



Program

AT&T Executive Education and Conference Center • Austin, Texas

Opening Plenary—UTeachers as Leaders: Stories from the Field

What makes a UTeach graduate unique? What inspires them to do what they do? UTeach graduates share their stories and reflect on the challenges they face and the successes they have achieved.

JEFFREY HIGGINBOTHAM

Jeffrey Higginbotham graduated in 2011 from Florida State University with a B.S. in biological sciences and teaching through the FSU-Teach program. He currently teaches the high school-level Cambridge IGCSE Biology and the college-level Cambridge A-Level Marine Science at Rockledge High School in Rockledge, Florida. Because of FSU-Teach, during college Jeffrey was an intern for the education department at the Tallahassee Museum of History and Natural Science, where he was primarily responsible for designing and modifying education programs but also helping the public better understand ecology through live animal encounters. He tries to make the life sciences appeal to students by engaging them in aspects of real science and in the way real scientists do their work.

HEATHER HOFFPAUR

Heather Hoffpaur earned a bachelor's degree in mathematics with a concentration in secondary education through Louisiana State University in 2012. She teaches Algebra I and Math Intervention at Port Allen High School in Port Allen, Louisiana. She also is the assistant softball coach for the school. Heather is a graduate of LSU's GeauxTeach program and a proud mentor to current students going through the program. She continually uses project-based learning and inquiry-based instruction to aid students in understanding key concepts of mathematics. Heather is a firm believer in formative assessment use in the classroom to help teachers gauge their students' level of understanding. She was featured in a Math Collaborative Design Film Project, funded by Math Solutions and the Bill and Melinda Gates Foundation, on the effective use of formative assessment in the classroom.

KATYE HOWELL

After graduating in May 2012 with a degree in biology through the University of Texas at Austin's UTeach program, Katye Howell began teaching Biology and Pre-AP Biology at William B. Travis High School in the heart of Austin. There, her enthusiasm for learning about the world is contagious, and her passion for teaching and sharing information has earned her recognition as Travis's Teacher of Promise. Katye enjoys hooking her students with real-world applications of science and helps them understand the ways they experience science every single day. She ties her interests, many of which she shares with her students, into her lessons to make learning fun and engaging.

KRISTIN WILSON

While attending Florida State University, Kristin became involved in FSU-Teach by becoming an intern. She graduated with a double major in mathematics and secondary education in 2011. She currently teaches Coordinate Algebra at Salem High School in Conyers, Georgia, a suburb of Atlanta. At Salem High School, Kristin continuously implements inquiry-based instruction and has done argument-driven inquiry-based lessons multiple times this school year. Her goal is to encourage more students to go into the field of mathematics. Kristin is currently working on a master's in secondary mathematics education at Georgia State University.

Keynote

SARA MARTINEZ TUCKER

On March 1, Sara Martinez Tucker joined the National Math and Science Initiative as CEO. She previously served as Under Secretary of Education in the U.S. Department of Education from 2006–2008. Prior to that leadership role, she was CEO and President for nine years of the Hispanic Scholarship Fund (HSF), where she raised \$280 million for scholarship and community outreach programs to increase Hispanic college participation. She also previously enjoyed a 16-year career with AT&T, last serving as regional vice president for AT&T's Global Business Communications Systems.

As Under Secretary, Tucker oversaw all policies and programs related to postsecondary education, vocation, and adult education, as well as federal student aid. Tucker's accomplishments included development and implementation of two signature programs to increase access to college: a joint initiative with the U.S. Treasury Department to make nearly \$70 billion in 2008–2009 federal student loans available during the nation's financial crisis, and an innovative website, college.gov, to help students and families prepare for college.

Among her many honors, in 2005, TIME magazine named Tucker one of the 25 most influential Hispanics in the U.S. She currently serves on the board of directors of American Electric Power Company, Xerox Corporation, and Teach for America. She also serves on the University of Notre Dame's Board of Trustees and Wal-Mart's External Advisory Council.

Born and raised in Laredo, Texas, Tucker earned a bachelor's degree in journalism and a master's degree in business administration from The University of Texas at Austin.

Closing Plenary

MICHAEL STARBIRD

Michael Starbird is a University Distinguished Teaching Professor of Mathematics at The University of Texas at Austin. He has been at UT his whole career except for leaves, including as a Visiting Member of the Institute for Advanced Study in Princeton, New Jersey, and a member of the technical staff of the Jet Propulsion Laboratory in Pasadena, California.

He has received more than a dozen teaching awards, including the Mathematical Association of America's 2007 national teaching award, the Texas statewide Minnie Stevens Piper Professor award, the UT Regents' Outstanding Teaching Award (in the inaugural year of the award), and many of the UT-wide teaching awards, including the Jean Holloway Award for Excellence in Teaching, the Friar Centennial Teaching Fellowship, the Chad Oliver Plan II Teaching Award, the President's Associates Teaching Excellence Award, the Dad's Association Centennial Teaching Fellowship, the Eyes of Texas Excellence Award (twice), and others.

Starbird is a member of UT's Academy of Distinguished Teachers and is an inaugural member of the UT System Academy of Distinguished Teachers. He has produced DVD courses for The Teaching Company in the Great Courses Series on calculus, statistics, probability, geometry, and the joy of thinking, which have reached several hundred thousand viewers.

Starbird has given hundreds of lectures and workshops. He has co-authored several books including several Inquiry-Based Learning textbooks and three books with co-author Edward Burger: the innovative textbook for liberal arts students entitled *The Heart of Mathematics: An Invitation to Effective Thinking*; the general audience mathematics book *Coincidences, Chaos, and All That Math Jazz: Making Light of Weighty Ideas*, which has been translated into eight foreign languages; and their first non-mathematics book, *The 5 Elements of Effective Thinking*.

Tuesday, May 21, 2013

8:00am—5:00pm

REGISTRATION | LEVEL 2

1:00pm—2:45pm

**OPENING PLENARY | BALLROOM (SALON C)
UTEACHERS AS LEADERS: STORIES FROM THE FIELD**

Moderator: Steven Zipkes, *PRINCIPAL, MANOR NEW TECH HIGH SCHOOL, TEXAS*
Jeffrey Higginbotham, *BIOLOGY TEACHER, ROCKLEDGE HIGH SCHOOL, FLORIDA*
Heather Hoffpauir, *ALGEBRA I TEACHER, PORT ALLEN HIGH SCHOOL, LOUISIANA*
Katy Howell, *BIOLOGY TEACHER, WILLIAM B. TRAVIS HIGH SCHOOL, TEXAS*
Kristin Wilson, *MATHEMATICS TEACHER, SALEM HIGH SCHOOL, GEORGIA*

What makes a UTeach graduate unique? What inspires them to do what they do? UTeach graduates share their stories and reflect on the challenges they face and the successes they have achieved.

3:00pm—4:15pm

**EXPLORING EXCELLENCE IN TEACHING WITH THE UTEACH
OBSERVATION PROTOCOL | 101**

Interactive Presentation

Michael Marder, *CO-DIRECTOR, UNIVERSITY OF TEXAS AT AUSTIN*

Candace Walkington, *PROFESSOR, SOUTHERN METHODIST UNIVERSITY*

We will discuss recent results obtained by employing the UTeach Observation Protocol with data from the Measures of Effective Teaching project.

**GET REAL WITH TEACHING SCIENCE AND ENGINEERING: AN
INDUSTRY PERSPECTIVE | 102**

Interactive Presentation

Ray Hsu, *SENIOR PROGRAM MANAGER, K-12 EDUCATION, NATIONAL INSTRUMENTS*

Brooke Wehrmann, *COURSEWARE PROJECT MANAGER, NATIONAL INSTRUMENTS*

The primary goal of STEM education is to ensure that students have college- and career-ready skills. National Instruments needs to hire hundreds of engineers each year and has a unique perspective—that all of our customers are scientists and engineers. This session will provide an industry perspective and demonstrate new tools and curriculum for using real-world, hands-on projects for STEM classrooms.

