

Professional Development for Secondary Licensure Pre-service Teachers
Syllabus –EDU 5491
Spring 2024 – Undergraduate Secondary Cohort

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Student hours: Always available by phone, email, or appointment
Classroom Meetings: Tuesdays (in-person), 4:35 – 7:05 p.m. at Granite District Office (Auditorium D), 2500 S. State Street, SLC

Important Events	Dates
Classes begin	Monday, Jan. 8
Last day to add without a permission code	Friday, Jan. 12
Last day to add, drop, elect CR/NC, or audit classes	Friday, Jan. 19
Last day to withdraw from classes	Friday, Mar. 1
Last day to reverse CR/NC option	Friday, Apr. 19
Classes end	Tuesday, Apr. 23
Final exam period	Thurs. – Wed.; Apr. 25 – May 1

Professional Development Framework

A professional teacher is reflective and responsive, attends to research, and builds relationships among diverse people, ideas, and perspectives.

COURSE DESCRIPTION

This capstone experience will assist you, the teacher candidate (TC), in developing your professional voice through the exploration of critical areas and finessing critical areas in teaching. As per the requirements of this course and also mandated by the state, TCs will be required to complete PPAT. Along with, the TCs will also indulge in professional development activities, design their own PD, and incorporate global aspects to inform their planning, instruction and assessment (data-based decision making) during the course of completion of PPAT. Data-based decision making and PD activities will form the backbone of this course.

PPAT

Teacher Candidate Handbook, pgs. 14-18: “Effective September 1, 2021, the Utah State Board of Education (USBE) has mandated that all Teacher Candidates complete a pedagogical performance assessment (PPAT) to be eligible for professional teaching licensure in the State of Utah. The University of Utah uses the Praxis Performance Assessment for Teachers (PPAT) to meet this requirement.”

PPAT-Tasks 1 through 4: Submission, Scoring and Licensing

--All TCs enrolled in this course are required to complete and submit all PPAT tasks 1 through 4 as per expected timelines {**Task 1: Feb. 15; Task 2: Mar. 6; Task 3: Mar. 6; Task 4: Apr. 3; All tasks are due 2 p.m. EST, 12 p.m. MDT**}

--Unless all PPAT tasks are successfully completed, TC will **NOT** be recommended for licensure.

--Passing score for PPAT for the state of Utah is 36.

--If TC does not receive the **passing score of 36**, they will be required to re-submit to PPAT (new update as of September 1, 2023). **Task resubmission deadline is May 17, 2024.**

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STE: Site Teacher Educator

This is a **graded** course. It is open only to undergraduate students in the Secondary Teacher Licensure Program.

REQUIRED READING: Articles and resources available on Canvas

COURSE OBJECTIVES

I hope some of the specific skills you will obtain in this course are as follows:

- Indulge in the practice of collecting meaning data that aids as a guide in your everyday instruction. {PPAT task 2}
- Design, incorporate and reflect on your instructional practices to create effective classroom environment and meaningful learning in your classroom. {PPAT task 3}
- Demonstrate knowledge of, and the ability to use, video research (Video Stimulated Recall: VSR) as part of personal professional development and reflective practice. You will design, implement and reflect on your professional plan of planning, implementing and reflecting on your video. The component of the video you create will have strong ties to your current educational setting and will inform your decision making. {PPAT Task 4}
- Ability to professionally develop, create a voice for yourself as a teacher and your teaching practices
- Design and incorporate aspects of professional development in you teaching
- Incorporate global aspects in your lessons

COMMUNITY ENGAGED LEARNING (CEL): This is a CEL designated course. Please read the following sections as they relate closely to your Field Practicum.

CEL Objectives: CEL is a method of teaching and learning that links classroom instruction to community service for the purpose of enriching learning experiences and helping foster civic responsibility. Your Field Practicum falls in these criteria. This learning experience will provide you with an opportunity to integrate knowledge gained in the classroom to an applied and practical setting as well as gain an appreciation to urban teaching responsibilities.

