
UTeach Model Implementation

Tennessee Universities Implementing UTeach Spring 2014 Progress Reports

Prepared by the UTeach Institute
University of Texas at Austin



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Middle Tennessee State University • *MTeach*

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UTeach Elements of Success

Distinctive Program Identity

UTeach has an established identity as a prestigious secondary STEM teacher preparation program that attracts high caliber students, experienced and successful master teachers, and tenure-track faculty who are interested in the reform of STEM education.

Cross-College and School District Collaboration

UTeach is a formally coordinated effort of the equivalents of the College of Education, the College of Liberal Arts, and the college(s) responsible for administering STEM degrees.

Long-Term Institutional and Community Support

UTeach is a long-term institutional and community priority that is sustained through ongoing financial support from university and college administrators, as well as a broader range of stakeholders concerned with STEM education reform. UTeach is afforded a level of stability similar to other university departments and is not an outreach effort.

Compact and Flexible Degree Plans

UTeach offers four-year degree plans that fully integrate students' STEM content major requirements and UTeach program requirements and allow students to obtain secondary STEM teaching certification while earning degrees in science, computer science, engineering, or mathematics.

Active Student Recruitment and Support

UTeach actively recruits to attract the greatest possible number of STEM majors and provides significant resources and encouragement to maximize program and career retention.

Dedicated Master Teachers

UTeach master teachers—non-tenured clinical faculty with exemplary secondary teaching experience—are exclusively dedicated to student support and program success.

Rigorous, Research-Based Instruction

UTeach courses are designed to develop deep understanding of content of particular importance to future secondary STEM teachers and build strong connections between mathematics and science and between educational theory and practice.

Early and Intensive Field Experiences

In order to promote confidence and accelerate professional development, UTeach students begin a carefully scaffolded sequence of intensive teaching opportunities in their first semester of the program and continue these field experiences throughout.

Continuous Program Improvement

UTeach systematically collects and analyzes both student and program level data to make informed decisions about program development and improvement.

Spring 2014 • Milestone Summary Matrix • Universities in Cohort 2

This document is intended to serve as an "at-a-glance" overview of progress made on milestones for grant distribution across university partners through the specified semester/quarter. These milestones track progress on minimal operational features and are not intended to serve as a measure of overall quality. For a more comprehensive assessment of program progress, please refer to the individual operations summaries and progress reports produced for each partner program.

Milestones	Middle Tennessee State University	University of Memphis	University of Tennessee, Knoxville
Continue to enroll new students in program	✓	-	✓
Program approved by State and authorized to offer STEM teaching certification	✓	✓	✓
Functional classroom, office space, and student workroom secured	✓	✓	✓
Steering committee meets regularly	✓	-	✓
PEARS data submitted by established deadlines	ip	✓	✓
UTeach Institute-administered student surveys completed	✓	✓	✓
UTeach equivalent courses offered as recommended by the implementation schedule, program model, and/or negotiated with the Institute	✓	-	✓
Appropriate UTeach equivalent courses listed in the Fall 2014 course schedule	✓	-	✓
Required Instructional Program Review materials submitted by established deadlines	✓	-	✓
Sufficient number of master teachers employed to adequately support the program	✓	-	✓
Accurate financials submitted by established deadlines	✓	✓	✓

✓ indicates that the program has fulfilled expectations for the semester/quarter.

ip indicates that an adaptation exists; more time is needed to determine progress and alignment with UTeach model and replication goals.

- indicates an area in which a permanent modification exists.

Notes:

Middle Tennessee State University: The program has submitted course roster data, but student level and university profile data has not yet been submitted.

University of Memphis: The University of Memphis program staff recently confirmed that the Tigers Teach program will not be continued past the grant period. The current milestones take into account the termination of the program at the end of Spring 2014. While Tigers Teach has enrolled new students every semester, the overall program enrollment is low and has not grown sufficiently to support current course offerings. A Tigers Teach Steering Committee has been established, but it does not meet regularly. All master teachers were released at the end of the spring semester. Instructional Program Materials were submitted for Apprentice Teaching, however the submission was incomplete and the course was not reviewed. Knowing and Learning in Mathematics and Science and Perspectives on Science and Mathematics have not met requirements per the Materials Review Process.