BUILDING YOUR STUDENT ORGANIZATION | 103

Interactive Presentation

Sumudu Lewis, *PROGRAM DIRECTOR, UNIVERSITY OF MASSACHUSETTS, LOWELL*

Anna Gonzalez, *MASTER TEACHER, UNIVERSITY OF TEXAS-PAN AMERICAN*

Tim Sears, *MASTER TEACHER, UNIVERSITY OF TEXAS-PAN AMERICAN*

Matthew Desmond, *STUDENT, UNIVERSITY OF MASSACHUSETTS, LOWELL*

Ashley Bretton, *STUDENT, UNIVERSITY OF MASSACHUSETTS, LOWELL*

Kayleigh Flores, *STUDENT, UNIVERSITY OF TEXAS-PAN AMERICAN*

Maria Jimenez, *STUDENT, UNIVERSITY OF TEXAS-PAN AMERICAN*

Edgar Palomino, *STUDENT, UNIVERSITY OF TEXAS-PAN AMERICAN*

Francisco Rafael Torres, *STUDENT, UNIVERSITY OF TEXAS-PAN AMERICAN*

Julio Carrizales, *STUDENT, UNIVERSITY OF TEXAS-PAN AMERICAN*

This session is targeted for UTeach students who are beginning a UTeach student organization. A panel of students and advisors from two universities will present their successes and challenges in maintaining their campus organizations.

WHAT IS UTEACH? | 203

Interactive Presentation

Larry Abraham, *CO-DIRECTOR, INTERIM DEAN OF THE SCHOOL OF UNDERGRADUATE STUDIES, UNIVERSITY OF TEXAS AT AUSTIN*

Mark Daniels, *ASSOCIATE DIRECTOR, UNIVERSITY OF TEXAS AT AUSTIN*

This session is for anyone interested in learning more about the UTeach secondary math and science program at UT Austin. Presenters will describe the hallmarks of UTeach, its organizational structure at the university, the roles of key program staff and faculty, and its partnership with local K-12 schools. Finally, the presenters will review the program's results at UT Austin, including program enrollment and retention, student profiles, and teacher production and retention.

**USING VIDEO TO REINVENT TEACHING AND LEARNING |
301**

Interactive Presentation

Robyn Huss, *ASSISTANT PROFESSOR OF SECONDARY EDUCATION,
UNIVERSITY OF WEST GEORGIA*

“Flip” your classroom! Provide instruction through videos students watch at home, and spend class time facilitating active learning. The session includes whole-group discussion and small-group collaboration.

**SAVING TEXAS SPECIES: A BIOLOGY MODEL LESSON FOR
PROJECT-BASED INSTRUCTION | SALON A**

Hands-on Workshop

Katie Donaldson, *MASTER TEACHER, UNIVERSITY OF TEXAS AT DALLAS*

Bill Neal, *MASTER TEACHER, ASSISTANT DIRECTOR, UNIVERSITY OF TEXAS AT DALLAS*

Experience a model lesson used to introduce students to PBI. Participants are challenged to raise funds for a charity by writing children's books that bring awareness to the plight of local, endangered species.

**UTEACH COURSE OVERVIEW: PERSPECTIVES ON SCIENCE
AND MATHEMATICS | SALON B**

Interactive Presentation

Alberto A. Martinez, *ASSOCIATE PROFESSOR, DEPARTMENT OF HISTORY,
UNIVERSITY OF TEXAS AT AUSTIN*

This session provides an introduction to Perspectives on Science and Mathematics, one of nine UTeach courses. This course fosters an understanding of the historical development of the fields of science and mathematics.

IPAD APP BY TI-NSPIRE | SALON D

Hands-on Workshop

Lorie Moore, *MASTER TEACHER, UNIVERSITY OF WEST GEORGIA*

Ali Ayers, *MASTER TEACHER, UNIVERSITY OF WEST GEORGIA*

Participants will use a TI-nSpire app on an iPad or handheld to do science activities for the middle grades classroom. We will discuss the experience of Step 1 and Step 2 students using the apps in their 5E lessons.

4:30pm—5:45pm

RESEARCH DESIGN OPTIONS, METHODOLOGICAL APPROACHES, AND MEASURES TO EVALUATE THE EFFICACY OF THE UTEACH STEM TEACHER PREPARATION PROGRAM | 101

Interactive Presentation

Melissa Dodson, *EVALUATION MANAGER, SEDL*

Laura Costello, *RESEARCH SPECIALIST, SEDL*

SEDL and UTeach Austin are working with leading national experts to identify and propose research design options, methodological approaches, and measures to evaluate the efficacy of the UTeach STEM teacher preparation program. In this session, SEDL will share an overview of the research planning grant process, the accomplishments of the planning team, and the research priorities they identified.

ENGINEER YOUR WORLD: ENGINEERING DESIGN FOR HIGH SCHOOLS | 102

Interactive Presentation

Cheryl Farmer, *PROGRAM MANAGER, UTEACHENGINEERING,*

UNIVERSITY OF TEXAS AT AUSTIN

Engineer Your World is a cost-effective, research-based, practical class that introduces students to what engineering is, what engineers do, and the impact of engineers on our world.

GUERRILLA MARKETING | 103

Hands-on Workshop

Jennifer McDonald, *STUDENT SERVICES COORDINATOR,*

UNIVERSITY OF NORTH TEXAS

Cindy Woods, *MASTER TEACHER, UNIVERSITY OF NORTH TEXAS*

Shelby Grissett, *STUDENT, UNIVERSITY OF NORTH TEXAS*

This session is an in-depth look at available no-cost and low-cost program marketing strategies with a primary focus on recruitment and retention.

UTEACH INSTRUCTIONAL PROGRAM OVERVIEW | 203

Interactive Presentation

Kimberly Hughes, *DIRECTOR, UTEACH INSTITUTE*

This session will provide a comprehensive overview of the design and implementation of the UTeach model program curriculum. Each of the UTeach courses will be discussed, as well as the UTeach program field component.

TIPS FROM A TEACHER: STRATEGIES FOR REACHING ALL STUDENTS | 301

Hands-on Workshop

Amena Mitha, *TEACHER, MANOR HIGH SCHOOL, TEXAS*

Participants will engage in discussion on ideas for how to pique student interest with varying skill levels. There will be five stations on strategies proven to be effective in moving students toward success.

INNOVATIVE TECHNOLOGY FOR SCIENCE AND MATH INQUIRY | SALON A

Interactive Presentation

Carol Williamson, *MASTER TEACHER, UNIVERSITY OF KANSAS*

Learn about and sign up to use free, NSF-supported inquiry-based science and math activities that use computational models and real-time data acquisition from the Concord Consortium (<http://concord.org/project>). Note: Bring your own device to access the online resources in this session.

INSPIRING MOTIVATION IN STUDENTS: PUTTING WHEELS ON THE DRIVE TO LEARN | SALON D

Hands-on Workshop

Lynn Kirby, *MASTER TEACHER, UNIVERSITY OF TEXAS AT AUSTIN*

Gladys Krause, *TEACHING ASSISTANT, UNIVERSITY OF TEXAS AT AUSTIN*

Academic motivation? Like a piggy bank, the right tool can crack open the students' reservations with an outpouring of riches. This talk discusses some commonsense, but too infrequently employed, methods teachers can use to create a stimulating environment in which to harness the long-term dividends of student engagement.

THE IMPLICATIONS OF THE MATHEMATICS TEKS 2012: IMPLEMENTATION AND ALIGNMENT | SALON E

Roundtable Discussion

Jacqueline Weilmuenster, *VISITING ASSISTANT PROFESSOR,*

UNIVERSITY OF TEXAS AT ARLINGTON

Texas K-12 mathematics standards are likely to challenge state educators over the next several years. Comparisons with the current 2006 TEKS and Common Core State Standards have uncovered several large differences and potential gaps for students. This presentation will examine how UTeach courses might need to adapt to the changes.

6:00pm—7:30pm

WELCOME RECEPTION & POSTER SESSION | BALLROOM (SALON C)—HOSTED BY NATIONAL INSTRUMENTS

1. WHAT'S YOUR NICHE?

Course Exposition—Students

Zachary Buning, *STUDENT, SOUTHERN POLYTECHNIC STATE UNIVERSITY*

A PBI lesson covering organismal interdependencies. Students conducted field studies and internet research to synthesize various projects to explain the vital part an organism plays in an ecosystem.

