

University of Utah
Department of Teaching and Learning
2004-2005

FIELD SUPERVISOR HANDBOOK

Field Supervisor Handbook
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Roles and Responsibilities

Cohort Teaching Assistant Roles and Responsibilities

When appropriate and when funds are available, graduate assistants are primarily responsible for supervising and mentoring teacher candidates and helping to maintain continuity and cohesion within the cohort.

The following is a brief generic description of T.A. field Supervisor responsibilities. The description is based on the understanding that each cohort operates slightly differently and that as a member of the cohort team, Teaching Assistants will exercise professional judgment depending on the needs of the cohort and the Teacher Candidates.

SUPERVISION

When appropriate and when funds are available, The Teaching Assistant:

Is responsible for supervising 9 - 12 Teacher Candidates by conducting a minimum of three formal and three informal supervisory visits with each individual Teacher Candidate during the student teaching period.

Will provide written feedback of supervisory visits to Teacher Candidates, Site Teacher Educators, and the Cohort Leader.

Will keep the Cohort leader abreast of any problematic situations that may arise.

EVALUATION

The Teaching Assistant:

Will complete written and oral Mid-Term evaluations.

Will complete written and oral Final Evaluations

Will submit all completed forms to the Cohort Leader. The Cohort Leader will be responsible for submitting the completed forms to the appropriate department.

May be required to grade some student papers or assume other academic responsibilities.

MAINTAIN CONTINUITY AND COHESION

The Teaching Assistant:

Will meet on a regular basis with the cohort leader

Will clear all written communication to Teacher Candidates or Site Teacher Educators with the cohort leader

Will attend all ECE, Elementary, or Secondary Meetings and all STE Meetings

FIELD

The Teaching Assistant will:

Help with supervision during Fall Semester. For ECE and Elementary, TAs will be in the field on Mondays and Tuesdays observing teaching. For secondary, TAs will observe lessons during short course and meet with Teacher Candidates in the field Wednesday through Friday,

Help Teacher Candidates focus their observations,

Trouble shoot

ATTEND CLASS

The Teaching Assistant will:

ECE/Elementary - attend Classroom Management course and sit in occasionally on Methods course. May be asked to read and grade papers and participate in lectures,

Secondary - attend the course the cohort leader teaches. May be asked to read and grade papers and participate in lectures,

Keep current on all required course readings,

SUPERVISION POLICY

Department of Teaching and Learning

Purpose

The purpose of this document is to clarify the role of supervision in Teaching and Learning licensure programs and define the expectations the department holds for those carrying out supervision. This document applies only to the 12 weeks of student teaching required in the Early Childhood, Elementary, and Secondary programs.

Role of Supervision

Teacher Candidates often have a difficult time connecting university learning with the challenges that they face in the classroom. Supervision facilitates linking theory and practice by helping Teacher Candidates learn how to implement what they know and by supporting them in incorporating innovative methods into practice. Supervision also helps Teacher Candidates learn to reflect critically on their own practice and to make connections between practice and broader educational and social issues.

University Cohort Leader/Supervisor Role

At present, University Cohort Leaders carry the bulk of instructional supervision. The duties of University Field Cohort Leader/Supervisor include the following:

- I. Conducting formal and informal observations of Teacher Candidates.
- II. Conferencing regularly with Teacher Candidates to provide guidance, feedback, and assistance.
- III. Communicating regularly with Site Teacher Educators.
- Ic. Completing mid-term and final evaluations of Teacher Candidates.

Observations

Written comments from each observation should be given to the Teacher Candidate as soon as possible, and may be provided to the Site Teacher Educator as needed to insure continuity and cohesion. Copies of observation notes should be kept on file by the supervisor. Verbal feedback provided to Teacher Candidates should be documented and filed by the Supervisor.

Distinctions between formal and informal supervisory visits as follows:

Formal visits include of a pre-contact with the Candidate, an observation of a full lesson (the duration of which will vary according to grade level and content), and a post-observation conference. It is expected that the average length of time for a formal supervisory contact would be between 90 minutes and two hours.