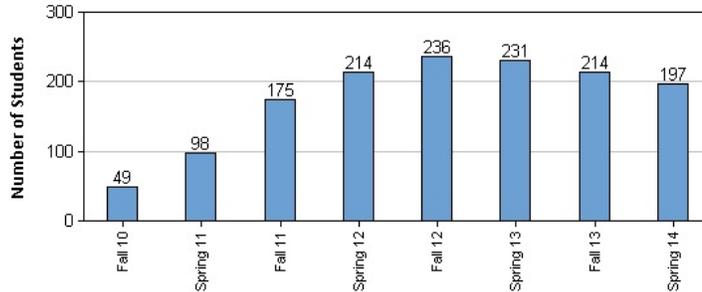
Middle Tennessee State University - MTeach

Progress Report - Spring 2014

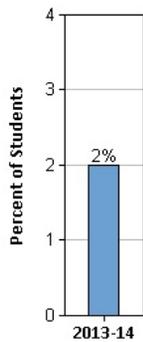
Enrollment and Recruitment

Total Program Enrollment: 197 students

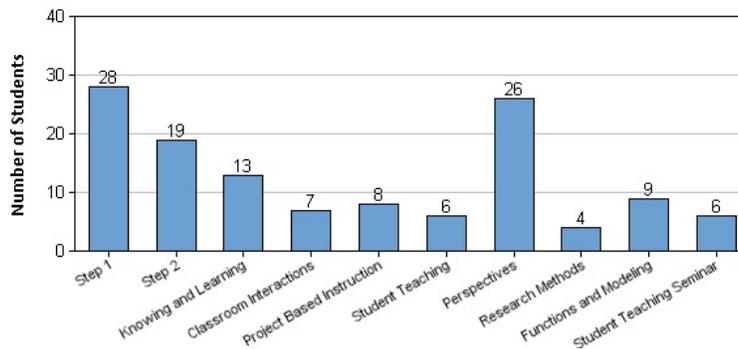
Program Enrollment (Number of Unique Individuals Enrolled in MTeach)



The Percent of Math and Science Students Recruited into MTeach



Enrollment by MTeach Course, Spring 2014



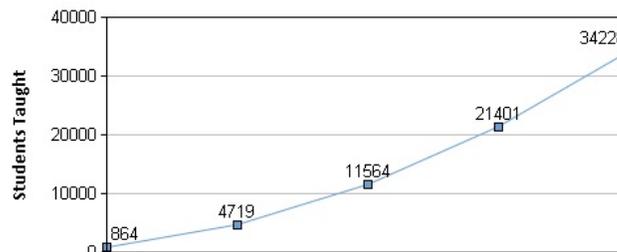
[STEM Pool includes Biology, Chemistry, Mathematics, Physics, Astronomy, Geosciences, Computer Science & other STEM majors]

(Fall percent recruited represents Step 1 students from the fall semester only)

Teachers Produced and Students Taught for MTeach

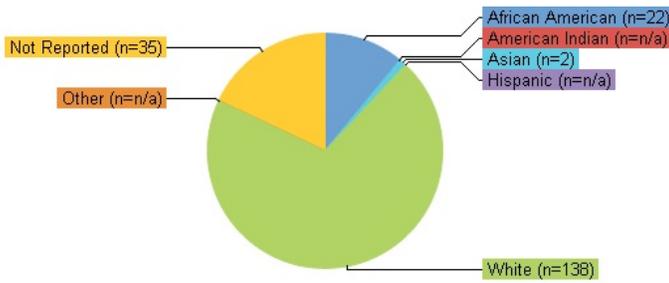
Cumulative number of students taught is based on an assumption that 80% of program graduates who go into teaching will remain for at least five years. Totals assume teachers will teach 150 students per year.

Actual number of cumulative graduates shown through previous year. Projected number of graduates shown for subsequent years.



	2013-14	2014-15	2015-16	2016-17	2017-18
Students Taught	864	4719	11564	21401	34228
Graduates (per Year)	8	28	28	28	28
Graduates (Cumulative)	8	36	63	91	119

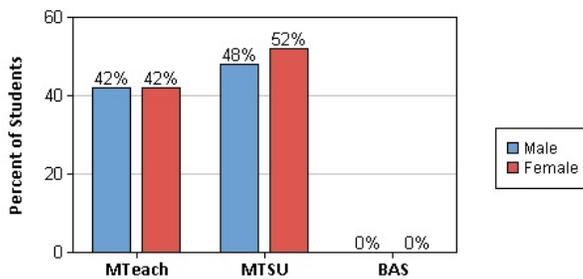
Ethnicity - MTeach - (n=197)



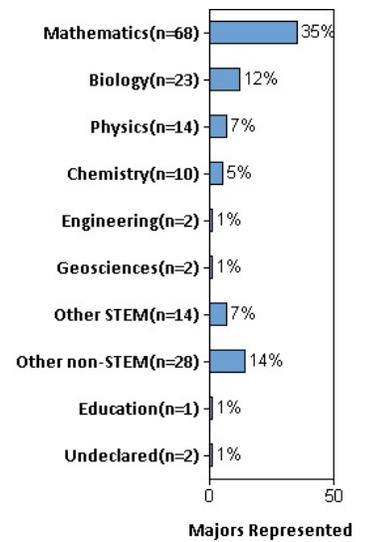
	MTeach		Middle Tennessee State University		Basic and Applied Sciences	
	n	%	n	%	n	%
African American	22	11%	4221	18.0%	0	n/a
American Indian	n/a	n/a	70	0.3%	0	n/a
Asian	2	1%	746	3.2%	0	n/a
Hispanic	n/a	n/a	795	3.4%	0	n/a
White	138	70%	16593	70.9%	0	n/a
Other	n/a	n/a	987	4.2%	0	n/a
Not Reported	35	18%	0	0.0%	0	n/a

*Data for the university and the college are from the most current data available.