2. FIREWORKS: AN EXPLOSIVE WAY TO TEACH CHEMICAL REACTIONS USING PROJECT-BASED INSTRUCTION

Course Exposition—Students

Amanda Cook, *STUDENT, WESTERN KENTUCKY UNIVERSITY*

Shelby Overstreet, *STUDENT, WESTERN KENTUCKY UNIVERSITY*

Jennifer Cribbs, *INSTRUCTOR, WESTERN KENTUCKY UNIVERSITY*

This project-based unit, developed through the PBI course of the SKyTeach program, is designed to teach chemical reactions to a high school chemistry class using fireworks.

3. MOTIVATION THROUGH ENGAGEMENT

Course Exposition—Students

Christian DeMeyer, *STUDENT, UNIVERSITY OF COLORADO, COLORADO SPRINGS*

Julie Baumann, *STUDENT, UNIVERSITY OF COLORADO, COLORADO SPRINGS*

Katheryn Ford, *STUDENT, UNIVERSITY OF COLORADO, COLORADO SPRINGS*

This poster will show the differences between the engagement level of students in traditional classes versus an inquiry-based classroom, using what we have learned in our Step 1 and Step 2 lesson design and implementation.

4. DIPPING YOUR TOES INTO TEACHING

Course Exposition—Students

Orly Garcia, *STUDENT, UNIVERSITY OF NORTH TEXAS*

Come explore how Step 1 and Step 2 jump start you into the profession of teaching through effective inquiry-based strategies and reflective practices.

5. INTRODUCING QUANTUM PHYSICS IN THE HIGH SCHOOL CLASSROOM

Course Exposition—Students

Geoffrey Hart, *STUDENT, UNIVERSITY OF HOUSTON*

Explore how the photoelectric effect was implemented for the first time in a physics classroom utilizing an inductive approach with hands-on activities. Pre/post-test analysis included.

6. WOMEN OF PHILOSOPHY: MATH AND SCIENCE HISTORICAL INFLUENCE

Course Exposition—Students

Hannah Hintz, *STUDENT, UNIVERSITY OF NORTH TEXAS*

The voices of influential women in philosophy, math, and science are historically silenced. Bring their contributions into a historically correct and inclusive curriculum and let their voices be heard!

7. UTEACH—MORE THAN A PROGRAM (HIGH SCHOOL INTERNSHIP)

Course Exposition—Students

Terry Lam, *STUDENT, UNIVERSITY OF TEXAS AT AUSTIN*

UTeach is more than a program that simply certifies teachers. It offers opportunities to be fully emerged in the lifestyle, culture, and environment of a dedicated STEM educator.

8. PEERING INTO THE STEP CLASSES: USING PEER MENTORS TO HELP PREPARE UTEACH STUDENTS TO TEACH

Course Exposition—Students

Cara MacDonald, *STUDENT, UNIVERSITY OF TEXAS AT AUSTIN*

Christopher Deyo, *STUDENT, UNIVERSITY OF TEXAS AT AUSTIN*

Beatriz Fortanelly, *STUDENT, UNIVERSITY OF TEXAS AT AUSTIN*

UTeach Austin began using peer mentors in Step classes in the spring of 2011 to facilitate lesson writing and rehearsal during class and outside of class. Peer mentors have successfully completed Step 2.

9. COMBATING STEREOTYPE THREAT: AN ASIAN AND AN ATHLETE WALK INTO THE CLASSROOM

Course Exposition—Students

Madilynn McCollum, *STUDENT, UNIVERSITY OF TENNESSEE, KNOXVILLE*

Stereotype threat is a major problem in high schools across America. Many students perform poorly in math or science because there are negative stereotypes associated with them and that subject.

10. GETTING THE BIG PICTURE WITH CONCEPTUAL MATHEMATICS

Course Exposition—Students

Michelle McKay, *STUDENT, UNIVERSITY OF NORTH TEXAS*

Come learn how engaging conceptual mathematics leads to deep understanding and peer collaboration using academic vocabulary for learners of all ages.

11. THE MATH I NEVER LEARNED: SECONDARY MATH METHODS

Course Exposition—Students

Claire McMahon, *STUDENT, UNIVERSITY OF NORTH TEXAS*

An introduction to math and teaching that shines a light on every dark spot you and your students have in mathematics.

12. CHALLENGING STUDENTS TO RISE ABOVE THE CONTENT: A 5E LESSON ON CELLULAR RESPIRATION AND FERMENTATION

Course Exposition—Students

Madison Moore, *STUDENT, WESTERN KENTUCKY UNIVERSITY*

Martha Day, *CO-DIRECTOR, WESTERN KENTUCKY UNIVERSITY*

This poster will showcase a 5E lesson designed for Classroom Interactions. Students engaged in bread-making to connect concepts of cellular respiration and fermentation.

13. CLASSROOM INTERACTIONS: BRINGING IT ALL TOGETHER

Course Exposition—Students

Matthew Morgan, *STUDENT, UNIVERSITY OF NORTH TEXAS*

Chat with a student about teaching after completing Classroom Interactions and the impact of educational research, concrete applications, and the integration of interdisciplinarity.

14. CSUTEACH PROBLEM-BASED INSTRUCTION WITH FUNCTIONS & MODELING

Course Exposition—Students

Brandon Profit, *STUDENT, CLEVELAND STATE UNIVERSITY*

Paula Riedel, *STUDENT, CLEVELAND STATE UNIVERSITY*

WeTeach students will share evidence of the outcomes from the Functions & Modeling course. Topics will include testimonials, class activities, sample projects, and lab preparation.

15. GIVE IT A TRY!

Course Exposition—Students

Parvinder Singh, *STUDENT, UNIVERSITY OF TEXAS AT ARLINGTON*

Explore math and science teaching through the first and second introductory courses.

16. BE AWARE OF YOUR DIVERSE LEARNERS

Course Exposition—Students

Caitlin Young, *STUDENT, UNIVERSITY OF KANSAS*

Chelsea Switts, *STUDENT, UNIVERSITY OF KANSAS*

Classroom Interactions students share their experiences participating in an Equity Fair. Raise awareness in your classroom about diverse learners and their needs in learning math and science.

17. CU TEACH COLLABORATIVE

Other—Non-Competitive

Julie Andrew, *MASTER TEACHER, UNIVERSITY OF COLORADO, BOULDER*

Kim Bunning, *MASTER TEACHER, UNIVERSITY OF COLORADO, BOULDER*

The goals of the CU Teach Collaborative are to develop a cadre of master teachers who are able to support novice teachers in their development as inquiry-oriented math and science teachers.

18. CREATIVE STUDENT-MADE MODEL ELICITING ACTIVITIES (MEAS)

Other—Non-Competitive

Maria Benzoni, *MASTER TEACHER, UNIVERSITY OF HOUSTON*

In our Knowing and Learning course, pre-service teachers created challenging, real-world, and open-ended problems (i.e., MEAs) that integrate math and science standards. Exemplar MEAs will be shared.

19. FOLLOWING THE YELLOW BRICK ROAD

Other—Non-Competitive

Michelle Buchanan, *ASSISTANT DIRECTOR, UNIVERSITY OF ARKANSAS AT LITTLE ROCK*

Kelly Chaney, *MASTER TEACHER, UNIVERSITY OF ARKANSAS AT LITTLE ROCK*

"All you do is follow the Yellow Brick Road." UALR Teach shares how they quickly began down the path toward the Emerald City and found knowledge, camaraderie, confidence, and a few flying monkeys.

20. THE USE OF UNDERGRADUATE LEARNING ASSISTANTS IN INTRODUCTORY PHYSICS COURSES FOR ENGINEERING STUDENTS

Other—Non-Competitive

Michelle Burd, *PRINCIPAL, BURD'S EYE VIEW, RESEARCH & EVALUATION*

Beth Johnson, *EVALUATION CONSULTANT, BURD'S EYE VIEW, RESEARCH & EVALUATION*

Description of how paid undergraduate Learning Assistants facilitate student learning in an Engineering Physics course.

21. INSIGHTS FROM THE UTOP PILOT STUDY

Other—Non-Competitive

Audrey De Zeeuw, *STUDENT, UNIVERSITY OF TEXAS AT AUSTIN*

Paige Bauerkemper, *STUDENT, UNIVERSITY OF TEXAS AT AUSTIN*

For the past two years, we used the UTOP in secondary math and science classrooms. This poster shares some of the lessons learned to guide future UTOP implementation.

