professional development, and teaching, and learning in diverse, PreK-6 classrooms. The impact of this work will inform PreK-12 teacher preparation at the University of Utah, locally and nationally.



The outcomes of Get REAL! provide a venue for communities of educators to explore possibilities for 21st century teaching in ways that are embedded in research on best practices through collaboration where idea sharing is the norm.

We are grateful to the Sorenson Legacy Foundation for the opportunity to continue our partnership.



Responsive Education for All Learners

THE UITE COLLABORATIVE PARTNERSHIP WITH BACKMAN ELEMENTARY



Jan Dole
Professor
Department of
Educational Psychology

In the spring of 2019, the University Neighborhood Partnership facilitated a collaborative partnership between Backman Elementary School in the Salt Lake School District and the Urban Institute of Teacher Education (UITE) in the College of Education at the University of Utah. A steering committee consisting of Backman and UITE faculty was formed to determine Backman teachers' instructional needs with which the UITE could assist. A teacher survey indicated that assistance in small group instruction in literacy was their number one need. Under the leadership of principal Heather Newell at Backman Elementary and Dr. Jan Dole in the Educational Psychology Department at the University of Utah, UITE faculty, including Dr. Kerry Herman, Dr. Colli Lucas, and Peggy McCandless, will be providing monthly seminars on small group literacy instruction with Backman teachers. In addition, beginning in the spring of 2020, preservice teachers will provide small group instruction for Backman students four days per week. UITE preservice teachers will

plan, implement and assess daily lessons to K-6 students in coordination with their Reading Methods class taught at the University. This will provide preservice teachers with practical, classroom experiences before they student teach. At the same time, Backman teachers will have more instructional time for differentiating their instruction to meet individual student literacy needs. This partnership, under the general direction of Mary D. Burbank, Assistant Dean and Director of the UITE, is designed to benefit Backman teachers and students as well as preservice teachers in the UITE teacher education program.



COLLEGE INDIGENOUS OUTREACH AND INCLUSION INITIATIVES

A partnership has been launched to develop long-range programs for indigenous outreach and inclusion initiatives by the Urban Institute for Teacher Education (UITE), the Department of Education Culture and Society (ECS), and the Department of Special Education (SPED). The work is an outgrowth of previous efforts

undertaken by the College of Education under the title of Pathways for American Indians through Higher Education (PATHs).

The collaborative planning team members are Cynthia Benally (Diné), Assistant Professor in ECS; Connor Warner, Assistant Professor (Clinical) in UITE; Ryan Walker, Clinical Instructor in SPED; Daniel Piper, Graduate Assistant in ECS; Mary D. Burbank, Assistant Dean of the College of Education; and members of other academic programs across campus, including the American Indian Resource Center (AIRC), the College of Law, the College of Social Work, and the Division of Ethnic Studies in the School for Cultural and Social Transformation.

The long-term goals for these initiatives are to:

1. Establish and maintain collaborative working relationships to assist indigenous communities, including the eight distinct Native Nations in Utah (<https://indian.utah.gov/tribal-nations/>), in meeting educational needs.
2. Increase recruitment and retention of Native students in teacher education at the University of Utah.
3. Develop and deliver programming and professional development for

teachers and other professionals focusing on respectful and accurate interaction with indigenous communities and cultures.

Actions undertaken to-date include:

- Outreach to tribal education coordinators, district Title VI coordinators, and leaders of Native Nations in Utah to begin dialogue about educational needs and capacity (to include visits by UITE and other U faculty to tribal communities, as well as hosted events for tribal leaders and educational stakeholders on the U campus).
- Meetings with local district curriculum coordinators and administrators to gauge need and interest in professional development on indigenous issues for teachers .
- Development of a summer professional development course—EDU 6950 Developing Accurate and Inclusive Understandings of Indigenous Peoples: A Curriculum Workshop for Elementary and Secondary Educators. This course will be taught by Dr. Connor Warner during the summer of 2020.
- Sponsorship of a speaker series focusing on indigenous issues in education. This year's speaker will be Dr. Michelle Jacob, Director

of the Sapsik'wala (Teacher) Education Program in the Department of Education Studies at the University of Oregon Tribal leaders and education coordinators will be personally invited to this event.