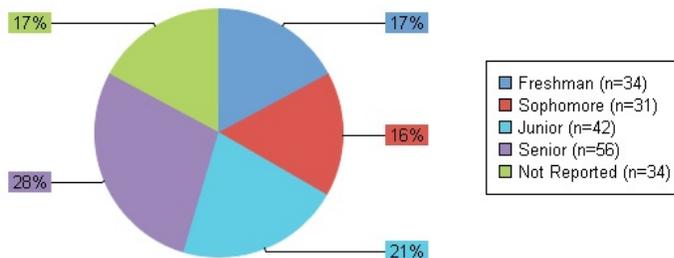
Gender MTeach - (n=197)



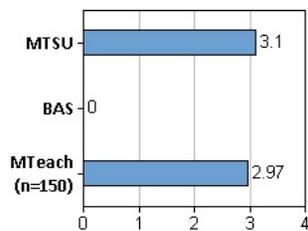
Majors for MTeach - (n=197)



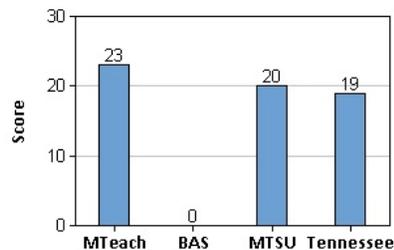
Classification (n=197)



Grade Point Average

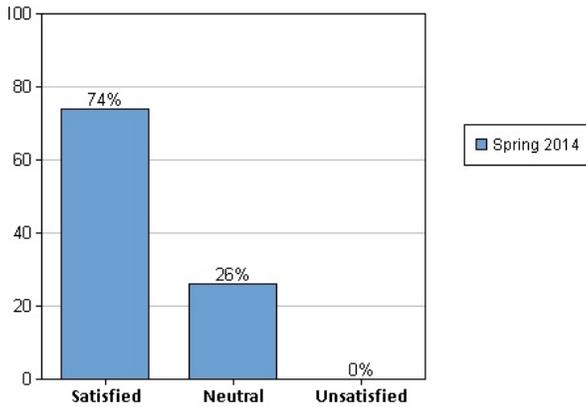


ACT Math Average Scores

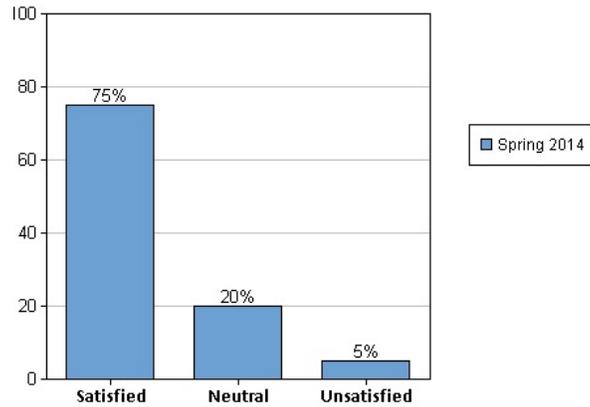


*Data for the university and the college are from the most current data available.

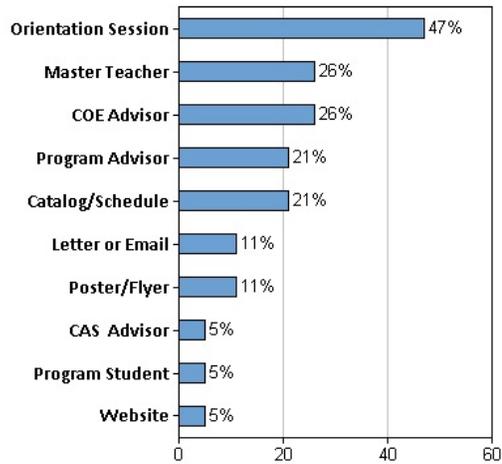
Students Enrolled in Step 1 Equivalent
Overall, how satisfied are you with MTeach?



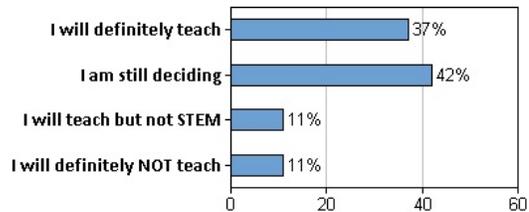
Students Enrolled in Program (excludes Step 1)
Overall, how satisfied are you with MTeach?