22. LOWELL INITIATIVE SCALE LESSON OUTREACH

Other—Non-Competitive

Irene Martin, Master Teacher, *UNIVERSITY OF MASSACHUSETTS, LOWELL*

Lowell School District and UMass Lowell partnered to present the concept of scale to local students. UTeach interns presented their lessons as part of their required field experiences.

23. THE UTEACH OUTREACH PROGRAM

Other—Non-Competitive

Drew McWhorter, *STAFF, UNIVERSITY OF TEXAS AT AUSTIN*

This poster serves as an overview of the UTeach Outreach program. UTeach Outreach's community initiatives are showcased alongside their results and impact.

24. PERCEIVED BENEFITS FOR MENTORS OF UTEACH STEP 1 STUDENTS: A QUALITATIVE INQUIRY INTO INQUIRY-BASED INSTRUCTION

Other—Non-Competitive

Lorie Moore, *MASTER TEACHER, UNIVERSITY OF WEST GEORGIA*

Li Cao, *ASSOCIATE PROFESSOR, UNIVERSITY OF WEST GEORGIA*

This ethnographic study investigated benefits for seven elementary teachers who mentored UTeach Step 1 students. This experience provided mentors with enhanced pedagogy and opportunities for reflection.

25. THE PERFECT MATCH: PAIRING STUDENTS AND TEACHERS IN FIELD PLACEMENTS

Other—Non-Competitive

Ryan Shiba, *PROJECT MANAGER, UNIVERSITY OF CALIFORNIA, BERKELEY*

Deborah Nolan, *CO-DIRECTOR, UNIVERSITY OF CALIFORNIA, BERKELEY*

Learn how UC Berkeley is designing a custom-built website application to match participating students and their mentor teachers each semester with a few clicks of a button.

26. CAL TEACH TRANSITIONS: SUCCESSES AND CHALLENGES DURING THE FIRST YEAR OF AN INDUCTION PROGRAM

Other—Non-Competitive

Elisa Stone, *PROGRAM DIRECTOR, UNIVERSITY OF CALIFORNIA, BERKELEY*

Deborah Nolan, *CO-DIRECTOR, UNIVERSITY OF CALIFORNIA, BERKELEY*

George Johnson, *CO-DIRECTOR, UNIVERSITY OF CALIFORNIA, BERKELEY*

Cal Teach Transitions at Berkeley has successfully supported graduates through a professional learning community, classroom observations and feedback, and access to additional educational resources.

27. TIGERS LEARNING COMMUNITY

Program Exposition—Students

Alexandria Camp, *STUDENT, UNIVERSITY OF MEMPHIS*

Sheri Hobson, *STUDENT, UNIVERSITY OF MEMPHIS*

Porsha Jenkins, *STUDENT, UNIVERSITY OF MEMPHIS*

Tigers Learning Community (TLC) builds peer relationships by providing students with a coach, an upper classman, who mentors them in their assignments, teaching, and online discussions.

28. UTEACH ARLINGTON

Program Exposition—Students

Arthur D'Auteuil, *STUDENT, UNIVERSITY OF TEXAS AT ARLINGTON*

Add teacher certification to your degree with UTeach Arlington and expand your career options.

29. WETEACH UML

Program Exposition—Students

Matthew Desmond, *STUDENT, UNIVERSITY OF MASSACHUSETTS, LOWELL*

Ashley Bretton, *STUDENT, UNIVERSITY OF MASSACHUSETTS, LOWELL*

This poster will show the work WeTeach UML has done and will continue to do to create a cohesive learning environment within the program.

30. TALON TEACH: BUILDING A WARM AND FUZZY COMMUNITY

Program Exposition—Students

Shelby Grissett, *STUDENT, UNIVERSITY OF NORTH TEXAS*

Come learn why future math and science teachers at the University of North Texas feel like family and have built lasting relationships.

31. SERVICE MINDED? THE ROLE OF A STUDENT AMBASSADOR

Program Exposition—Students

Patrick Gustafson, *STUDENT, UNIVERSITY OF NORTH TEXAS*

Hear about how serving as a student ambassador builds leadership skills and provides multiple avenues to guide and advise future pre-service teachers.

32. THE IMPACT OF FORMAL AND INFORMAL PRE-SERVICE EXPERIENCES ON PROFESSIONAL GROWTH

Program Exposition—Students

R. Riley Hatch, *STUDENT, UNIVERSITY OF HOUSTON*

Explore how both formal and informal experiences have influenced my professional growth as a pre-service teacher. Internships and teaching assistant positions will be included.

33. DEFINING A "MATH PERSON"

Research—Students

Dagan Conatser, *STUDENT, WESTERN KENTUCKY UNIVERSITY*

This is a follow-up study surveying a sample of 131 participants about how they define what it means to be a "math person."

34. THE SQUARE ROOT OF N

Research—Students

Kismet Cuellar, *STUDENT, UNIVERSITY OF TEXAS AT AUSTIN*

Steve Trenfield, *STUDENT, UNIVERSITY OF TEXAS AT AUSTIN*

An integration of algebra and geometric construction to describe and visualize the square root of n .

35. CHILI TODAY OR HOT TAMALE: ENGINEERING A SOLAR OVEN

Research—Students

Shelton Fisher, *STUDENT, WESTERN KENTUCKY UNIVERSITY*

Martha Day, *CO-DIRECTOR, WESTERN KENTUCKY UNIVERSITY*

Lester Pesterfield, *CO-DIRECTOR, WESTERN KENTUCKY UNIVERSITY*

This research investigates the engineering design process of solar ovens to optimize temperature and power output. Oven configurations were compared to identify the best model.

36. AN INVESTIGATION OF THE PROPERTIES OF AMORPHOUS AND CRYSTALLINE STRUCTURED SOLIDS

Research—Students

Tyler Harrison, *STUDENT, UNIVERSITY OF TEXAS AT ARLINGTON*

The changes in a solid's electrical and magnetic properties are investigated when the atomic structure is changed from crystalline to amorphous using the melt spinning technique.

37. DETERMINING AN EQUATION FOR THE RATE AT WHICH DYED HAIR LOSES COLOR IN CHLORINE

Research—Students

Brittany Robbins, *STUDENT, UNIVERSITY OF TEXAS AT ARLINGTON*

Human hair extensions, hair dye, and a spectrum of chlorine dilutions were used in order to determine an equation of rate at which the hair lost the dyed color in respect to the pH of the chlorine.

Wednesday, May 22, 2013

8:00am—8:45am

BREAKFAST | BALLROOM (SALON C)

9:00—11:00am

Open House—UTeach Facilities

REFER TO MAP IN CONFERENCE PACKET

College of Natural Sciences: Painter Hall, 4th Floor

9:00am—10:15am

STANDARDS FOR PREPARATION AND PROFESSIONAL DEVELOPMENT FOR K-12 TEACHERS OF ENGINEERING | 101

Interactive Presentation

Cheryl Farmer, *PROGRAM MANAGER, UTEACHENGINEERING, UNIVERSITY OF TEXAS AT AUSTIN*

Louis Nadelson, *CO-DIRECTOR, BOISE STATE UNIVERSITY*

Participants will bring a variety of perspectives to bear on assessing the effectiveness of an emerging framework for designing and evaluating engineering teacher development programs.

BUILDING A LIBRARY OF PRACTICE: THE MET EXTENSION VIDEO COLLECTION | 102

Interactive Presentation

Alka Pateriya, *MET EXTENSION PROJECT DIRECTOR, WESTAT*

Steve Cantrell, *CHIEF RESEARCH OFFICER, BILL AND MELINDA GATES FOUNDATION*

This session will provide attendees with an overview of the Library of Practice and how UTeach students can participate in the development of the Library, which contains over 15,000 video lessons.

UTEACH COURSE OVERVIEW: STEP 1 AND 2 | 103

Interactive Presentation

Lynn Kirby, *MASTER TEACHER, UNIVERSITY OF TEXAS AT AUSTIN*

Shelly Rodriguez, *CLINICAL ASSISTANT PROFESSOR, MASTER TEACHER, UNIVERSITY OF TEXAS AT AUSTIN*

Nita Ganguly, *MASTER TEACHER, UNIVERSITY OF TENNESSEE, KNOXVILLE*

This session will provide an introduction to the Step courses, the first two UTeach courses taken by students. The Step courses provide students with early opportunities to “try out teaching.”