Informal visits are shorter and may involve lesson plan consultation, short “drop in” observations with written feedback, talking with the candidates about their progress, or other activities. It is expected that the average length of informal visits would be between 30 and 45 minutes.

Frequency

During the 12 weeks of student teaching, Cohort Leaders should conduct at least two formal and supervisory visits with each individual Teacher Candidate. This level of supervision and connection to our students is the minimum needed to achieve our program goals.

TIME MANAGEMENT

As a Supervisor who may be spread out between multiple schools and multiple classrooms, it is essential to be well organized. Field Supervisors should strive to observe Teacher Candidates during different class periods and on different days of the week in order to get a broader picture of the Teacher Candidates' development. The following documents are examples of time management tools that may help Early Childhood, Elementary, and Secondary Field Supervisors to maintain a record of:

Teacher Candidate and Site Teacher Educator contact information

Individual Teacher Candidate Schedules

Groups of students within the same school

Individual Teacher Candidate goals and objectives

Dates and times of formal and informal observations

Dates and times of meetings with Site Teacher Educators

Dates and times of formal evaluations

Observation Sign-Up

Time	Formal Observation Allow approximately 30 min. each for pre-conference, teaching, and post-conference - 90 minutes total. Mark exact lesson time with an asterisk. (*) LESSON PLANS ARE DUE <u>BEFORE</u> THE OBSERVATION	Informal Observations/Absences Sign up for 30 min. if there is something you want me to see. More than one person can sign up for a single time slot. Signing here increases the chance of a drop-in visit, but does not guarantee that I will be able to be there. IF YOU KNOW YOU WILL BE ABSENT, PLEASE NOTIFY ME HERE.
	Name, lesson, school, & STE	Name, lesson/event, school, & STE
7:30 a.m		
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
11:30		
12:00		
12:30 p.m		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		

STAGES OF OBSERVATION

The Planning (or Pre-Observation) Conference

The first step in preparing to observe teaching is a planning or pre-observation conference. At the conference, the teacher should state lesson objectives, strategies, techniques, and expectations. The observer may then ask further questions so that the teacher and the observer fully understand the proposed strategies and activities. Both the teacher and the observer may also contribute information and ideas to develop the focus for the observations, agree on how the information will be collected, and set the time of the observation and the follow-up or post observation conference.

Sample questions that the observer may ask to help the teacher reveal intentions for the lesson to be observed:

What will the lesson be about?

What instructions will you give?

What will you be doing?

What will the students be doing?

Do you anticipate any particular problems with your strategy?

What are your objectives for the lesson?

How will you know if you have achieved those objectives?

OBSERVATION TECHNIQUES

The following section describes some common observation practices that may be used and provides samples of several observation forms.

SELECTING A TECHNIQUE

The technique selected will be the one that best relates to the teacher or student behavior to be examined.

If you are looking for:	You could use:
Involvement of students in a lesson	Verbal Flow, Interaction Analysis
Individualized instruction	Class Traffic
Levels of student thinking	Selective Verbatim
Amount of teacher talk	Selective Verbatim, Interaction Analysis
“Whatever you want”	Global Scan

GLOBAL SCAN

This technique, often used in conjunction with a “running clock,” helps give the teacher a sense of the “big picture” – general information about what is going on in the classroom.

SELECTIVE VERBATIM

The observer makes a written record of exactly what is said (within a certain category) in the classroom.

VERBAL FLOW

The observer records who is talking to whom. Categories of verbal interaction can also be recorded: teacher questions, student answers, teacher praise. Verbal flow identifies the initiators and recipients of the verbal communication in the classroom, and the kinds of communication they are engaged in.

INTERACTION ANALYSIS

Categories of verbal behavior (praise, directions, criticisms) are charted over time within the lesson.

CLASS TRAFFIC

The observer records how the teacher moves around the classroom. Circulation patterns can be an important aspect for analyzing teacher effectiveness.