CEL Requirements: The Student Teaching learning experience will be facilitated through our district partners in Salt Lake, Canyons and Granite districts in designated school settings. During the time in schools, you are expected to maintain professional decorum, work with your STE(s) closely in terms of connecting with students, working with them one-on-one or in small groups, teach lessons and assess students. At the end of the semester, you will be evaluated on your Student Teaching performance.

CEL Assignments: All readings and assignments in this course are related to your reflections in several dimensions of teaching.

COHORT COLLABORATION AND PARTNERSHIPS: Just as involvement in community through working with students is one piece of this course, cohort collaboration and partnership are another piece. In fact, this course relies heavily on the relationships that you will build with your fellow cohort members. These relationships prove to be beneficial to you in terms of problem-solving classroom situations, venting out (at times), reflecting on your classroom practices and dry running ideas for teaching with fellow cohort members. Cohort meetings (face-to-face or virtual) will be a passage to building such partnerships with your fellow cohort members.

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COURSE PERFORMANCE OUTCOMES

You will demonstrate progress towards proficiency in the Utah Effective Teaching Standards (UETS) through the steps towards completion of your professional plan. Additionally, you will participate in a seminar course (EDU 5495) that familiarizes you, through discussion and written feedback from your CL and US, with the culture of teaching, including teacher development and professional responsibilities and affiliations.

ASSIGNMENTS, DESCRIPTION AND DUE DATES

Hard deadline assignments are bolded while soft deadline assignments are not bolded.

Assignment Name & Due Date	Description	Number of Submissions	Total Points Possible
PPAT Registration <i>(Jan. 13)</i>	This is where your PPAT journey starts. Refer to Canvas for details of this assignment.	1	20 points
Resume <i>(Jan. 21)</i>	This document is utterly important as you are looking for jobs in your content area.	1	Complete/Incomplete
PD Learning & Growth <i>(Submission 1: Jan. 20 Submission 2: Mar. 9 Submission 3: Apr. 6)</i>	During the course of your Student Teaching, you will think about your PD and locate resources for it, implement the strategies and reflect on them. This activity will also help you set up a vision and a plan for your teaching.	3	Part 1: 20 points Part 2: 30 points Part 3: 25 points Total Points: 75 points
Permission Forms <i>(Mar. 30)</i>	For the artifacts and video that you will create in the classes you teach, you are required to collect permission forms from students. All these permission form need to be submitted before you submit task 4 (Mar. 29)	Ongoing via BOX link sent by Regina Prickett	50 points
Global Teaching & Reflection <i>(Submission: Jan. 27; Submission 2: Mar. 30)</i>	Developing an acknowledgement, appreciation and attention to our diverse student population is the most important need that the teacher needs to address in their teaching. In Fall 2023, you worked on this aspect by understanding this concept and identifying the variety of cultures in your class. During this semester, you will move forward in this endeavor by creating lesson plans that incorporate global aspects.	2	Part 1: 40 points Part 2: 20 points Total Points: 60 points
Selecting, Sharing and Discussing Teaching Topic <i>(Ongoing)</i>	As part of the professional community, you will be sharing and discussing issues and solutions related to the area of teaching. Keeping conversations professional and meaningful, you (along with a partner) will share your thoughts/ideas related to a topic in teaching.	1	15 points for each aspect (A's); Total points: 45

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	Three aspects: (A1) Meeting with the instructor to discuss your idea/topic; (A2) Preparing your topic; (A3) Presenting your topic. You will be preparing one handout for your fellow cohort members as a takeaway.		
Reporting PPAT Scores <i>(Apr. 27)</i>	After you have received your final PPAT scores, you will report each task score. Your reporting is a mutually exclusive event and will not interfere with your score on other assignments.	1	10 points
Attendance, Participation and Professionalism <i>(Ongoing)</i>	See below for description	No Submission	5 points/class; Total Points: 60

Note: A shortened version of description is provided here. Refer to Canvas for details of each assignment and templates related to each.

Total course points possible = 320 points

94% - 100% = A; 91% - 94% = A-; 88% - 91% = B+; 85% - 88% = B; 80% - 85% = B-

A grade LOWER than B- (i.e., < 80%) will necessitate in the retaking of this course (EDU 5491) in order to be recommended for licensure.