UTEACH COURSE OVERVIEW: KNOWING AND LEARNING IN MATHEMATICS AND SCIENCE | 104

Interactive Presentation

Walter Stroup, *ASSOCIATE PROFESSOR, DEPARTMENT OF CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION, UNIVERSITY OF TEXAS AT AUSTIN*

This session will provide an introduction to Knowing and Learning in Mathematics and Science, one of nine UTeach courses. This course focuses on issues of what it means to know and learn secondary science and mathematics.

UKANTEACH PROGRAM GROWTH: A LOOK AT OUR INNOVATIVE ADVISING AND SCHEDULING SYSTEM | 107

Interactive Presentation

Ashley Anguiano, *ADVISOR, UNIVERSITY OF KANSAS*

Danielle Barker, *ADVISOR AND DATA COORDINATOR, UNIVERSITY OF KANSAS*

KU’s UKanTeach program shares tools and experiences in advising and scheduling and how these critical elements impact program growth. The last 45 minutes are reserved for roundtable discussion.

INTEGRATION OF TI-NSPIRE WITHIN FUNCTIONS AND MODELING | 108

Hands-on Workshop

Amin Lalani, *MASTER TEACHER, UNIVERSITY OF TEXAS AT DALLAS*

Topics include using the Nspire as an engagement tool, helping students explore mathematical concepts such as conic and sinusoidal functions, and using the Nspire for continuous formative assessment in class.

WHAT’S IT TAKE TO BE A UTEACH CO-DIRECTOR? | AMPHITHEATER 204

Panel Discussion

Larry Abraham, *CO-DIRECTOR, INTERIM DEAN OF THE SCHOOL OF UNDERGRADUATE STUDIES, PROFESSOR OF KINESIOLOGY AND HEALTH EDUCATION, UNIVERSITY OF TEXAS AT AUSTIN*
Stephen Addison, *CO-DIRECTOR, PROFESSOR IN THE DEPARTMENT OF PHYSICS AND ASTRONOMY, INTERIM DEAN OF THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS, UNIVERSITY OF CENTRAL ARKANSAS*

Ann Cavallo, *CO-DIRECTOR, PROFESSOR OF CURRICULUM AND INSTRUCTION, UNIVERSITY OF TEXAS AT ARLINGTON*

Anita Greenwood, *CO-DIRECTOR, DEAN OF EDUCATION, UNIVERSITY OF MASSACHUSETTS, LOWELL*

Ramon Lopez, *CO-DIRECTOR, PROFESSOR OF PHYSICS, UNIVERSITY OF TEXAS AT ARLINGTON*

Mary Urquhart, *CO-DIRECTOR, ASSOCIATE PROFESSOR OF SCIENCE/MATHEMATICS EDUCATION, UNIVERSITY OF TEXAS AT DALLAS*

Alistair Windsor, *CO-DIRECTOR, ASSISTANT PROFESSOR OF MATHEMATICS, UNIVERSITY OF MEMPHIS*

Co-directors from several universities implementing the UTeach model program discuss the work they do and the challenges they face in building a new program on campus, fostering cross-college and university collaboration, and navigating the rapids in the preparation of STEM teachers.

THE PERFECT EDUCATION PROFESSION RÉSUMÉ: TIPS FROM AN INSIDER | 301

Hands-on Workshop

Jennifer McDonald, *STUDENT SERVICES COORDINATOR, UNIVERSITY OF NORTH TEXAS*

Learn the do’s and don’ts of résumé writing from a former HR screener. Guidelines to ensure your résumé makes it through the screening process and tips to get your résumé placed ahead of others.

OPTIMIZING UTEACH FOR POST-BACCALAUREATE CANDIDATES | SALON A

Roundtable Discussion

Kimberly Hughes, *DIRECTOR, UTEACH INSTITUTE*

Join a roundtable discussion about the unique need and qualities of post-baccalaureate teaching candidates and how the existing UTeach post-bac pathway might be redesigned to better meet their needs.

HOW CAN UTEACH ONLINE? | SALON B

Roundtable Discussion

Patrick McGuire, *ASSISTANT PROFESSOR, UNIVERSITY OF COLORADO, COLORADO SPRINGS*

Jason DaLee, *MASTER TEACHER, UNIVERSITY OF COLORADO, COLORADO SPRINGS*

Robert Gagnon, *MASTER TEACHER, UNIVERSITY OF COLORADO, COLORADO SPRINGS*

This session explores ways that UTeach replication sites can proactively prepare our teacher candidates to deliver high-quality secondary mathematics and science instruction in online learning environments.

FLORIDA STEM TEACHER INDUCTION & PROFESSIONAL SUPPORT (TIPS) INITIATIVE: BUILDING, SHARING, AND GROWING | 101

Interactive Presentation

Griff Jones, *PI FOR THE STEM TIPS PROJECT, UNIVERSITY OF FLORIDA*

Tom Dana, *CO-PI FOR THE STEM TIPS PROJECT, ASSOCIATE DEAN, UNIVERSITY OF FLORIDA*

Jason Arnold, *LEARNING SYSTEMS ARCHITECT, UNIVERSITY OF FLORIDA*

Follow our journey through logic models, needs assessments, and technical difficulties, as we build an online induction model to support districts in developing and retaining new STEM teachers and coaches.

BUDGETING FOR PROGRAM SUSTAINABILITY | 102

Interactive Presentation

Michael Marder, *CO-DIRECTOR, UNIVERSITY OF TEXAS AT AUSTIN*

Amy Chavez, *FINANCIAL ANALYST, UTEACH INSTITUTE*

This session will discuss strategies related to the transition from grant funding to a more permanent budget. Co-directors from universities that have finished implementation will share some of their experiences, challenges, and advice on sustainability.

UTEACH COURSE OVERVIEW: CLASSROOM INTERACTIONS | 103

Interactive Presentation

Jill Marshall, *ASSOCIATE PROFESSOR, DEPARTMENT OF CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION, UNIVERSITY OF TEXAS AT AUSTIN*

This session will provide an overview of Classroom Interactions, one of nine UTeach courses. This course continues the process of preparing students to teach mathematics and science in secondary settings by providing opportunities to see how theories explored in the Knowing and Learning in Mathematics and Science course play out in instructional settings.

EFFECTIVE TEACHING BEGINS WITH YOU: HOW CLASSROOM MANAGEMENT CAN BE FUN AND EASY (OR AT LEAST EASIER!) | 104

Interactive Presentation

Scott Fray, *MASTER TEACHER, CLINICAL FACULTY, NORTHERN ARIZONA UNIVERSITY*

Lynn Kirby, *MASTER TEACHER, CLINICAL FACULTY, UNIVERSITY OF TEXAS AT AUSTIN*

Based on *Teaching with Love and Logic*, the session begins with a demo lesson from Classroom Interactions as taught at Northern Arizona University. Role-playing scenarios to practice strategies will follow.

USING A TUNING PROTOCOL TO ANALYZE LESSON PLANS IN THE APPRENTICE TEACHING SEMINAR | 107

Interactive Presentation

Marlene Hilkowitz, *MASTER TEACHER, TEMPLE UNIVERSITY*

This interactive session will present and discuss how apprentice teachers became critical analysts of their lesson plans through the use of the Tuning Protocol process for eight sessions of an AT weekly seminar.

INCREASING THE POTENTIAL OF PHYSICS AND CHEMISTRY TEACHERS IN TEACHHOUSTON | 108

Interactive Presentation

Paige Evans, *CLINICAL ASSOCIATE PROFESSOR, UNIVERSITY OF HOUSTON*

R. Riley Hatch, *STUDENT, UNIVERSITY OF HOUSTON*

Geoffrey Hart, *STUDENT, UNIVERSITY OF HOUSTON*

This session shows how the teachHOUSTON program at the University of Houston increased the number of physics and

chemistry majors/minors through recruiting, degree plans, internships, and the Noyce Scholarship Program.