CLASS TRAFFIC
BLANK SEATING CHART

Blackboard

Teacher's Desk

Podium

Table 1

Table 2

Table 3

Table 4

Table 5

Analysis of Observed Teaching

After collecting data during an observation, the observer must prepare for the feedback or post observation conference. For a successful post observation conference, the information presented should be:

- 1. Objective**
- 2. Accurate**
- 3. Clear to both parties**
- 4. Relevant to the agreed upon concerns**
- 5. Interpretable with respect to what changes are feasible and reasonable**

The observer's role in the post observation conference is to facilitate the teacher's self-analysis based on the data. The observer should have a conference objective, but should not let the desire to move toward that objective interfere with willingness to also give full attention to what the teacher is saying.

The Feedback or Post Observation Conference

During this conference, the observer tries to provide objective observational data. The observer and the teacher analyze and interpret the data cooperatively. The observer elicits the teacher's reactions to the data and they consider possible causes and consequences. Together, the teacher and the observer reach decisions about future actions. Decisions may be made about alternative teaching strategies, using different objectives, or modification of the teacher's own goals for self-improvement.

The observer will:

Provide the teacher with observational data

Elicit feelings, inferences, and opinions

Ask clarifying questions

Listen more and talk less

Acknowledge, paraphrase, and expand the teacher's statements

Avoid giving direct advice, unless absolutely necessary

Provide specific rather than general feedback

Elicit alternative techniques and explanations

CONDUCTING THE POST OBSERVATION CONFERENCE

LANGUAGE MAKES A DIFFERENCE

WHAT WILL SERVE YOU

An approachable voice

Acceptance, empathy

Open-ended questions

Plural forms (goals, possibilities...)

Positive presuppositions

- presumes prior and ongoing thought
- nobility of purpose
- positive intentionality

Inquiries framed with tentativeness

- I'm curious about...
- Would you tell me more about...
- I'm not sure I understand...
- I wonder what you meant by...

PARAPHRASING

Even when the observer listens attentively, perception of what the teacher says quite often differs from what the teacher means.

Paraphrasing communicates that the listener has...

HEARD what the speaker said,
UNDERSTOOD what was said, and
CARES about what was said

Paraphrasing involves either:

RESTATING in your own words, or
SUMMARIZING

Some possible paraphrasing stems include the following:

- I. So...
- II. In other words...
- III. What I'm hearing then...
- IV. What I hear you saying...
- V. From what I hear you say...
- VI. I'm hearing many things...
- VII. As I listen to you, I'm hearing...
- VIII. My understanding of what you said is...
- IX. What I think you are saying is...
- X. Do you mean...
- XI. Let me try to repeat what you just said so that we can be sure that I understand

CLARIFYING

Asking for clarification enables the observer to understand the situation more completely.

Clarifying communicates that the listener has...

HEARD what the speaker said,
BUT does
NOT fully **UNDERSTAND** what was said

Clarifying involves **ASKING A QUESTION** (direct or implied) to:

- I. Gather more information
- II. Discover the meaning of the language used
- III. Get clarity about the speaker's reasoning
- IV. Seek connections between ideas
- V. Develop or maintain a focus

Some possible clarifying stems include the following:

- a. Would you tell me a little more about...
- b. I'd be interested in hearing more about...
- c. Could you give me an example of...
- d. Tell me what you mean when you...
- e. Tell me how that idea is like (different from)...
- f. To what extent...
- g. I'm curious to know more about...
- h. I'm intrigued by...
- i. I'm interested in...
- j. I wonder...

“OPEN” Suggestions

Suggestions should be expressed with invitational, positive language and voice tone. They should include choices to encourage ownership, and they should be achievable without being overwhelming.

Some suggestion stems include the following:

- I. One point I've learned/noticed is...
- II. A couple of point to keep in mind...
- III. From our experience, one thing we've noticed...
- IV. Several teachers I know have tried a couple of different strategies in this sort of a situation and maybe one of them might work for you...
- v. What I know about _____ is...
- VI. Some points to keep in mind when dealing with...
- VII. You may consider trying is...
- VII. There are a number of approaches...
- VIII. Sometimes it is helpful if...

