



# Teacher Support Department

## Purpose

Our mission is to facilitate and support the growth of all provisional teachers in their pursuit to be caring, effective, and exceptional in providing high levels of learning for all students.



# Teacher Specialists

- Serve 877 provisional teachers
- Train and work with 206 school-based mentors
- Visit each provisional teacher once a month
- Provide resources to enrich classroom instruction and management
- Support struggling teachers
  - Taking them on observations
  - Setting them up with resources
  - Coaching
  - Lesson planning



# Orientation

- 296 teachers
  - Late hire orientation in January
- Topics
  - Human Resources
  - Professional Agreement
  - Lesson design and engagement
  - Curriculum (Math, Science, ELA, Social Studies, Fine Arts, etc.)

# TEACHER EXPERIENCE

Of the **435** teachers we hired for the 2017-2018 school year:

– 202 are new to the profession

Elementary: 117

Secondary: 85

– 233 come to us with experience

Elementary: 129

Secondary: 104

# Mentor Training

- **131** Elementary mentors
- **75** Secondary mentors
- Summer training on state laws and requirements
- Monthly trainings on skills and resources
  - Lesson design
  - Classroom management
  - Engagement
  - Growth mindset



## COMPETENCIES OF A QUALITY EYE MENTOR

### Entry Years Enhancement (EYE)

The primary goal of quality mentoring for the Entry Years Enhancement (EYE) program is to support beginning teachers in the development of skills and expertise to become successful practitioners of effective instruction as required in the Utah Effective Teaching Standards.

#### PEDAGOGY AND CONTENT KNOWLEDGE

*A quality mentor...*

- ▶ Supports the beginning teacher's pedagogy to increase student learning and engagement.
- ▶ Guides understanding of the Utah Core Standards to align instructional design.
- ▶ Provides direction in the use of assessment tools to drive instruction for student achievement.
- ▶ Advises the beginning teacher in implementing structured classroom management.
- ▶ Assists in structuring an inclusive classroom that meets the needs of all learners.
- ▶ Coaches the beginning teacher in strategies that ensure all students develop meta-cognitive and higher order thinking skills.

#### RELATIONSHIPS

*A quality mentor...*

- ▶ Maintains confidentiality and trust.
- ▶ Fosters autonomy in the beginning teacher.
- ▶ Advocates for the new educator in forming networks of support.
- ▶ Commits to empathetic, respectful, and positive interactions.

#### COMMUNICATION

*A quality mentor...*

- ▶ Uses communication skills to promote reflection and improve instruction.
- ▶ Collects data to facilitate conversation and influence instructional practice.
- ▶ Uses modeling, coaching, collaboration, and consulting skills to aid in educator development.

#### ADULT LEARNING

*A quality mentor...*

- ▶ Knows and applies adult learning theory.
- ▶ Encourages the beginning teacher to take ownership of professional learning and growth.
- ▶ Accepts the beginning teacher as emerging and uses techniques to support the development process.

#### MENTOR GROWTH AND LEARNING

*A quality mentor...*

- ▶ Seeks out and collaborates on implementation of professional development opportunities.
- ▶ Deepens mentoring expertise through reflection.
- ▶ Coaches other mentors and is willing to be coached.

# Classes Offered

- Monthly classes offered on:
  - Lesson Design and Engagement
  - Tier I Classroom Management
  - Tier II and III Classroom Management
  - PLT Praxis Prep
- Additional classees
  - Grant Writing
  - Health and Wellness
  - Classroom Organization
  - Website/Canvas Design

The screenshot shows the Granite Teacher Support website. At the top is the Granite logo and the title "GRANITE TEACHER SUPPORT". Below the title is a navigation bar with links: "GOING TO TEACH", "CLASSROOM MANAGEMENT", "LESSON DESIGN", "PROFESSIONAL DEVELOPMENT", and "ALTERNATIVE ROUTE TO LICENSURE". A green button labeled "Teacher Support Contacts" is also visible. The main content area is titled "Professional Development - 2018" and includes a sub-header "Lesson Design and Engagement Strategies". A paragraph states: "All Professional Development courses will be available to register for on PLAN. Each PD class will be on PLAN the first day of the month." Below this are three sections of dates for professional development courses:

**Dates for Lesson Design and Engagement Strategies PD:**

October 26, 2017	D-202	4:00-7:00
November 30, 2017	D-202	4:00-7:00
January 25, 2018	D-202	4:00-7:00
February 17, 2018	D-202	4:00-7:00
March 22, 2018	D-202	4:00-7:00

**Dates for PRAXIS PLT PD:**

October 10, 2017	D-202	4:00-7:00
February 13, 2018	D-102	4:00-7:00
April 5, 2018	D-202	4:00-7:00
May 22, 2018	D-202	4:00-7:00
June 5, 2018	D-202	4:00-7:00

**Dates for Classroom Management PD:**

September 11, 2017	D-102	4:00-7:00
October 24, 2017	D-202	4:00-7:00
November 7, 2017	D-202	4:00-7:00
November 27, 2017	D-202	4:00-7:00
January 9, 2018	D-202	4:00-7:00
February 28, 2018	D-202	4:00-7:00

# Observation Days

2016-2017

- 110 Observation days used

Let's look at Theodore's grades

Math	B+	3.833
English	A-	3.667
History	B	3.0
Science	C	2.0
PE	A	4.0
Art	B-	2.667
Music	A	4.0
Average	B+	3.333

36

# Intervention

- Total number of teachers in intervention- 63
  - 5 continue intervention 17-18
  - 24 teaching successfully
  - 9 resigned
  - 6 left the district

## 6 ARL Teachers

- 5 continue intervention
- 1 released from intervention

## 42 Level 1 Teachers

- 14 continue intervention
- 28 released from intervention

## 15 Level 2 Teachers

- 5 continue intervention
- 10 released from intervention

## 46 Elementary Teachers

- 17 continue intervention
- 29 released from intervention

## 17 Secondary Teachers

- 7 continue intervention
- 10 released from intervention

# ARL support/training

## Alternative Route to Licensure

### Program Description

Utah's Alternative Routes to Licensure (ARL) is a teacher preparation program for individuals who wish to earn an initial Level 1 teaching license or are currently licensed teachers who wish to earn another type of teaching license. ARL allows participants to teach in an accredited Utah school on a temporary license for up to three years while they are fulfilling licensure requirements. Participants must be employed by a Utah school district, charter school, or accredited private or parochial school while earning a license and must be teaching in a licensed position at the time a license is earned and issued. Employed ARL participants must complete a formal ARL plan which may include such things as required content knowledge test(s), content courses, workshops/conferences, and general pedagogy courses (typically 7-10 classes), teaching successfully for a minimum of one year if full time or two years if less than full time in their eligible subject area at the same school consecutively, having successful principal's evaluations of classroom performance and teaching disposition skills, and upon program completion, being recommended for licensure by the principal and the ARL advisor. Participants are responsible for all costs involved in completing the ARL process. Participants successfully completing the Alternative Routes to Licensure program will be issued a Level 1 Utah Professional Educator License.

### How to apply to the ARL Program

ARL State Steps

ARL Licensing Process

ARL Application Form

ARL Pedagogy Courses

Background Check Information

Sample Endorsement Application

USB E Endorsement Page

Content Course Eligibility Worksheet

Content Course Eligibility Sample

USU Secondary ARL Masters Program

- Offer Six Classes a Year to Help the teacher to get their license
- Offered from 4 to 7:30 Tuesday and Thursday Nights
- Currently there are 75 teachers enrolled in the classes
- Teachers still take methods classes through the State Office of Education
- PRAXIS exams

# Website




## GRANITE TEACHER SUPPORT

Make sure you see it all! Navigate our main header pages before looking at our sub (drop down) menus. Click on Title Tab First