STUDENT SERVICES AND SUPPORT PANEL | 203

Roundtable Discussion

Moderator: Ashley Welch, *MANAGER OF SITE SUPPORT, UTEACH INSTITUTE*

Kim Distin, *PROGRAM DIRECTOR AND MATERIALS MANAGER, UNIVERSITY OF TEXAS AT DALLAS*

Avalon Gourlay, *ASSESSMENT COORDINATOR AND ACADEMIC ADVISOR, UNIVERSITY OF TENNESSEE, CHATTANOOGA*

Annette Hairston, *ACADEMIC ADVISING COORDINATOR, UNIVERSITY OF TEXAS AT AUSTIN*

Jada Johnson, *VOLSTEACH ACADEMIC COACH/RECRUITER, CENTER FOR ENHANCING EDUCATION OF MATH AND SCIENCES, UNIVERSITY OF TENNESSEE, KNOXVILLE*

Lindsey Robinson, *PROGRAM COORDINATOR, UNIVERSITY OF WEST GEORGIA*

Program support staff and advisors will share their experiences and discuss with the audience ways to support UTeach students and student-related activities in a new and fast-growing program.

WHAT IS UTEACH REPLICATION? | AMPHITHEATER 204

Interactive Presentation

Kimberly Hughes, *DIRECTOR, UTEACH INSTITUTE*

Steve Case, *CO-DIRECTOR, DIRECTOR OF THE KU CENTER FOR SCIENCE EDUCATION, UNIVERSITY OF KANSAS*

The UTeach Institute has developed a comprehensive approach to supporting the replication of UTeach at partnering university sites. This session provides an overview of the Institute's products and services, including site selection, communication of the UTeach model, operational and instructional support, evaluation services, and networking and community building opportunities. Participants will learn about the proposal process and selection criteria, initiating a UTeach program, planning and budgeting for a UTeach program, and expectations for program rollout and course fidelity.

... AND MODELING | SALON A

Hands On Workshop

Steven Obenhaus, *MASTER TEACHER, UNIVERSITY OF KANSAS*

Mathematical Modeling is a bridge between the Common Core State Standards for Mathematics and the Next Generation Science Standards. Participate in three data modeling activities from the UKanTeach Functions and Modeling course. Connections to national standards and Research Methods will be discussed.

EXPANDING UTEACH TO COMMUNITY COLLEGES AND SATELLITE CAMPUSES | SALON B

Roundtable Discussion

Martha M. Day, *CO-DIRECTOR, WESTERN KENTUCKY UNIVERSITY*

Sharon Faye Cardenas, *ASSOCIATE DIRECTOR, NORTHERN ARIZONA UNIVERSITY*

Brett Westbrook, *SENIOR STUDENT AFFAIRS ADMINISTRATOR, UNIVERSITY OF TEXAS AT AUSTIN*

Several universities implementing UTeach face a need to work with local community colleges and/or satellite campuses. During this roundtable discussion, representatives from four UTeach programs lead a discussion of the need and proposed solutions for expanding UTeach program implementation to other campuses.

11:45am—12:45pm

LUNCH | TEJAS DINING ROOM

1:00pm—2:15pm

HIGHLIGHTS: NATIONAL UTEACH PROGRAM REPLICATION | 102

Interactive Presentation

Pamela Romero, *ASSOCIATE DIRECTOR, UTEACH INSTITUTE*

Mary Lummus-Robinson, *DATA COORDINATOR, UTEACH INSTITUTE*

Martha Perez, *DATA COORDINATOR, UTEACH INSTITUTE*

Marty Evans, *EVALUATION COORDINATOR, UTEACH INSTITUTE*

To date, 35 universities have received grants to replicate the UTeach program. This session highlights implementation results, including student recruitment and enrollment, demographics, student satisfaction, and courses implemented. For programs that have implemented UTeach for four or more years, this session summarizes evaluation results that examine the extent to which these have aligned to the UTeach model Elements of Success.

UTEACH ENGINEERING? | 103

Interactive Presentation

David Kazmer, *PROFESSOR AND CO-DIRECTOR (ENGINEERING), UNIVERSITY OF MASSACHUSETTS, LOWELL*

Cecelia Wigal, *ASSISTANT DEAN OF ENGINEERING AND COMPUTER SCIENCE, UNIVERSITY OF TENNESSEE, CHATTANOOGA*

Louis Nadelson, *CO-DIRECTOR, BOISE STATE UNIVERSITY*

Cheryl Farmer, *PROGRAM MANAGER, UTEACH ENGINEERING, UNIVERSITY OF TEXAS AT AUSTIN*

Think-pair-share about 1) How is teaching engineering different from teaching science? 2) How does engineering teacher prep differ from teacher prep in other STEM majors? 3) Are there any issues unique to UTeach Engineering students and content?

UTEACH COURSE OVERVIEW: RESEARCH METHODS | 104

Interactive Presentation

Michael Marder, *CO-DIRECTOR, UNIVERSITY OF TEXAS AT AUSTIN*

This session will provide an introduction to Research Methods, one of nine UTeach courses. This course engages future teachers in a series of independent scientific inquiries.

WHAT MORE DO I NEED? HOW TO MANAGE ALL THAT STUFF | 107

Interactive Presentation

Kristin Sherman, *MASTER TEACHER, UNIVERSITY OF NORTH TEXAS*

Teach North Texas, like other UTeach replication sites, has received generous funding from grant sources such as NMSI and has purchased a large quantity of materials for students to use in their field experience, many resources that students can use for lesson planning, and other equipment used in courses such as Functions and Modeling and Research Methods. So how do we manage all of this stuff with very little loss? What processes do we have in place to ensure student responsibility? Can this be done electronically? All of these questions and more will be answered in this informative session for sites that are either just beginning or in the early years of replication.

K-12 INTERNSHIPS ON A UNIVERSITY CAMPUS: TEACHING LABS TO HOMESCHOOLERS | 108

Interactive Presentation

Kimberly Shaw, *CO-DIRECTOR, COLUMBUS STATE UNIVERSITY*

Timothy Jones, *INTERN, COLUMBUS STATE UNIVERSITY*

Chloe Chambers, *INTERN, COLUMBUS STATE UNIVERSITY*

Gail Sinkule, *MASTER TEACHER, COLUMBUS STATE UNIVERSITY*

This session discusses the development of an internship program serving local homeschool students, describing how the internships were initiated. Interns will interactively demonstrate lessons from their lab classes.

SUPPORTING NEW TEACHERS: INDUCTION PANEL | AMPHITHEATER 204

Panel Discussion

Kelli Allen, *CLINICAL ASSISTANT PROFESSOR, MASTER TEACHER, UNIVERSITY OF TEXAS AT AUSTIN*

Natasha Weissmiller, *MATHEMATICS TEACHER, DEL VALLE HIGH SCHOOL, TEXAS*

Wai (William) Chan, *SCIENCE TEACHER, WILLIAM P. CLEMENTS HIGH SCHOOL, TEXAS*

Jennifer Lazare, *SCIENCE TEACHER, ANDERSON HIGH SCHOOL, TEXAS*

What kind of support do new teachers need and value from their preparation programs? UTeach graduates reflect on their experiences as first- and second-year teachers.

CONCEPTUAL ALGEBRA AND GEOMETRY | SALON A

Hands-on Workshop

Carron Collier, *MASTER TEACHER, UNIVERSITY OF NORTH TEXAS*

Michelle McKay, *STUDENT, UNIVERSITY OF NORTH TEXAS*

Maranda Edmonson, *STUDENT, UNIVERSITY OF NORTH TEXAS*

Conceptual Algebra and Geometry inquiry-based teachers need to experience being inquiry-based learners. Participants will receive a course overview as well as engage in key activities included in the course.

ESTABLISHING A PROFESSIONAL ASSOCIATION FOR UTEACH | SALON B

Interactive Presentation

Julia O'Donnell, *PROFESSIONAL ASSOCIATION COORDINATOR, UTEACH INSTITUTE*

Ellen Granger, *CO-DIRECTOR, FLORIDA STATE UNIVERSITY*

Kimberly Hughes, *DIRECTOR, UTEACH INSTITUTE*

This session will provide an overview of the plan to establish a national professional network for all UTeach programs and report on recent progress. Additionally, this session will preview a new system for tracking UTeach graduates on a national level.

2:30pm—3:45pm

NEXT GENERATION SCIENCE STANDARDS: IMPACT ON PRE-SERVICE TEACHER PREPARATION AND IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT | 101

Interactive Presentation

Ramon Lopez, *CO-DIRECTOR, UNIVERSITY OF TEXAS AT ARLINGTON*

Karen Ostlund, *PRESIDENT, NATIONAL SCIENCE TEACHERS ASSOCIATION*

Implications for the Next Generation Science Standards on pre-service teacher preparation and in-service teacher professional development will be discussed.