SUMMARY OF THE POST OBSERVATION CONFERENCE

- I. The observer *displays* the data recorded during the observation. This is done without evaluative comments.
- II. The teacher *analyzes* what was happening during the lesson as evidenced by the data. The observer simply helps to clarify what behaviors the recorded data represent.
- III. The teacher, with the help of the observer, *interprets* the teacher's and the students' behaviors as represented by the observational data. At this stage the teacher becomes more evaluative because causes and consequences must be discussed as desirable or undesirable.
- IV. The teacher, with assistance (sometimes guidance) from the observer, *decides* on alternative approaches to resolve dissatisfactions with the observed teaching or emphasize for future lessons those aspects that were satisfying.
- V. The observer *reinforces* the teacher's announced intentions for change if there is agreement, or helps the teacher modify the intentions, if there is some disagreement.

SELF-REFLECTION ACTIVITY FOR SUPERVISORS

Helping Teacher Candidates to be more reflective is an important part of being a Field Supervisor. Likewise, it is important for Field Supervisors to examine their own practice during the various stages of mentoring. Below are some questions to aid in this self-analysis:

- I. Was I satisfied with my interactions during this stage? Why or why not?

- II. What were my feelings during this stage?

- III. How well did I:
 - a. Accept feelings
 - b. Praise or encourage
 - c. Accept or clarify ideas
 - d. Ask cognitive coaching questions
 - e. Provide information
 - f. Give directions
 - g. Practice reflective listening

- IV. What are three main points I have learned?

5. What is my new plan for the mentoring behavior I want to improve?

EVALUATION

FORMAL EVALUATION PROCEDURES AND POLICIES

Formal Evaluation procedures are defined as those assessments that occur during the student teaching experience. There are two primary evaluation forms and periods for Early Childhood, Elementary, and Secondary Teacher Candidates.

Formative (or mid-term) Report:

This report occurs midway through the student teaching experience. The Formative Report requires only one form for Secondary and individual forms for Early Childhood and Elementary. There will be a three-way conference between the Teacher Candidate, Site Teacher Educator(s), and the University Field Supervisor for the purpose of discussing the evaluation. The Formative Evaluations will then be submitted to the Cohort Leader, who will forward them to the proper department. The Formative Evaluation is used for departmental purposes only and does not go to the Placement file.

The Formative Evaluation period is the time when each Teacher Candidate should make sure that he or she clearly understands his or her teaching performance level and recommended areas for improvement. The information should be clearly communicated between the Teacher Candidate, the Site Teacher Educator(s), and the University Field Supervisor. If any of the parties has a question, he or she should immediately seek clarification from appropriate sources.

Summative Evaluation Report

This report occurs at the end of the student teaching experience. The University Cohort Leader, each Site Teacher Educator, and the Teacher Candidate should complete a separate Final Evaluation form. Although each participant completes a separate form, there is a three-way conference to discuss the Teacher Candidate's performance.

All forms should be collected by the Cohort Leader and submitted to the appropriate contacts immediately following the completion of the student teaching experience. It is of the utmost importance that the Final Evaluation forms are submitted as soon as possible so that copies can be forwarded to the Placement Center. Otherwise, the Teacher Candidates will begin the interview process without having any evaluation forms in their file.

If the Teacher Candidate strongly disagrees with the Site Teacher Educator(s) and/or the University Cohort Leader's Field Supervisor's evaluation, the Teacher Candidate should refer to "Academic Appeals" in the Policies and Procedures portion of the Teacher Candidate Handbook.