CLASS MEETINGS

The class meetings for this course will coincide with the class meetings for EDU 6495 and will take place on Tuesdays from 4:35 – 7:05 pm. If, due to any reason, university chooses to switch to remote option for the classes, class meeting will take place via zoom (zoom link will be shared before the class). In the event that class is online, please make sure that your camera is on and you are actively participating in the class. You can choose appropriate backgrounds to be seen on the camera. Points will be deducted for attendance, participation and professionalism if you are not available on camera.

SUBMISSION DETAILS

Assignments are due on CANVAS and/or on the dates and times indicated, unless otherwise specified. All assignments are either on **hard or soft deadlines**. Assignments with hard deadlines are bolded while assignments on soft deadlines are not. Assignments with hard deadlines must be submitted on the due dates indicated with the assignment. On the other hand, for assignments on soft deadlines, you can take an extension of one week from the date the assignment is due. Because your assignments build upon each other, it is important that work be turned in **ON TIME** so that the feedback is returned to you in timely manner. Late work will be accepted with a **10% deduction per day**. Late assignments may receive little or no written feedback and will receive a lower grade due to 10% deduction. If you think you are going to be late for an assignment, please communicate with the instructor honestly about your situation.

No FINAL EVALUATIONS will be moved forward for licensure until ALL assignments are completed at a passing level, all PPAT tasks are submitted on the due dates mentioned and grades can be posted for licensure-related course work. In addition to the point total derived from assignments, credit for this course will be determined jointly by ratings from STEs and US. STE evaluations will be based upon attendance, preparation of appropriate teaching materials and methods (e.g., incorporating cooperative learning strategies), competence in planning, and overall growth. STEs will submit an evaluation of these areas at the end of the student teaching.

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Due to the need to apply for your teaching license, grades must be posted without delay and meet the minimum course- and field-related standards affiliated with the licensure program. In order to meet all paperwork and logistical requirements, you are advised to pay close attention to due dates and to work closely with your CL and US to ensure you are on track for completion of the program requirements.

GRADING CRITERIA

--The most important skill in teaching is reflection. The better you reflect, the better you get in your pedagogical expertise. The assignments you will complete aim at honing this skill and your work will be evaluated on how well you are able to convey your reflection. Do not assume that the reader of the work will have an understanding of your thoughts and intentions; thus, provide clear, well-written descriptions and analyses of the material covered.

--All work submitted for this class should be typed according to descriptions provided on Canvas.

--Each entry will be read and evaluated based upon timeliness of work, clarity, quality of thought, and depth of analysis.

ATTENDANCE, PARTICIPATION AND PROFESSIONALISM (60 points):

Attendance: Attendance at your student teaching site and cohort class meetings is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the [Center for Disability and Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

Missing Class: . According to university policies, you are allowed for two excused absences. Because of the nature of this course (student teaching and cohort class meetings), you can avail these two absences in the way you would like to (for example: one from student teaching and one from cohort class meeting etc.). For any of these absences (even excused), you are required to let your instructor know. **NO ABSENCE WILL BE CONSIDERED EXCUSED IF THE INSTRUCTOR IS NOT NOTIFIED. FOR EXCUSED ABSENCES WITH NOTIFICATION TO INSTRUCTOR, YOU WILL MISS POINTS FOR PARTICIPATION (5 POINTS/CLASS) ONLY.** If any of these absences is related to your student teaching site, STE must be notified ahead of time with all lesson plans ready for them to teach your classes. You should not assume that STE should have the lesson plan since they are the teacher for those classes. If you know ahead of time the days you will miss class and/or student teaching, please inform your instructor and STE.

Missing more than two classes: If circumstances make you miss more than two classes and/or you are unable to communicate with the instructor regarding your absences, you will **not** be eligible for any points (participation, professionalism) for the class(es) missed. **Additionally, you will receive a formal notification regarding the status of your continuation in the licensure program.** Hence, even though you are within your 2 absences, communicate with the instructor about your absence. Depending on the reason provided, your instructor may schedule time to meet with you to discuss what you missed. It will be instructor's decision to award missed points by allowing the TC to submit responses based on the decision of absence provided by you.