RECONCEPTUALIZING PROFESSIONAL LEARNING FOR MENTOR TEACHERS | 102

Interactive Presentation

Shelly Rodriguez, *CLINICAL ASSISTANT PROFESSOR, UNIVERSITY OF TEXAS AT AUSTIN*
Findings from a recent study on mentor teacher learning will be presented. Session participants will discuss implications for the UTeach program and work together to reconceptualize mentor teacher interactions.

ADAPTING A STEM TEACHER PREPARATION PROGRAM FOR CONTEXT AND CULTURAL RESONANCE | 103

Interactive Presentation

Steven Greenstein, *ASSISTANT PROFESSOR, MONTCLAIR STATE UNIVERSITY*
Faculty from the University of the Virgin Islands will present a model of a contextually and culturally resonant pedagogy that is meant to inform the design of our UTeach adaptation and then discuss with participants how it might be useful.

UTEACH COURSE OVERVIEW: PROJECT-BASED INSTRUCTION | 104

Interactive Presentation

Jill Marshall, *ASSOCIATE PROFESSOR, DEPARTMENT OF CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION, UNIVERSITY OF TEXAS AT AUSTIN*

Tony Petrosino, *ASSOCIATE PROFESSOR, DEPARTMENT OF CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION, UNIVERSITY OF TEXAS AT AUSTIN*

This session will provide an overview of Project-Based Instruction, one of nine UTeach courses. This course focuses on developing problem- and project-based units of instruction.

PERSPECTIVES ON MATHEMATICS AND SCIENCE: SCIENTIFIC THEORIES AND THE ROLE OF MODELS IN SCIENCE | 107

Hands-on Workshop

Sumudu Lewis, *PROGRAM DIRECTOR, UNIVERSITY OF MASSACHUSETTS, LOWELL*

In this workshop, participants will be led through a lesson used for teaching Perspectives on Science and Mathematics, exploring the terms “theory” and “hypothesis” using models.

REAL WORLD, HERE WE COME: APPRENTICE TEACHING AND INDUCTION THE TEACH NORTH TEXAS WAY! | 108

Roundtable Discussion

Becky Osborne, *MASTER TEACHER, UNIVERSITY OF NORTH TEXAS*

Teresa Walls, *MASTER TEACHER, LECTURER, UNIVERSITY OF NORTH TEXAS*

Follow the Teach North Texas journey from apprentice teaching through certification, job search, and support through induction. Share our bumps, lumps, and successes and come prepared to share yours, too!

RECRUITMENT AND MARKETING | 203

Interactive Presentation

John Rice, *MARKETING CONSULTANT, COMMONSENSE COMMUNICATIONS*

Courtney J. Nudell, *STUDENT SERVICES COORDINATOR, CLEVELAND STATE UNIVERSITY*

Steve Case, *CO-DIRECTOR, DIRECTOR OF THE KU CENTER FOR SCIENCE EDUCATION, UNIVERSITY OF KANSAS*

Tom Nelson, *DEAN OF ARTS AND SCIENCES AND PROFESSOR OF BIOLOGY, SOUTHERN POLYTECHNIC STATE UNIVERSITY*

Jan Smith, *MASTER TEACHER, BOISE STATE UNIVERSITY*

A panel of representatives from UTeach sites, representing various cohorts, will discuss their recruitment and marketing strategies with a marketing expert, John Rice. John has worked with UTeach sites and other university STEM-focused programs to improve their marketing messages and strategies.

SUSTAINING YOUR UTEACH PROGRAM WITH PRIVATE SUPPORT | AMPHITHEATER 204

Panel Discussion

Priscilla Cortez, *DIRECTOR OF DEVELOPMENT, RIO GRANDE VALLEY INITIATIVE, UNIVERSITY OF TEXAS SYSTEM*

Spencer Sealy, *ASSOCIATE VICE PRESIDENT FOR DEVELOPMENT, COLUMBUS STATE UNIVERSITY*

Ann Pomykal, *DIRECTOR, TI FOUNDATION*

Andy Greenawalt, *CO-CHAIR, UTEACH TASK FORCE, COLLEGE OF NATURAL SCIENCES ADVISORY BOARD, UNIVERSITY OF TEXAS AT AUSTIN*

This session will discuss the importance of private fundraising to support the sustainability of UTeach programs. The presenters in this session include individual, corporate, and foundation donors to the UTeach program as well as development representatives from UTeach replication sites. Donors will discuss what motivated their gift and provide insight into their expectations when providing support. Replication sites will discuss their successes and challenges related to fundraising for various components of their programs.

4:00pm—5:15pm

PROJECT-BASED INSTRUCTION: FROM THEORY TO PRACTICE | 101

Interactive Presentation

Tara Craig, *STEM EDUCATION DOCTORAL STUDENT, UNIVERSITY OF TEXAS AT AUSTIN*

Project-based instruction sounds great, but what does it look like in a “real” classroom? A project-based instruction math teacher will share her journey from UTeach student in the PBI course, to using PBI in her classroom, to teaching PBI to pre-service teachers. She will discuss the essential criteria of PBI and how to design projects that meet these criteria. She will also provide examples of projects used in a public high school classroom.

PREPARING COMPOSITE SCIENCE CERTIFICATION STUDENTS TO TEACH PHYSICS | 102

Interactive Presentation

Jill Marshall, *CO-DIRECTOR, UNIVERSITY OF TEXAS AT AUSTIN*

Karen Matsler, *MASTER TEACHER, UNIVERSITY OF TEXAS AT ARLINGTON*

This session examines how UTeach composite science certification graduates are prepared to teach physics. We will report results of a pilot study and begin a discussion reviewing the composite certification policy.

RECRUITMENT, TRAINING, AND RETENTION OF MENTOR TEACHERS | 103

Roundtable Discussion

Jason DaLee, *MASTER TEACHER, UNIVERSITY OF COLORADO, COLORADO SPRINGS*

Vickie Newkirk, *PROGRAM COORDINATOR, UNIVERSITY OF COLORADO, COLORADO SPRINGS*

Mentor teachers play a significant role in preparing pre-service teachers during field experiences. Recruiting, training, and retaining quality inquiry-based mentors is key to program success. How do we do this?

UTEACH CO-DIRECTORS SPECIAL INTEREST GROUP | 104

Roundtable Discussion

Program co-directors, college deans, and other university leaders will convene to discuss topics of interest to the group.

EXPLORING STEP 1 LESSONS FOR ENGLISH LANGUAGE LEARNERS | 107

Interactive Presentation

Cindy Woods, *MASTER TEACHER, UNIVERSITY OF NORTH TEXAS*

Rossana Boyd, *DIRECTOR, BILINGUAL/ESL CERTIFICATION PROGRAM, UNIVERSITY OF NORTH TEXAS*

Nancy Terry, *MASTER TEACHER, UNIVERSITY OF NORTH TEXAS*

Teach North Texas partners with Project NEXUS to strengthen teacher preparation to support English Language Learners.

This session features TNT's pre-written Step 1 lessons and supporting supplemental materials.

UTEACH GRADUATES ROUNDTABLE (RESTRICTED TO CURRENT UTEACH STUDENTS) | 108

Roundtable Discussion

Moderator: Carrie Culpepper, *PROFESSIONAL DEVELOPMENT MANAGER, UNIVERSITY OF TEXAS AT AUSTIN*

Nikki Morgan, *SCIENCE TEACHER, LAKE TRAVIS HIGH SCHOOL, TEXAS*

Michelle Rothermel, *MATHEMATICS TEACHER, BIRDVILLE HIGH SCHOOL, TEXAS*

Joshua Klaus, *SCIENCE TEACHER, KIRBY HALL MIDDLE AND HIGH SCHOOL, TEXAS*

Louisa Torrance, *SCIENCE TEACHER, LAMAR MIDDLE SCHOOL, TEXAS*

Jeffrey Higginbotham, *BIOLOGY TEACHER, ROCKLEDGE HIGH SCHOOL, FLORIDA*

Everything you've wanted to know about life after UTeach but have been afraid to ask. At least in front of your instructors.

UTeach grads will answer questions regarding finding a job, getting through the first two years, the realities of teaching using diverse instructional styles in the "real world," etc.