Interpretation of Standards for Field Evaluation

Standard	<u>Reasonable Level of Competence</u>	<u>Evidenced by:</u>
<p style="text-align: center;">Positive Attitude Towards Children</p>	<ol style="list-style-type: none"> 1. Demonstrates belief that all children can learn through acceptance of students regardless of cleanliness, ethnic background, cultural differences, disabilities, or circumstances by working to establish rapport and being compassionate and responsive to students' needs 2. Expresses personal commitment to students 3. Maintains a positive approach to discipline 	
<p style="text-align: center;">Discipline Skills</p>	<ol style="list-style-type: none"> 1. Maintains a safe classroom environment 2. Establishes a positive climate 3. Uses appropriate strategies for reinforcement 4. Can get student attention 5. Establishes clear limits and maintains consistent standards 6. Has sufficient strategies (with-it-ness, direct intervention, non-verbal cues, smoothness, juggling, interweaving intervention, etc.) to facilitate on-task behavior. 7. Uses immediate intervention 8. Uses established school policies and procedures 	

Interpretation of Standards for Field Evaluation

Standard	<u>Reasonable Level of Competence</u>	<u>Evidenced by:</u>
Classroom Management	<ol style="list-style-type: none"> 1. Maintains appropriate classroom environment- supportive of learning (clean, attractive, appropriate seating arrangement) 2. Demonstrates readiness (materials, supplies, weekly plans, etc.) 3. Establishes and competently handles procedures and logistics that maximize student learning 4. Tracks student work and organizes student projects 5. Plans for and uses a.v. equipment 	
Communication Skills: Children	<ol style="list-style-type: none"> 1. Sets positive tone 2. States clear expectations 3. Gives clear, concise directions 4. Uses verbal and non-verbal expressions of caring 5. Uses non-verbal cues 6. Can “read” children and adjust to student level of understanding 7. Gives feedback to students 8. Models good grammar and spelling 	
Communication Skills: Staff	<ol style="list-style-type: none"> 1. Can honestly and openly express feelings, needs, and expectations 2. Has ability to listen 3. Demonstrates willingness to share 	

Interpretation of Standards for Field Evaluation

Standard	<u>Reasonable Level of Competence</u>	<u>Evidenced by:</u>
<p style="text-align: center;">Communication Skills: Parents</p>	<ol style="list-style-type: none"> 1. Provides accurate, appropriate feedback (notes home, etc.) 2. Follows through with parental contacts/requests 3. Can honestly and openly express feelings and needs 4. Demonstrates willingness to share and risk 	
<p style="text-align: center;">Planning: Long-Term</p>	<ol style="list-style-type: none"> 1. Demonstrates awareness of whole picture (year-long planning) 2. Makes appropriate instructional decisions (use of prioritizing and flexibility) 	
<p style="text-align: center;">Planning: Short-Term</p>	<ol style="list-style-type: none"> 1. Adequately prepares weekly plans with appropriate units, activities, and lessons 2. Provides for substitute planning 3. Avoids last-minute rush 	
<p style="text-align: center;">Use of Varied and Appropriate Instructional Strategies</p>	<ol style="list-style-type: none"> 1. Is developing a repertoire of strategies 2. Shows sensitivity to student needs through the use of visual, auditory, and kinesthetic approaches 3. Handles whole group, small group, and individual instruction 4. Is developing presentation skills (task analysis, pacing, smoothness, momentum) 5. Uses variety when reteaching 6. Can balance variety with structure and consistency 7. Evidence of using technology 	

8. Can balance variety with structure and consistency

Interpretation of Standards for Field Evaluation

Standard	<u>Reasonable Level of Competence</u>	<u>Evidenced by:</u>
<p style="text-align: center;">Ability to Assess Student Learning</p>	<ol style="list-style-type: none"> 1. Can “read” student cues and interpret student progress 2. Can adequately track student progress by developing, selecting, using, and interpreting assessment tools 3. Uses assessments to determine intervention and instruction 	
<p style="text-align: center;">Ability to Evaluate Own Performance Objectively</p>	<ol style="list-style-type: none"> 1. Reflects on daily and overall performance 2. Appraises performance accurately 3. Sets personal goals 4. Asks for help when needed 5. Works to improve performance 	

NOTES:

DESCRIPTIONS FOR WRITING STUDENT TEACHER EVALUATIONS

For an Outstanding, Strong, or Satisfactory Performance:

excellent command of...	caring
proficient in using...	committed
ambitious	respected
highly motivated	professional
flexible in dealing with...	conscientious
dependable	amiable
prompt	dedicated
well-organized	enthusiastic
efficient	exemplary
pleasure to work with	powerful
competent	recommended
creative	reflective
participates in	assertive
courteous	leadership
an example of...	levelheaded when...
with-it-ness	facilitates
engaging	caring
confident	shows initiative

For a Satisfactory, Marginal, or Unacceptable Performance:

improvement...

struggles with...

worked toward...