**Teacher Support Contacts**

[HOME- \(Click on tabs\)](#)[DISTRICT INFO \(Click on tab\)](#)[PREPARING TO TEACH](#)[CLASSROOM MANAGEMENT](#)[LESSON DESIGN](#)[PROFESSIONAL DEVELOPMENT](#)[ALTERNATIVE ROUTE TO LICENSURE](#)[MENTORING](#)[LICENSING-EYE REQUIREMENTS](#)[Other Pages](#)




**Climb to new heights!**  
Summary of Basic Skills for Educator Standards

PDF




Reach your teaching potential!  
See Teaching and Learning Framework

PDF




Granite educators are evaluated on their competency in the following four domains:




**Instruction and Assessment**

[| READ MORE |](#)




**Planning and Preparation**

[| READ MORE |](#)



**Creating a Learning Environment**

[| READ MORE |](#)




**Professional Responsibilities**

[| READ MORE |](#)

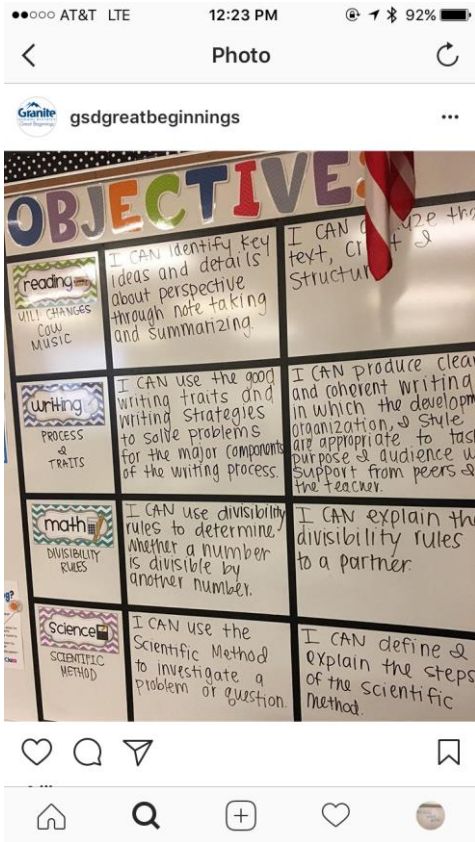
### Pages of Interest




**Planning for Substitutes**  
This page will direct you to a checklist of ideas and materials to make your

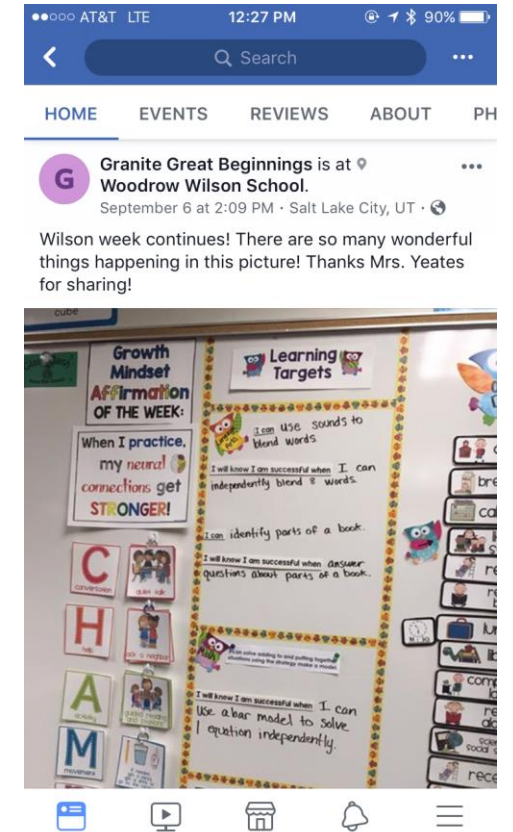
### Quick Links



This page will link you to a series of links most commonly used by



 Granite Great Beginnings  
 @gsdgreatbeginnings  
 @gsdgbeginnings



# Social Media