Participation: Active participation is required for your student teaching and cohort class meetings. Tuesday cohort class meetings are heavily discussion based. Your reflections from your teaching – what is working, what is not, and how should I fix what is not working will be key components for these meetings. Your active participation in this course will be the best way to engage yourselves in learning and brainstorming ideas for your own teaching (and it makes class meetings more fun!).

Cohort Class Meeting Participation: Active class participation includes, but is not limited to, coming prepared to class by reading assigned readings, attending to seminar/presentation content, and communicating

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constructively with your peers and your instructor (e.g., offering suggestions, feedback, and analysis during discussions).

Participation During Student Teaching: Along with, collaborating with the STE, communicating effectively, offering suggestions, contributing feedback, and examining ways of developing as an educator are some of the other ways to participate when you are at your placement site. Along with, offering times to work with students, attending PLCs and other meetings and parent-teacher conferences are other ways in which you can participate and contribute.

Professionalism: A specific, though not inclusive, list of behaviors that address professionalism includes maintaining communication with the instructor in case of absences, completing assignments in a timely fashion, displaying evolving attitudes towards teaching and learning, developing assignments that are of high quality, being open to suggestions, seeking advice when needed, sharing ideas with others, and recognizing diversity in others' perspectives. For an inclusive list of professional behavior, please refer to your Teacher Candidate Handbook. Specifically, with regard to field work, you are expected to be in attendance at your practicum site every assigned day and for the entire clock time. If you plan to not to be present at the site for any reason, you must notify the STE and cohort leader prior to the start of school, unless it is due to an emergency en route. In this case, notification must be given as soon as is reasonable given the circumstances.

Bottom line: (1) The STE should never wonder where you are, and the US should never show up to observe and not find you in the classroom. (2) Feedback given by STE and US should be taken respectfully and must be enacted upon.

Computers/Tablets: Similar to cell phones, computers or tablets are not acceptable unless permitted by the instructor. They can only be used for class presentations or other work as assigned by the instructor during class time.

Arriving to Class on Time: You are required to arrive to cohort class meeting on time and stay for the entire class duration (4:35 -7:05 pm). Being late to class or leaving class early will lead to deduction of professionalism and participation points allocated for each class.

Policies and Procedures

COVID Response

Given the nature of this course, attendance is required, and adjustments cannot be granted to allow non-attendance, except in cases of quarantining due to COVID-19 exposure, or for those who have an ADA accommodation. If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

Work Adjustment Policy: Adjustment (extension) in field practicum may be considered if TC is unable to go to his/her placement site.

Confidentiality & Privacy: In this course, video recordings of each class will be captured and posted on Canvas for students who missed the class. You will also be asked to share video recordings via Canvas. These videos will only be viewed by students and instructors in the course and will not be shared beyond Canvas. Note that when you share excerpts of student work, you should remove student names from all artifacts.

Fitness to Teach: Students in this course are expected to meet the Fitness to Teach criteria located at:

<https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2020/08/04150601/Fitness-to-Teach-2020-2021.pdf>

Dispositions Document: Process for documenting other behaviors in need direct attention by students can be located at:

<https://d182hggomw8pjd.cloudfront.net/wp-content/uploads/sites/11/2020/08/04150558/Educational-Dispositions-2020-2021.pdf>

Diversity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally and for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make appropriate arrangements for you.

COVID-19 Campus Guidelines. Students are required to self-report if they test positive for COVID-19. To report, please contact: COVID-19 Central @ The U; 801-213-2874; coronavirus.utah.edu

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To reduce the spread of COVID-19 on campus, **face coverings are required in all in-person classes for both students and faculty.** Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus. **If you repeatedly fail to wear a face covering in class, you may be referred to the Dean of Students for a possible violation of the Student Code.** Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA). Accommodations should be obtained prior to the first day of class. If you believe you meet these criteria, contact: **Center for Disability & Access** (801-581-5020); disability.utah.edu; 162 Union Building; 200 S. Central Campus Dr.; Salt Lake City, UT 84112

Student Conduct: Usage of cell phones is not allowed in class and will affect your grade. The use of other electronic devices (a laptop computer, PDA, etc.) will also not be allowed in class without express permission. If this is a problem, please speak to your instructors privately.