(T.C.) needs work...

if (T.C.) will, then...

met minimum requirements asked

has tried a few...

with effort, could become...

lesson plans sometimes lack...

(T.C.) completed experience under careful supervision

still has difficulty...

(T.C.) has been assisted in planning...

shows potential

shows growth

shows increasing effectiveness

(T.C.)'s weakness seems to be...

I would like to see him/her...

shows an increased awareness...

shows increasing willingness

TRAVEL REIMBURSEMENT AND MILEAGE

Information

Who and What Qualifies?

Any employee of the University of Utah who travels on behalf of the University of Utah going to a school for the purposes of supervision, STE meetings, Site Steering Committee meetings, or to teach off-campus courses.

How much?

The current rate is .36 per mile.

When will I be reimbursed?

You will receive a check from the University of Utah that will be separate from your regular paycheck anywhere from one to three weeks after submission of the Mileage Reimbursement Request Form.

Instructions

1. Keep track of your mileage each semester by using the mileage logs. Mileage is determined by the distance from the University of Utah to the specific school. Refer to the "Local Mileage Char" in this section.
2. At the end of each semester, submit the mileage logs to Alayna in the Teaching and Learning office. She will submit the paperwork to the appropriate University personnel.
3. Please do not delay in submitting the logs.
4. If you have any questions, please speak with Alayna in the Teaching and Learning office.

LOCAL MILEAGE CHART

Granite Dist. Office	14 miles	Snowbird	56 miles
Detention Center	16 miles	Logan	170 miles
Salt Lake Airport	18 miles	S.L. Dist. Office	5 miles
Davis Dist. Office	42 miles	Brighton	37 miles
Jordan Dist. Office	30 miles	Provo	90 miles

DAVIS DISTRICT- Elementary

Adelaide	24 miles	Oak Hills	30 miles
Boulton	26 miles	Orchard	22 miles
Bountiful	28 miles	Pioneer	
Burton, H.C.	50 miles	S. Bountiful	23 miles
Centerville	32 miles	S. Clearfield	
Clinton		Stewart, J.P.	32 miles
Crestview		Sunset	
Doxey		Syracuse	
Farmington		Taylor, J.A	32 miles
Fremont		Tolman	30 miles
Holbrook	32 miles	Vae View	
Hilltop		Valley View	26 miles
Kaysville		Wasatch	
Leo J. Muir	28 miles	Washington	28 miles
Lincoln		W. Bountiful	28 miles
Layton	54 miles	West point	
Meadow Brook	28 miles	Whitesides	

DAVIS DISTRICT- Junior High

Bountiful	26 miles	North Davis	
Centerville	30 miles	North Layton	
Central Davis		South Davis	
Kaysville		Sunset	
Mill Creek			

DAVIS DISTRICT- Senior High

Bountiful	25 miles	Layton	
Clearfield		Viewmont	26 miles
Davis	40 miles	Woods Cross	20 miles

GRANITE DISTRICT- Elementary

Academy Park	32 miles	Moss, James E.	18 miles
Arcadia	30 miles	Oakridge	18 miles
Canyon Rim	14 miles	Oakwood	20 miles
Cottonwood	22 miles	Oquirrh Hills	
Crestview	14 miles	Penn, William	12 miles
Driggs, Howard	20 miles	Pioneer	26 miles
East Mill Creek	14 miles	Plymouth	
Eastwood	12 miles	Reading Center	
Edward, Libbie	12 miles	Redwood	18 miles
Farnsworth	30 miles	Silver Hills	36 miles
	16 miles	Rolling Meadows	30 miles
Fremont, John		Roosevelt	10 miles
Frost, Robert	34 miles	Rosecrest	14 miles
Gourley, David		Sandburg, Carl	36 miles
Granger	30 miles	Sherman	15 miles
Hill View	15 miles	S. Kearns	
Hillsdale	20 miles	Stansbury	
Holladay	20 miles	Taylorville	
Hunter	36 miles	Twin Peaks	23 miles
Jackling	28 miles	Upland Terrace	12 miles
Lake Ridge	38 miles	Vista	
Lincoln	20 miles	Webster	43 miles
Madison	15 miles	West Kearns	38 miles
Magna		Western Hills	34 miles
Meadow Moor	26 miles	Whittier	
Mill Creek	15 miles	Wilson, Woodrow	10 miles
Monroe	26 miles	Woodstock	20 miles
Morningside	22 miles	Valleycrest	30 miles