Students Enrolled in Step 1 Equivalent
How did you hear about the program?



Students Enrolled in Step 1 Equivalent
Do you plan on teaching **STEM** in a middle or high school?
*STEM (Science Technology Engineering Mathematics)



*Multiple answers are allowed.

Program Retention	Program Graduates
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Retention of students from Step 1 to Step 2: 52.7%
(Students enrolled in Step 1 who subsequently enrolled in Step 2)

Projected number of graduates (Spring 2014): 6
(Number of students enrolled in student teaching)

Implementation Milestones

✓	Continue to enroll new students in program
✓	Program approved by State and authorized to offer STEM teaching certification
✓	Functional classroom, office space, and student workroom secured or being negotiated
✓	Steering committee meets regularly
ip	PEARS data submitted by established deadlines
✓	UTeach equivalent courses offered as recommended by the implementation schedule, program model, and/or negotiated w/ Institute
✓	Appropriate UTeach equivalent courses listed in the Spring 2014 course schedule
✓	Required Instructional Program Review materials submitted by established deadlines
✓	Sufficient number of master teachers employed to adequately support the program
✓	UTeach Institute-administered student surveys completed
✓	Accurate financials submitted by established deadlines

✓ indicates that the program has fulfilled expectations for this semester/quarter.
 ip indicates that an adaptation exists; more time is needed to determine progress and alignment with the UTeach model and replication goals.

Footnote: The program has submitted course roster data, but student level and university profile data has not yet been submitted.

MTeach School District Partners

Murfreesboro City Schools, Rutherford Country School System

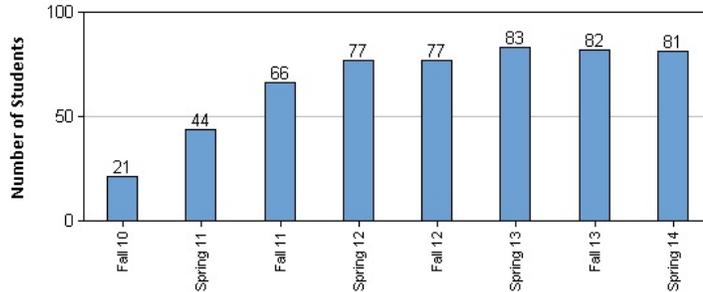
University of Memphis - Tigers Teach

Progress Report - Spring 2014

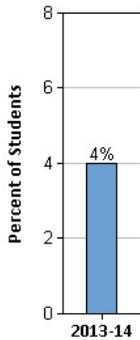
Enrollment and Recruitment

Total Program Enrollment: 81 students

Program Enrollment (Number of Unique Individuals Enrolled in Tigers Teach)



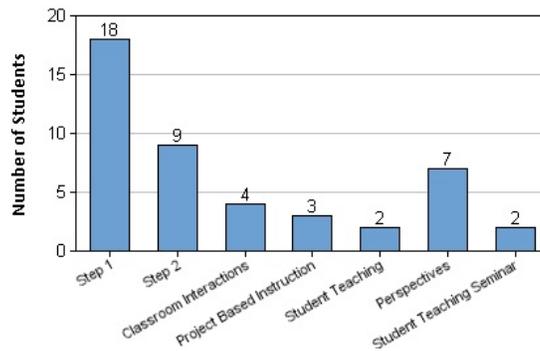
The Percent of Math and Science Students Recruited into Tigers Teach



[STEM Pool includes Biology, Chemistry, Mathematics, Physics, Astronomy, Geosciences, Computer Science & other STEM majors]

(Fall percent recruited represents Step 1 students from the fall semester only)

Enrollment by Tigers Teach Course, Spring 2014



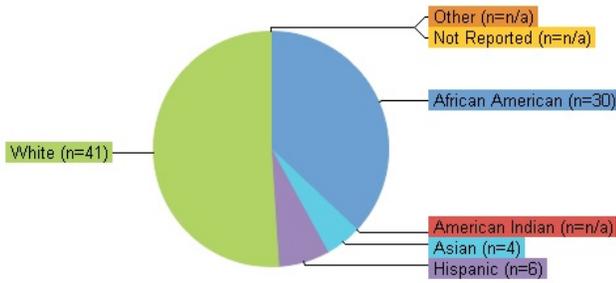
Teachers Produced and Students Taught for Tigers Teach

Cumulative number of students taught is based on an assumption that 80% of program graduates who go into teaching will remain for at least five years. Totals assume teachers will teach 150 students per year.

no data available

Actual number of cumulative graduates shown through previous year. Projected number of graduates shown for subsequent years.