Civility Statement: This class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (e.g., rude, sarcastic, or disrespectful speech or disruptive behaviors) will not be allowed in class. In order to achieve the stated educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone.

Plagiarism software policy: I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

University Policy and Codes: Following the Student Code, the instructors adopt a zero-tolerance policy for academic misconduct in this course. "Academic misconduct," according to the University of Utah Student Code, "includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct." Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, students must cite sources in ALL work, including work completed with peers if and when appropriate. Please also note that no assignment may be submitted for this class that has been previously submitted for another course. Students will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at:

<http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Student Names & Personal Pronouns statement: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Wellness statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

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TENTATIVE CLASS MEETING SCHEDULE (Tuesdays, 4:35 – 7:05 pm)

The class meeting schedule is the same as that of EDU 6495 since there is one class meeting per week for both classes.

Canyons Student Teaching Begins: Jan. 2, 2024

Granite Student Teaching Begins: Jan. 3, 2024

Salt Lake Student Teaching Begins: Jan. 4, 2024

Date	Agenda and Class Procedures	Notes and Readings (due this class)
Jan. 9	--Student Teaching Details (syllabus, assignments, timelines etc.) --Resume --Topic Discussion Related to Student Teaching --Mock Interview Preparation --PPAT Task 1 --Assignment: Selecting, Sharing and Discussing Research	--SEL Book – Chapter 2: Empathy --Have a copy of your resume ready for conversation and sharing --Finalize PPAT Task 1. If submitted, start planning for PPAT Tasks 2 and/or 3
Jan. 16	<i>Workshop by Granite District</i> --New Teacher Support --Applications and Hiring	
Jan. 23	<i>Granite District Resources for Employees</i> <i>Trip to Granite District Wellness Center</i>	<i>*This workshop will not take place in Granite district building on the State Street. Exact address will be shared via Canvas and in the weekly email.</i>
Jan. 30	Mock Interviews	
Feb. 6	<i>Cyprus High – Visit Tuamani Project in Action</i>	<i>*For this workshop, you will travel to Cyprus High School. Exact location will be shared via Canvas and weekly email.</i>
Feb. 13	HR Day @ the U PPAT Task 1 Due: Feb. 15, 12 pm MDT	<i>*For this workshop, you will meet with HRs and other designated people from 7-8 districts at the U in the SAEC building.</i>
Feb. 20	--Planning and execution for PPAT Tasks 2 & 3 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching --Interview Preparation	--SEL Book – Chapter 3: Self-Awareness --SEL Book – Chapter 5: Social Awareness
Feb. 27	--Writing PPAT Task 2 and/or Task 3 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching --Interview Preparation	--SEL Book – Chapter 4: Self-Management
Mar. 5	--Submitting PPAT Tasks 2 and 3 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching PPAT Tasks 2&3 Due: Mar. 6, 12 pm MDT	

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Mar. 12	--Planning and execution for PPAT Task 4 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching --Interview Preparation {Granite Q3 Ends: Mar. 14} {Salt Lake Q3 Ends: Mar. 15}	--SEL Book – Chapter 6: Relationship Skills
Mar. 19	--Planning, execution and/or writing for PPAT Task 4 --Selecting, Sharing and Discussing Research: 2 groups --Topic Discussion Related to Student Teaching --Interview Preparation {Canyons Q3 Ends: Mar. 22} Student Teaching Ends for ALL!	
Mar. 26	--Writing + Submitting PPAT Task 4 (4:35 – 5:30 pm) --Workshop by UEA: Evaluations for Beginning Teachers (5:30 – 7:00 pm)	--SEL Book – Chapter 7: Responsible Decision Making
Apr. 2	--Writing + Submitting PPAT Task 4 --Selecting, Sharing and Discussing Research: 2 groups --As A First Year Teacher... PPAT Task 4 Due: Apr. 3, 12 pm MDT	
Apr. 9	--As A First Year Teacher... --Activities, Messages and Takeaways	
Apr. 15-19	Exits	

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