GRANITE DISTRICT- Junior High

Bonneville	19 miles	Kennedy, John F.	
Brockbank		Jefferson, Thomas	40 miles
Central	14 miles	Olympus	16 miles
Eisenhower	24 miles	Valley	23 miles
Evergreen	10 miles	Wasatch	19 miles
Granite Park	14 miles	Westlake	28 miles
Kearns	32 miles		

GRANITE DISTRICT- Senior High

Cottonwood	22 miles	Hunter	34 miles
Cyprus	40 miles	Kearns	36 miles
Granger	32 miles	Olympus	14 miles
Granite	14 miles	Skyline	15 miles

JORDAN DISTRICT- Junior High

Bingham		Mount Jordan	30 miles
Butler	38 miles	Oquirrh Hills	
Eastmont		Union	28 miles
Indian Hills		West Jordan	44 miles
Midvale			

JORDAN DISTRICT- Senior High

Alta		Jordan	30 miles
Bingham	46 miles	Valley	
Brighton	37 miles	West Jordan	
Hillcrest	34 miles		

MURRAY DISTRICT- Elementary

	20 miles	Longview	24 miles
Grant	28 miles	McMillan	23 miles
Horizon	22 miles	Parkside	31 miles
Liberty	25 miles	Viewmont	31 miles

MURRAY DISTRICT- Junior High

Hillcrest	26 miles	Riverview	28 miles
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MURRAY DISTRICT- Senior High

Murray	20 miles
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SALT LAKE DISTRICT- Elementary

Backman	11 miles	M. Lynn Bennion	
Beacon Heights	10 miles	Meadowlark	
Bonneville	6 miles	Mt. View	11 miles
Dilworth	11 miles	Newman	17 miles
Edison	14 miles	Nibley	12 miles
Emerson	8 miles	Parkview	13 miles
Ensign	7 miles	Riley	12 miles
Franklin	12 miles	Rose Park	10 miles
Hawthorne	6 miles	Rosslyn Hts	10 miles
Guadalupe		Thoreau	4 miles
Highland Park	12 miles	Uintah	7 miles
Indian Hills	6 miles	Wasatch	4 miles
Jackson	12 miles	Washington	7 miles
Lincoln	20 miles	Whittier	10 miles
Lowell	6 miles	Judge Memorial	4 miles

SALT LAKE DISTRICT- Junior High

Bryant	4 miles	Hillside	8 miles
Clayton	6 miles	Jordan	10 miles
Glendale	13 miles	Northwest	15 miles

SALT LAKE DISTRICT- Senior High

East	2 miles	South	10 miles
Highland	8 miles	West	
Horizonte	12 miles		

OTHERS

Provo-Granview El.	90 miles	Headstart Day Care	4 miles
Tooele- Tooele El.	45 miles	Matheson	15 miles
Weber- Lake View	60 miles	Montessori	8 miles
Ogden- Ogden High		Sandridge	80 miles

Models School	5 miles	U-SAIL	7 miles
Garfield	7 miles		

	TOTAL MILEAGE FROM PAGE 1		
Date of Travel	Destination(s)	Course Involved	Mileage
	TOTAL MILEAGE FROM PAGE 2:		

TOTAL MILEAGE FROM PAGE 1 & 2: _____ **X .36 cents per miles = \$** _____

Cohort Leader Signature: _____

Director of Teacher Licensure Signature: _____