

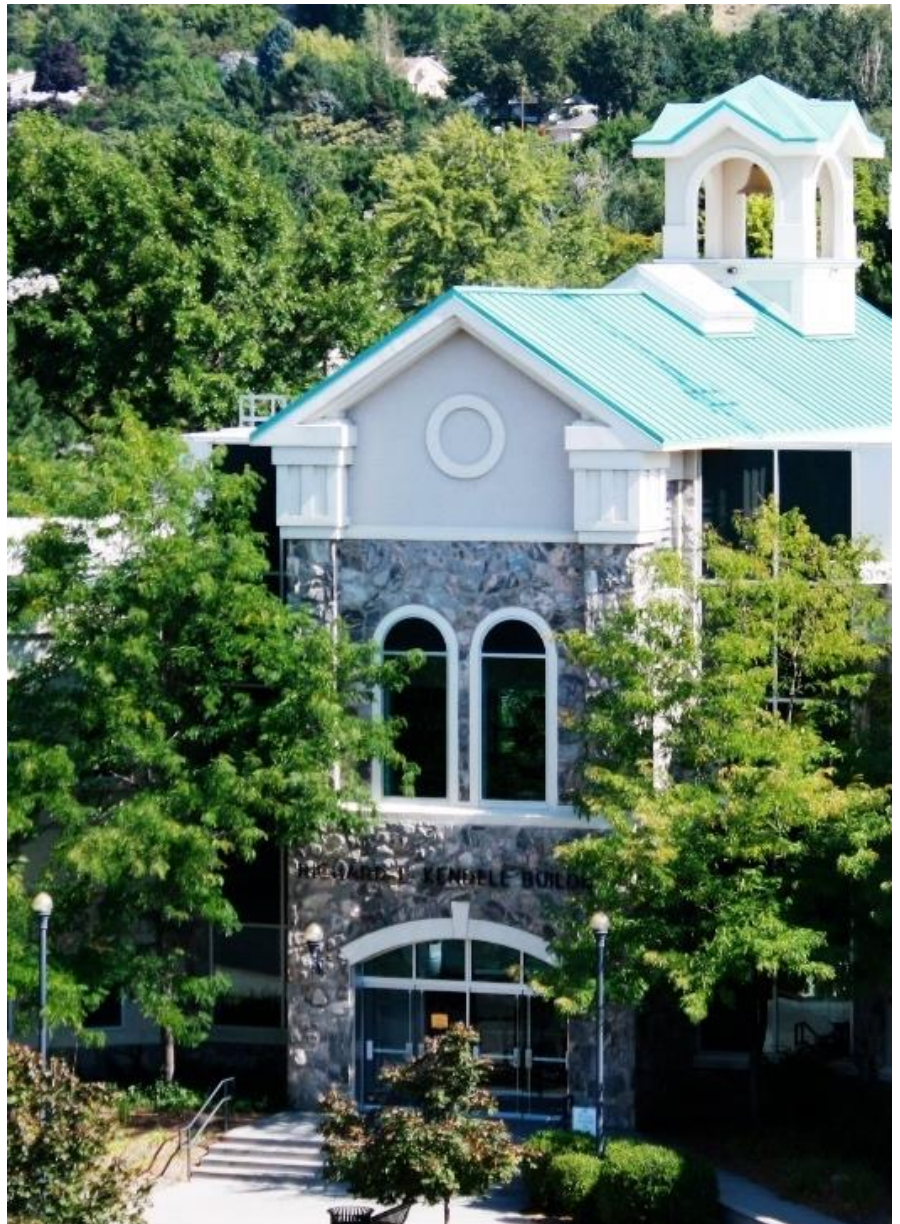
# ACADEMIC PATHWAY to TEACHING

***Congratulations*** on receiving your APT license from the Utah State Board of Education (USBE). We recognize and value your wealth of content knowledge as an APT-licensed educator and welcome you to the challenging and rewarding profession of teaching.

APT-licensed educators must complete all USBE Level 1 licensing requirements (see R277-511) and any additional requirements of their employing district by the end of their third year.

Davis District has developed professional learning requirements to ensure you have the needed skills and resources to be successful in providing effective instruction for Davis District students. This program, specifically designed for APT-licensed educators, may be completed in one of two ways.

- Option 1: Complete 1 approved university course in each of the 5 Evaluate Davis standard areas.
- Option 2: Complete 12 Davis District Professional Learning Courses in the 5 Evaluate Davis standard areas. These courses include a variety of ways to learn effective instructional strategies, including online and job embedded study.



## Additional Information

For information about **Davis District APT Professional Learning** and **New Teacher Induction**, visit the Davis School District *Professional Learning & Quality Staffing Department* website.

**For APT License Requirements**, visit the *USBE* website. Click on *Educator Licensing* and then *Earning a Utah Educator License*.