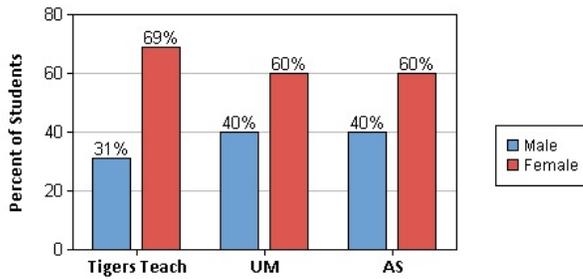
Ethnicity - Tigers Teach - (n=81)



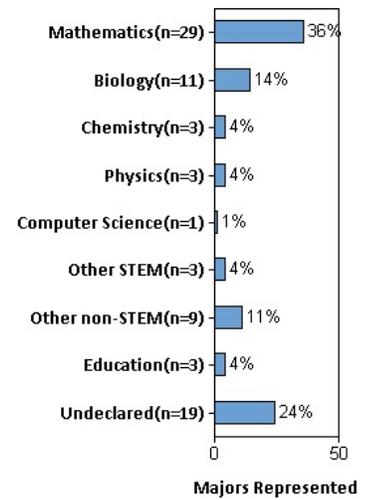
	Tigers Teach		University of Memphis		Arts and Sciences	
	n	%	n	%	n	%
African American	30	37%	6578	38.4%	1658	38.2%
American Indian	n/a	n/a	42	0.2%	10	0.2%
Asian	4	5%	479	2.8%	127	2.9%
Hispanic	6	7%	583	3.4%	161	3.7%
White	41	51%	8774	51.2%	2180	50.2%
Other	n/a	n/a	682	4.0%	208	4.8%
Not Reported	n/a	n/a	0	0.0%	0	0.0%

*Data for the university and the college are from the most current data available.

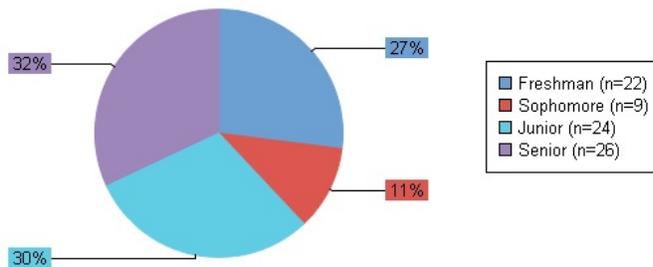
Gender Tigers Teach - (n=81)



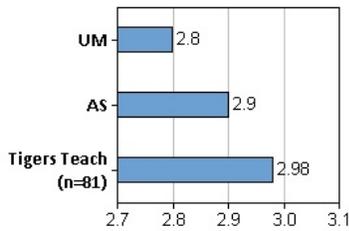
Majors for Tigers Teach - (n=81)



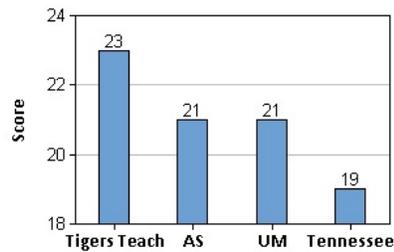
Classification (n=81)



Grade Point Average

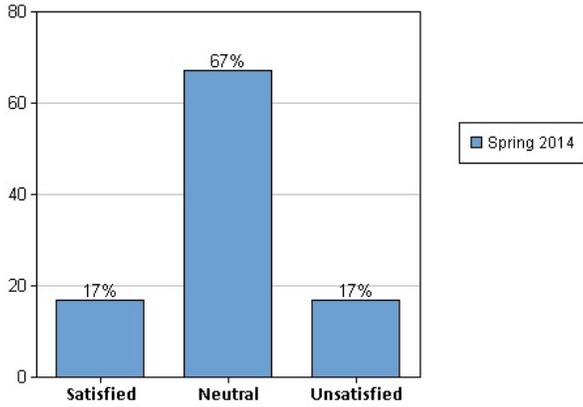


ACT Math Average Scores

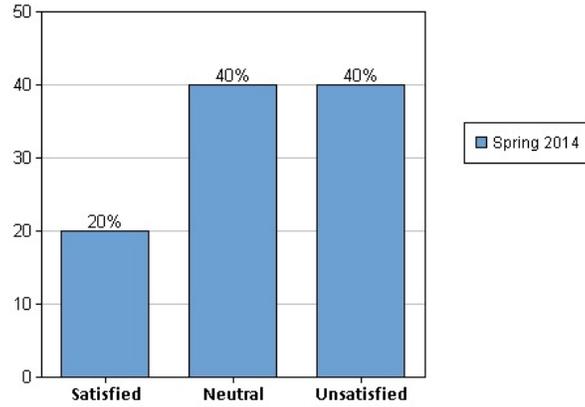


*Data for the university and the college are from the most current data available.