DEVELOPMENT SPECIAL INTEREST GROUP MEETING | 203

Roundtable Discussion

Aaron Smith, *SITE COORDINATOR, UTEACH INSTITUTE*

Mike DeGraff, *SITE COORDINATOR, UTEACH INSTITUTE*

The UTeach Institute will give a brief overview of the development resources it provides and fundraising techniques that UTeach Austin has found to be successful. Attendees will be prompted to discuss ways to work collaboratively to raise money.

UNIVERSITY REPLICATION PANEL: LESSONS LEARNED | AMPHITHEATER 204

Panel Discussion

Martha Day, *CO-DIRECTOR, EXECUTIVE DIRECTOR OF GSKYTEACH, ASSISTANT PROFESSOR OF SCIENCE EDUCATION, WESTERN KENTUCKY UNIVERSITY*

Matthew Wigglesworth, *MASTER TEACHER, BOISE STATE UNIVERSITY*

Kelly Chaney, *MASTER TEACHER, UNIVERSITY OF ARKANSAS AT LITTLE ROCK*

Stephen Addison, *CO-DIRECTOR, PROFESSOR IN THE DEPARTMENT OF PHYSICS AND ASTRONOMY, INTERIM DEAN OF THE COLLEGE OF NATURAL SCIENCES, UNIVERSITY OF CENTRAL ARKANSAS*

Gail Marshall, *CO-DIRECTOR, LECTURER IN THE DEPARTMENT OF LEADERSHIP AND INSTRUCTION, UNIVERSITY OF WEST GEORGIA*

Deb Nolan, *CO-DIRECTOR, PROFESSOR, DEPARTMENT OF STATISTICS, UNIVERSITY OF CALIFORNIA, BERKELEY*

This panel brings together colleagues from UTeach partner universities (co-directors, faculty members, master teachers) to discuss lessons learned while implementing a UTeach model program. Panel members will discuss student recruitment, institutional support, implementing courses, field placements, working with colleagues in other departments, and fundraising.

6:00pm—9:00pm

RECEPTION AND DINNER HOSTED BY EXXONMOBIL CORPORATION | BALLROOM

KEYNOTE SPEAKER: SARA MARTINEZ TUCKER, *CEO OF THE NATIONAL MATH + SCIENCE INITIATIVE*

Thursday, May 23, 2013

8:00am—8:45am

BREAKFAST | TEJAS DINING ROOM

FLORIDA REPLICATION SITES BREAKFAST MEETING (CLOSED) | 103

Aaron Smith, *SITE COORDINATOR, UTEACH INSTITUTE*

This is a closed session for current Florida replication sites and will focus on topics of interest and relevant updates.

GEORGIA REPLICATION SITES BREAKFAST MEETING (CLOSED) | 104

Mike DeGraff, *SITE COORDINATOR, UTEACH INSTITUTE*

This is a closed session for current Georgia replication sites and will focus on topics of interest and relevant updates.

TENNESSEE REPLICATION SITES BREAKFAST MEETING (CLOSED) | 107

Ashley Welch, *MANAGER OF SITE SUPPORT, UTEACH INSTITUTE*

This is a closed session for current Tennessee replication sites and will focus on topics of interest and relevant updates.

ARKANSAS REPLICATION SITES BREAKFAST MEETING (CLOSED) | 108

Amy Moreland, *SITE COORDINATOR, UTEACH INSTITUTE*

This is a closed session for current Arkansas replication sites and will focus on topics of interest and relevant updates.

TEXAS REPLICATION SITES BREAKFAST MEETING (CLOSED) | 301

Tracie Barrs Ellis, *SITE COORDINATOR, UTEACH INSTITUTE*

This is a closed session for current Texas replication sites and will focus on topics of interest and relevant updates.

9:00am—10:15am

CLOSING PLENARY | AMPHITHEATER 204

MICHAEL STARBIRD ON TEACHING EFFECTIVE THINKING

The root of success in everything from academics to business to leadership to personal relationships and everything else is effective thinking—whether it's thinking disguised as intuition or as good values or as decision-making or problem solving or creativity, it's all thinking. Practical methods of effective thinking can be described, taught, and learned. They are not inborn gifts of a special few. All students can learn them and use them. Teaching effective thinking is the central goal of education. This talk will describe practical, memorable elements of effective thinking and how to teach them.

10:30am—11:45am

UTEACH AND THE COMMON CORE | 102

Interactive Presentation

Katrina Miller, *DIRECTOR, FIRST TO THE TOP, TENNESSEE HIGHER EDUCATION COMMISSION*

Victoria Harpool, *PROGRAM COORDINATOR, FIRST TO THE TOP, TENNESSEE HIGHER EDUCATION COMMISSION*

This session will focus on Tennessee's efforts at implementing

the Common Core State Standards into the teacher training program curriculum. As Tennessee has four UTeach replication sites, particular attention will be paid to implementation in light of the UTeach curriculum.

UTEACH COURSE OVERVIEW: APPRENTICE TEACHING | 103

Interactive Presentation

Kelli Allen, *CLINICAL ASSISTANT PROFESSOR, MASTER TEACHER, UNIVERSITY OF TEXAS AT AUSTIN*

This session will provide an overview of Apprentice Teaching, the final of nine UTeach courses. This course provides the final clinical preparation before UTeach students are recommended for certification.

INTEGRATING ENGINEERING INTO YOUR UTEACH COURSES | 104

Hands-on Workshop

Cheryl Farmer, *PROGRAM MANAGER, UTEACH ENGINEERING, UNIVERSITY OF TEXAS AT AUSTIN*

Shelly Rodriguez, *CLINICAL ASSISTANT PROFESSOR, UNIVERSITY OF TEXAS AT AUSTIN*
Jill Marshall, *ASSOCIATE PROFESSOR, DEPARTMENT OF CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION, UNIVERSITY OF TEXAS AT AUSTIN*

Join us for a collaborative work session to discover ways to integrate engineering into current UTeach course activities. Please bring a lesson that shows promise for an engineering approach.

UTEACH COURSE OVERVIEW: FUNCTIONS AND MODELING | 107

Interactive Presentation

Mark Daniels, *ASSOCIATE DIRECTOR, CLINICAL PROFESSOR OF MATHEMATICS, UNIVERSITY OF TEXAS AT AUSTIN*

This session will provide an introduction to Functions and Modeling, one of nine UTeach courses. In this course, students engage in explorations and lab activities designed to strengthen and expand their knowledge of the topics found in secondary mathematics.

SHOULD UTEACH ELEMENTARY? WE THINK SO! | 108

Roundtable Discussion

Patrick McGuire, *CO-DIRECTOR, UNIVERSITY OF COLORADO, COLORADO SPRINGS*
Robert Gagnon, *MASTER TEACHER, UNIVERSITY OF COLORADO, COLORADO SPRINGS*
Jason DaLee, *MASTER TEACHER, UNIVERSITY OF COLORADO, COLORADO SPRINGS*
Catherine Kelly, *FACULTY, UNIVERSITY OF COLORADO, COLORADO SPRINGS*

Join us for a timely and engaging roundtable discussion that will explore the possibility of extending the UTeach replication model to the elementary grade levels (preschool–6).

MARKET YOUR BEST SELF: INTERVIEW TECHNIQUES FOR FUTURE TEACHERS | 301

Interactive Presentation

Lisa Napper, *EXECUTIVE DIRECTOR OF HUMAN RESOURCES, LEANDER INDEPENDENT SCHOOL DISTRICT, TEXAS*

Charles Little, *PRINCIPAL, VANDEGRIFT HIGH SCHOOL, LEANDER INDEPENDENT SCHOOL DISTRICT, TEXAS*

Denise Ekberg, *CLINICAL ASSISTANT PROFESSOR, UNIVERSITY OF TEXAS AT AUSTIN*

This workshop is designed for UTeach students. The objective is to assist session participants with crafting responses to common teacher interview questions. Students will also learn job search and interview etiquette and tips for how they should present themselves to school districts and potential employers.

2013 UTEACH RFP | AMPHITHEATER 204

Interactive Presentation

UTeach Institute Staff and Partner Program Representatives

This is a “don’t miss” session for participants interested in submitting a proposal in response to the National UTeach RFP. UTeach Institute staff and representatives from UTeach partner programs will be available to answer questions about every aspect of implementing a UTeach program on your campus.

11:45am—12:30pm

LUNCH | TEJAS DINING ROOM

1:00pm

ADJOURN