Co-development lead by Dr. Cynthia Benally of a proposed ECS graduate certificate: Working with Indigenous Communities. This new certificate program will include courses in indigenous education, social work, ethnic studies, and law/policy.

- Seating (by invitation of Franci Taylor, Director of AIRC), of a UITE representative, Dr. Connor Warner, on the AIRC Advisory Board to support Native students in the larger U community and support UITE faculty in developing a better understanding of the current context of indigenous students at the U.

Along with initiatives described above, future plans include:

- Community-building activities and events for Native students currently enrolled in the College of Education.
- Expansion of a summer professional development workshop into an educator professional development series and/or institute with the possibility

for micro-credentialing and/or digital badging.

- Targeted research/focus groups to determine opportunities and barriers to Native student success in teacher education at the University of Utah.
- Seeking of funding sources, including federal grants and philanthropic gifts for expansion of indigenous-focused programming and outreach.

MENAGERIES OF MATHEMATICS: MEETING THE NEEDS OF DIVERSE LEARNERS IN THE MIDDLE SCHOOL

This past spring, the U's College of Education offered the 4th annual professional development workshop, *Menageries of Mathematics: Strategies for Middle School Classrooms with Diverse Learners*. Funding for this innovative program was provided by the Utah State Board of Education in partnership with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center. Menageries of Mathematics consists of eight hours of hands-on instruction from experienced educators that prepares general and special education middle school teachers to

support diverse learners through research-based classroom activities designed to strengthen teacher pedagogy. The workshop includes mathematical content based upon the Utah State Core Mathematical Standards and includes conceptual learning activities modeled and practiced by the teacher participants. Instructional pedagogy focuses on supports for all learners in general education mathematics including those who are struggling learners. The program provides in-depth discussion and practice on the use of differentiated tiered instruction using mathematical activities.



Menageries of Mathematics was developed in response to state and national movements to better prepare teachers to use evidence-based practices to teach mathematics to all learners in the general education classroom. The program's leadership includes: Principal Investigator Mary D. Burbank, Assistant Dean and Director of UITE. Workshop Instructors, are Dr. Linda Sorensen, Adjunct Faculty in UITE and Malynda Tolbert, doctoral student in the Department of Special Education.

A participant reported being “a better mathematics teacher to my students” as a result of their participation in the workshop. And, the majority of teachers who responded to an exit survey have incorporated the hands-on activities and implemented the eight mathematical standards into their teaching.

Cumulative program evaluation data indicate that workshop participants directly benefit from participation in the Menageries of Mathematics professional development series. Participants indicated high levels of satisfaction with their experience, including the instruction, environment, and activities.



MENTOR/SITE TEACHERS: SUPPORTING QUALITY TEACHER PREPARATION

Mentor/Site Teachers are essential to the preparation of quality teachers. Practicum students from the College of Education (COE) are partnered with experienced mentor/site teachers to participate in and complete field experiences and practicum hours in K-12 classrooms, schools, and/or community sites.

The Mentor/Site Teacher online resource is hosted by the COE in order to provide easy access to the information and forms necessary to facilitate quality teacher preparation. This online resource provides three information sections: mentors, students, and resources.

Readily available information and materials for each section include:

Mentors

Mentor/Site Teachers:

- UITE Mission
- Field Experience Agreement Signature Form
- Field experience visits in K-12 classrooms for U student volunteers
- Mentor/Site Teacher Information Packets for student field experiences/activities for each COE course that includes: course information, field experience agreements, student evaluation forms, and FAQs (courses: EDU 1010, EDU 5200/6200, EDU 5316/5321; EDU 4010/4020, ECS 2150, ECS 3150 or ECS 5634, EDS 5709)

Students

Field Placement Checklist for Students:

- Professional Practice Policy
- Educational Dispositions for Successful Teaching
- Background Check
- Finding a school site for field experiences
- Field Placement Forms (EDU 1010, EDU 5200/6200, EDU 5316/5321, ECS 2150)
- In the Classroom (guidelines)
- Verification of field experience (EDU 1010, EDU 5200/6200)

Resources

- University of Utah
- College of Education
- Community Engaged Learning
- University of Utah Reading Clinic (UURC)

We invite you to take a look at our Mentor/Site Teacher online resource at <https://utah.instructure.com/courses/537315>

SUPPORTING A POSITIVE STUDENT EXPERIENCE: LINC – LEADERSHIP AND INTERDISCIPLINARY NETWORKS FOR COMPLETION

Navigating myriad university resources, supports, and information can be frustrating for students. In an effort to facilitate a “positive student experience,” the Urban Institute for Teacher Education (UITE) has launched the LINC site to facilitate a successful academic journey!

LINC embodies the best elements of the University of Utah:

Leadership by faculty, advisors, and students

Interdisciplinary connections within and beyond the College of Education

Networks where student-to-student experiences at the graduate and undergraduate level provide touchpoints for undergraduates in their efforts to navigate campus, the culture, and programs.

Completion leading to professional affiliations and employment within the education profession.

The **LINC** site provides a central location for students to immediately access to information on faculty, advisors, and resources; and, facilitates social media connections to other students and the UITE, including:

- **Resources.** The Resources link offers information and materials in the areas of: academic support, including: tutoring, research, and academic success groups.
- **Self-care** including: physical and mental health services, support groups, safety, and check-in access with UITE).
- **Financial** and related resources, including: scholarships, other funding sources, work study or employment, volunteering, and family financial resources).
- **Advising**, including faculty access, UITE Licensure Year Resources, and U Post Academic Resources).

CONTACT THE UITE!

Academic Advising. This link offers information on scheduling appointments with the appropriate academic advisors

with connections to calendar an appointment.

UITE Info. This link provides:

- Information on the licensure programs for elementary, secondary, and special education.
- Checklists and materials for admissions to the elementary, secondary, and graduate teacher licensure programs.

Connect. Students are linked to the UITE Connection Calendar to locate events that connect with peers, faculty, and advisors outside of class and advising meetings.

UITE Faculty. Students are provided with faculty information and email addresses.

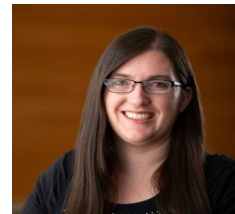
Social Media. This links students to various social media accounts that will keep them informed about the UITE and connected to professional events.

The UITE welcomes our students and is committed to supporting a positive academic experience. We invite you to visit the LINC site at <https://utah.instructure.com/courses/582598> .

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The J. George Jones, Jr. and Velma Rife Jones Endowed Lecture Series

Indigenous Education is for Everyone

Michelle M. Jacob, PhD

When & where: January 23, 2020 at SAEC

Book signing: 3:15–3:45 p.m. (SAEC Hub)

Reception: 3:45–4:30 p.m. (SAEC Hub)

Keynote: 4:30–6:00 (SAEC Auditorium)

Please join the Urban Institute for Teacher Education (UITE) in the College of Education as we welcome Michelle M. Jacob, PhD (Yakama) as a 2020 Jones Lecturer. She is a Professor of Indigenous Studies and Director of the Sapsik'wala (Teacher) Education Program in the Department of Education Studies at the University of Oregon, and Managing Partner of Anahuy Mentoring, LLC.

Dr. Jacob is dedicated to teach and research in ways that empower communities by working towards social justice. She seeks to understand how Indigenous peoples can be empowered to heal from wounds inflicted by colonialism. She is the author of two books: *Yakima Rising* and *Indian Pilgrims*, and co-editor of her third book, *On Indian Ground: A Return to Indigenous Knowledge-Generating Hope, Leadership and Sovereignty through Education in the Northwest*, (to be released in early 2020).

Sponsored by the Urban Institute for Teacher Education (UITE)