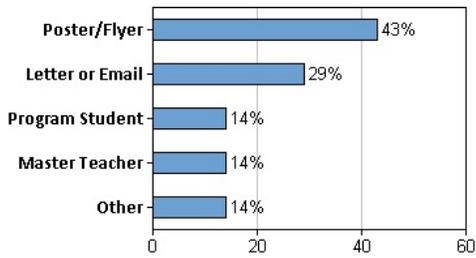
Students Enrolled in Step 1 Equivalent
Overall, how satisfied are you with Tigers Teach?



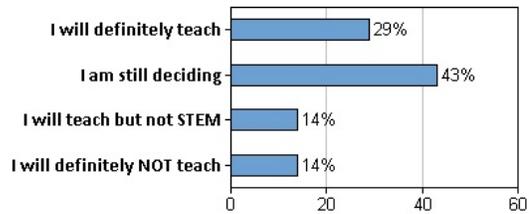
Students Enrolled in Program (excludes Step 1)
Overall, how satisfied are you with Tigers Teach?



Students Enrolled in Step 1 Equivalent
How did you hear about the program?



Students Enrolled in Step 1 Equivalent
Do you plan on teaching **STEM** in a middle or high school?
*STEM (Science Technology Engineering Mathematics)



*Multiple answers are allowed.

Program Retention

Program Graduates

Retention of students from Step 1 to Step 2: 30.8%
(Students enrolled in Step 1 who subsequently enrolled in Step 2)

Projected number of graduates (Spring 2014): 2
(Number of students enrolled in student teaching)

Implementation Milestones

–	Continue to enroll new students in program
✓	Program approved by State and authorized to offer STEM teaching certification
✓	Functional classroom, office space, and student workroom secured or being negotiated
–	Steering committee meets regularly
✓	PEARS data submitted by established deadlines
–	UTeach equivalent courses offered as recommended by the implementation schedule, program model, and/or negotiated w/ Institute
–	Appropriate UTeach equivalent courses listed in the Spring 2014 course schedule
–	Required Instructional Program Review materials submitted by established deadlines
–	Sufficient number of master teachers employed to adequately support the program
✓	UTeach Institute-administered student surveys completed
✓	Accurate financials submitted by established deadlines

– indicates an area in which a permanent modification exists.
 ✓ indicates that the program has fulfilled expectations for this semester/quarter.

Footnote: University of Memphis: The University of Memphis program staff recently confirmed that the Tigers Teach program will not be continued past the grant period. The current milestones take into account the termination of the program at the end of Spring 2014. While Tigers Teach has enrolled new students every semester, the overall program enrollment is low and has not grown sufficiently to support current course offerings. A Tigers Teach Steering Committee has been established, but it does not meet regularly. All master teachers were released at the end of the spring semester. Instructional Program Materials were submitted for Apprentice Teaching, however the submission was incomplete and the course was not reviewed. Knowing and Learning in Mathematics and Science and Perspectives on Science and Mathematics have not met requirements per the Materials Review Process.

Tigers Teach School District Partners

Memphis City Schools, Tipton County Schools, Shelby County Schools

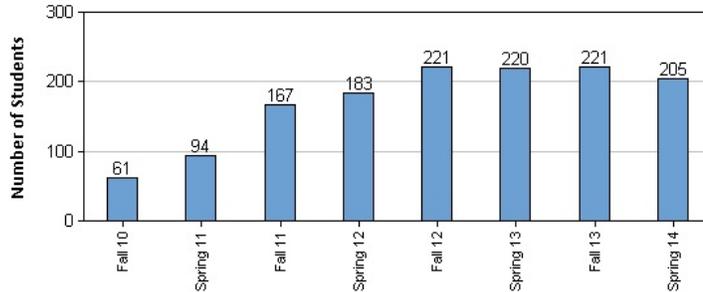
University of Tennessee Knoxville - VolsTeach

Progress Report - Spring 2014

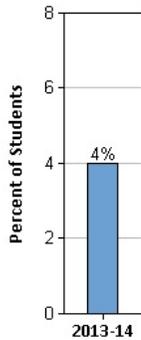
Enrollment and Recruitment

Total Program Enrollment: 205 students

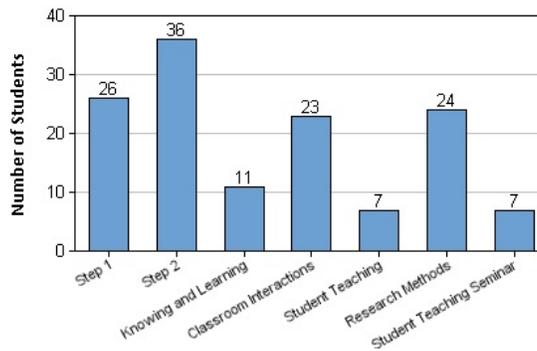
Program Enrollment (Number of Unique Individuals Enrolled in VolsTeach)



