UTeach offers a streamlined, field-intensive curriculum that is firmly situated within the domains of math and science.

**Instructional Program Elements**

**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 teacher certification while earning a degree in science, computer science, engineering, or mathematics.

**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 educational theory and practice.

**Early and Intensive Field Experiences**

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

**Dedicated Master Teachers**

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

For more information on the UTeach Curriculum, download the **UTeach Curriculum Overview** here: [http://uteach-institute.org/publications](http://uteach-institute.org/publications)

Sample UTeach degree plans available here: [http://uteachweb.cns.utexas.edu/Students/Resources/Degree Plans](http://uteachweb.cns.utexas.edu/Students/Resources/Degree Plans)
<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Category</th>
<th>Recruitment Courses</th>
<th>College of Education Course Sequence</th>
<th>Final Practicum</th>
<th>Specialty Designed Content Courses</th>
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**Goal**
Prepares, practices, and reflects on SE lessons based on district math and science curriculum.

**Field Instructional Level**
Individualstand-alone math or science lessons delivered in elementary classroom.

**Design of Field Experience**
Individual clinical interviews of learners solving mathematics problems.

**KEY ARTIFACTS**
- Final Portfolio including:
  - Personal Profile: Teaching philosophy, cover letter for employment, references to pedagogical content issues and/or mathematics, and student artifacts and that reflect on 5E lesson plans.
  - 5E Lesson plans integrating the history of science or mathematics through explanations and lab activities that strengthen, deepen, and expand content knowledge of secondary science and mathematics.
  - Written reflections and analysis of pre-requisite, future and cross-disciplinary content issues.
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**Final Practicum**
- Develop and carry out independent scientific inquiries employing the 5E framework to analyze various instructional activities, focusing on content development through teacher, student, student-student, and group interactions.

**Final Observation**
- Engage in an intensive, culminating experience that equips UTeach students with the tools needed for their first teaching experience.

**Inquiries and Practice**
- Design and carry out independent scientific inquiries employing the 5E framework to analyze various instructional activities, focusing on content development through teacher, student, student-student, and group interactions.

**Math or Science Lessons**
- Engage in problem-solving and problem-based learning through explorations and lab activities that strengthen, deepen, and expand content knowledge of secondary science and mathematics.

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1. Functions and Modeling is required only of students certifying to teach math.
2. Reading in the Content Area is required only of students certifying in grades 4 - 8.
3. Evidence of effective instruction and delivery, including video evidence of students engaged in inquiry learning, effective assessment and development of implementation of an individualized learning plan and resulting assessment artifacts.
4. Evidence of ability to prepare effective lessons, including selected lessons and assessments designed to promote learning for all students.
5. Evidence of effective classroom environment, including a management plan.
6. Evidence of effective instruction and delivery, including video evidence of students engaged in inquiry learning, effective assessment and questioning strategies, and integration of technology to enhance learning experience.
7. Evidence of professional responsibility, including a professional development plan and parent communication plan.

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### Course Support
- **Field Instructional Level**
  - Upper Elementary
  - Middle School
  - High School
  - Middle or High School

### Design of Field Experience
- Individual stand-alone math or science lessons based on district curriculum delivered in middle school classroom.

### Recruitment Courses
- **Science/Math Education Faculty**
  - Science/Math Education Faculty
  - Master Teacher

### College of Education Course Sequence
- **Science/Math Education Faculty**
  - Science/Math Education Faculty
  - Master Teacher

### Final Practicum
- **Science Faculty Team**
  - History or Philosophy Faculty
  - Mathematics Faculty
  - Education Faculty

### Specialty Designed Content Courses
- **University Observers**
  - 1 TA per section
  - 1 TA per section
  - 1 TA per section
  - 1 TA per section

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**Number of Teaching Events**
- 132
- 30
- 120
- 240

**Approx. Teaching Hours**
- 300
- 5
- 8
- 23

**Minimum Observations by University**
- 1
- 1
- 10
- 280

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**Goals**
Prepares, practices, and reflects on SE lessons based on district math and science curriculum.

**Approx. Observation Hours**
- 30
- 2
- 1
- NA

**Lessons Developed and Taught**
- 14
- 3
- 3
- NA

**Number of Teaching Events**
- 132
- 3
- 3
- NA

**Approx. Teaching Hours**
- 261
- 3
- 3
- NA

**Approx. Total Field Hours**
- 300
- 5
- 4
- NA

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**Setting and Reflecting on Evidence and Analysis**
- Written reflections and analysis of reliability, and evaluation of student artifacts and that reflect on 5E lesson plans.

**Written reflections and analysis of evidence from videotaped observations that draw on relevant education literature and discusses pertinent content issues.**

**Written reflections and peer to peer discussion of research literature.**

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**Theory and Practice**
- Written reflections and peer to peer discussions of research literature.

**Inquiry Unit Project**
- Written explorations and lab reports demonstrating mathematical connections between important topics.

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**Written explorations and lab reports demonstrating depth of content knowledge relating to the concept of “function” to topics such as rate of change, limit and accumulation.**