### Davis School District contacts:

Licensing

**Jocelyn Heyne**  
Human Resources Dept.  
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801.402.5322

APT and New Teacher Induction

**Allison Riddle**  
Elementary Mentoring  
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**DAVIS SCHOOL DISTRICT**  
**PROFESSIONAL LEARNING REQUIREMENTS FOR APT-LICENSED TEACHERS**

Teachers must complete all Davis New Teacher Induction requirements AND one of the following options:

**OPTION #1**

*Get started on your master's degree. Complete at least 1 university course in each of the 5 Evaluate Davis standard areas.  
 Contact the university of your choice for master's program information.*

	PLAN	TEACH	CHECK	ENVIRONMENT	PROFESSIONALISM
<b>APPROVED UNIVERSITY COURSEWORK</b>	Ex: Instructional Planning, Content Methods	Ex: Instructional Strategy, Education Psychology	Ex: Curriculum, Assessment & Intervention	Ex: Classroom Management Developing Behaviors	Ex: Diversity in Education, Teacher Leadership

**OPTION #2**

*Complete 12 Davis District Professional Learning Courses (5 required, 7 self-selected).  
 (DSD recommends APT teachers complete 3 courses in the first year, 4 in the second year, and 5 in the third year.)*

**Required Courses**

*(Take each of the 5 required PDPro courses.)*

	PLAN	TEACH	CHECK	ENVIRONMENT	PROFESSIONALISM
<b>REQUIRED</b>	<b>PDPro:</b> <i>Let's Get Organized</i>	<b>PDPro:</b> <i>Let's Get Engaged!</i>	<b>PDPro:</b> <i>Formative Assessment: How, When, and Why</i>	<b>PDPro:</b> <i>Polishing Classroom Procedures</i>	<b>PDPro:</b> <i>Parents as Partners</i>

**Professional Learning Courses**

*(Take 7 of the courses below with at least 1 in each of the 5 Evaluate Davis standard areas.)*

<b>DAVIS PDPro ONLINE COURSE</b>	<ul style="list-style-type: none"> <li>• <i>Teacher, I'm Done... Now What?</i></li> <li>• <i>Unlocking the Power of Classroom Discussions</i></li> <li>• <i>Project Based Learning</i></li> <li>• <i>Purposeful Planning</i></li> <li>• <i>Visible Thinking Strategies</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cooperative Learning</i></li> <li>• <i>Thinking About Thinking</i></li> <li>• <i>Small Group Instruction</i></li> <li>• <i>Writing as a Thinking Tool</i></li> <li>• <i>Bold School</i></li> <li>• <i>Mathematical Teaching Practices</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Super Charge your Questions with QAR</i></li> <li>• <i>POWER UP! Students Answering Questions</i></li> <li>• <i>IN-DEPTH: Questions that Promote Deeper Thinking</i></li> <li>• <i>Student Self-Assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Positive Discipline in the Secondary Classroom</i></li> <li>• <i>Smooth Transitions</i></li> <li>• <i>Class Meetings</i></li> <li>• <i>Beyond Bullies</i></li> <li>• <i>Effective Discipline Plans</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prepping for the Praxis PLT</i></li> <li>• <i>Culturally Responsive Teaching</i></li> <li>• <i>Teacher Leadership</i></li> <li>• <i>Flexible Thinking</i></li> </ul>
<b>PROJECT COURSE</b>	<ul style="list-style-type: none"> <li>• Yearly curriculum map</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching strategies portfolio</li> <li>• Swivl Camera Reflective Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Davis Collaborative Team project—common formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom management plan</li> <li>• Classroom procedures portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Develop website to effectively communicate with parents</li> </ul>
<b>DSD FACE-TO-FACE WORKSHOP</b>	<ul style="list-style-type: none"> <li>• Lesson design workshop</li> <li>• T &amp; L Department content workshop focused on analyzing data and lesson planning</li> </ul>	<ul style="list-style-type: none"> <li>• ESL Training</li> <li>• Technology Support &amp; Integration workshop</li> <li>• Content area workshop</li> <li>• Davis Regional English &amp; Math Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Davis workshop focused on analyzing data</li> <li>• Davis Regional English &amp; Math Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Fall Level 1 Educator Training: Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>• Finalsite Web design</li> </ul>
<b>BOOK STUDY COURSE</b>	<ul style="list-style-type: none"> <li>• <i>Your First Year</i> by Todd Whitaker</li> <li>• <i>Assignments Matter</i> by Eleanor Dougherty</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teach Like a Pirate</i> by Dave Burgess</li> <li>• <i>The Highly Effective Teacher</i> by Jeff Marshall</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Advancing Formative Assessment</i> by Moss and Brookhart</li> <li>• <i>Rethinking Homework</i> by Cathy Vatterott</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Picture This: Visuals and Rubrics to Teach Procedures</i> by Rick Smith</li> <li>• <i>Mindsets in the Classroom</i> by Mary Cay Ricci</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What Great Teachers do Differently</i> by T. Whitaker</li> <li>• <i>The Teacher 50</i> by Baruti K. Kafele</li> </ul>
<b>DSD CONFERENCE</b>	<ul style="list-style-type: none"> <li>• DSD Summer Institute or Teacher2Teacher with PLAN focus</li> <li>• Davis Regional English &amp; Math Conference</li> </ul>	<ul style="list-style-type: none"> <li>• DSD Summer Institute or Teacher2Teacher with TEACH focus</li> <li>• DSD Technology Conference</li> </ul>	<ul style="list-style-type: none"> <li>• DSD Summer Institute or Teacher2Teacher with CHECK focus</li> <li>• Davis Regional English &amp; Math Conference</li> </ul>	<ul style="list-style-type: none"> <li>• DSD Summer Institute or Teacher2Teacher with ENVIRONMENT focus</li> </ul>	<i>Under development</i>