The Percent of Math and Science Students Recruited into VolsTeach



Enrollment by VolsTeach Course, Spring 2014



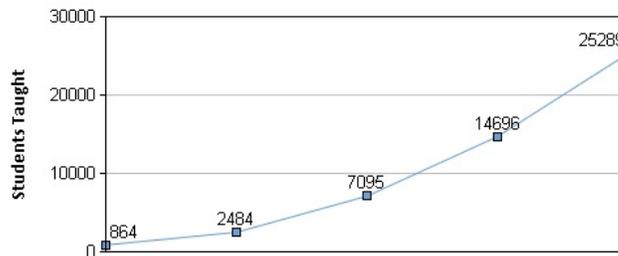
[STEM Pool includes Biology, Chemistry, Mathematics, Physics, Astronomy, Geosciences, Computer Science & other STEM majors]

(Fall percent recruited represents Step 1 students from the fall semester only)

Teachers Produced and Students Taught for VolsTeach

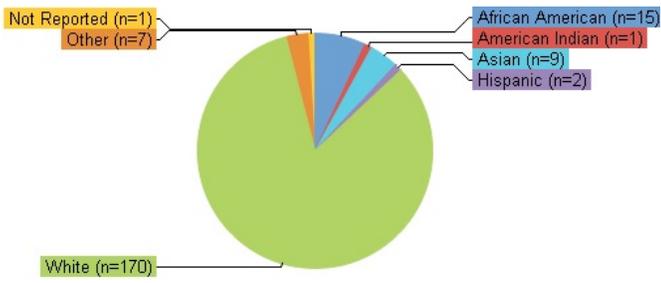
Cumulative number of students taught is based on an assumption that 80% of program graduates who go into teaching will remain for at least five years. Totals assume teachers will teach 150 students per year.

Actual number of cumulative graduates shown through previous year. Projected number of graduates shown for subsequent years.



	2012-13	2013-14	2014-15	2015-16	2016-17
Students Taught	864	2484	7095	14696	25289
Graduates (per Year)	8	7	28	28	28
Graduates (Cumulative)	8	15	43	70	98

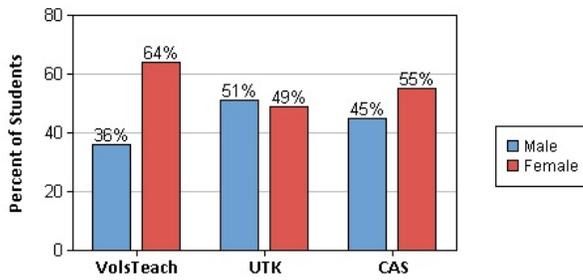
Ethnicity - VolsTeach - (n=205)



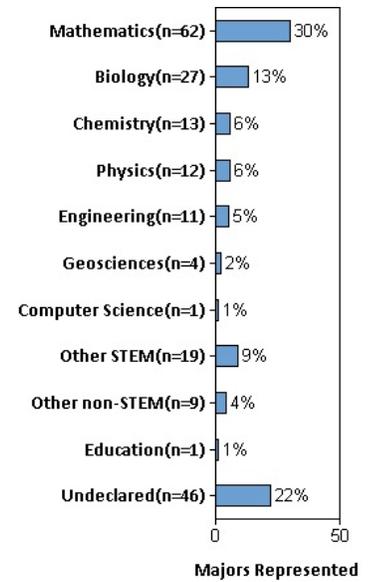
	VolsTeach		University of Tennessee Knoxville		College of Arts and Sciences	
	n	%	n	%	n	%
African American	15	7%	1520	7.3%	576	8.0%
American Indian	1	1%	54	0.3%	26	0.4%
Asian	9	4%	700	3.4%	231	3.2%
Hispanic	2	1%	599	2.9%	243	3.4%
White	170	83%	16966	81.5%	5777	80.3%
Other	7	3%	990	4.8%	340	4.7%
Not Reported	1	1%	0	0.0%	0	0.0%

*Data for the university and the college are from the most current data available.

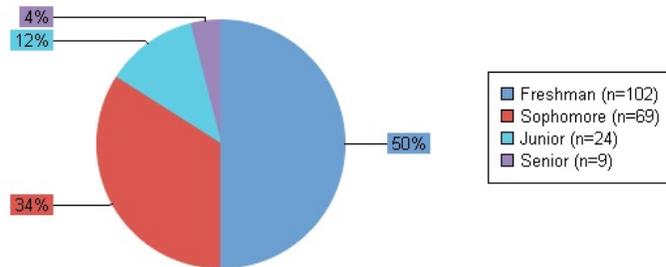
Gender VolsTeach - (n=205)



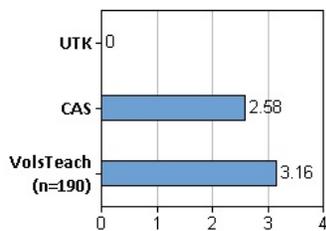
Majors for VolsTeach - (n=205)



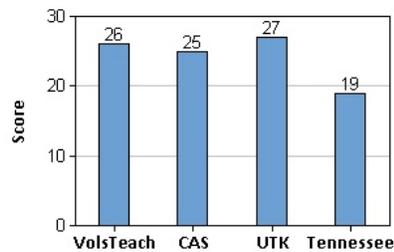
Classification (n=205)



Grade Point Average

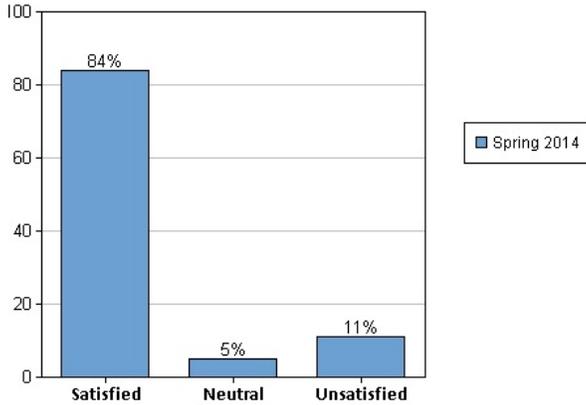


ACT Math Average Scores

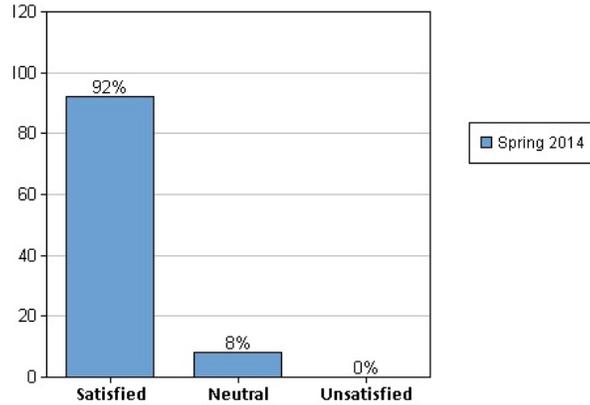


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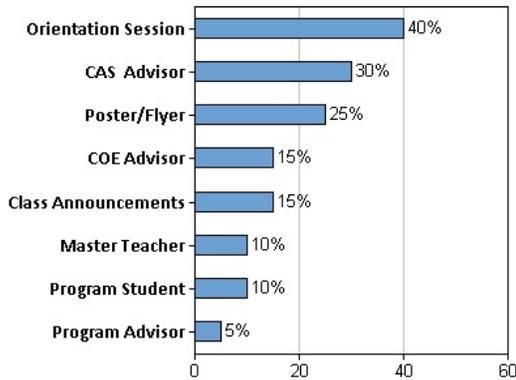
Students Enrolled in Step 1 Equivalent
Overall, how satisfied are you with VolsTeach?



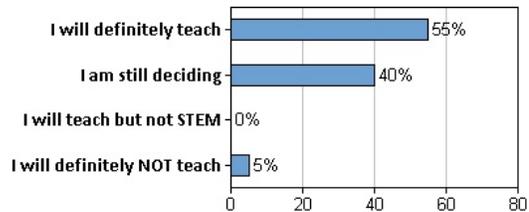
Students Enrolled in Program (excludes Step 1)
Overall, how satisfied are you with VolsTeach?



Students Enrolled in Step 1 Equivalent
How did you hear about the program?



Students Enrolled in Step 1 Equivalent
Do you plan on teaching **STEM** in a middle or high school?
*STEM (Science Technology Engineering Mathematics)



*Multiple answers are allowed.

Program Retention

Program Graduates

Retention of students from Step 1 to Step 2: 54.4%
(Students enrolled in Step 1 who subsequently enrolled in Step 2)

Projected number of graduates (Spring 2014): 7
(Number of students enrolled in student teaching)

Implementation Milestones

✓	Continue to enroll new students in program
✓	Program approved by State and authorized to offer STEM teaching certification
✓	Functional classroom, office space, and student workroom secured or being negotiated
✓	Steering committee meets regularly
✓	PEARS data submitted by established deadlines
✓	UTeach equivalent courses offered as recommended by the implementation schedule, program model, and/or negotiated w/ Institute
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✓	Required Instructional Program Review materials submitted by established deadlines
✓	Sufficient number of master teachers employed to adequately support the program
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✓	Accurate financials submitted by established deadlines

✓ indicates that the program has fulfilled expectations for this semester/quarter.

VolSTeach School District Partners

Knox County School System, Anderson County School System, Roane County School System